

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the **2023 to 2024** academic year funding to help improve the attainment of our disadvantaged pupils. This is year two of a three year strategy.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data (at September 1 st 2023)
School name	Bourton Meadow Academy
Number of pupils in school	590 (excludes Nursery)
Proportion (%) of pupil premium eligible pupils	65 (11%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2024/5
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lucy Berry Headteacher
Pupil Premium lead	Debra Bowden Deputy Headteacher
Governor / Trustee lead	Rob Askham Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,785 Pupil Premium £12,650 Pupil Premium LAC
Recovery premium funding allocation this academic year	£6,663
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£82,098

Part A: Pupil Premium Strategy Plan

Statement of intent

At Bourton Meadow Academy, our vision is to 'nurture every child to fulfil their whole potential'. We recognise that every child is unique. As our mission statement clearly sets out, we believe that by nurturing the children with love and care, we develop the best conditions for them to grow. There is no limit to the expectations we have of any of our children. We believe in the potential of each one of our children and we are always thinking of ways we can adapt our practice to enable each child to excel.

Children are at the heart of everything we do and we measure our success on their happiness, how far they have come and that they are prepared with all the skills to take the next step on their journey.

Our intent for our pupil premium children fits entirely within the framework we have for all of our children to fulfil their whole potential. However, we recognise that some children, because of their background and family circumstances face a wider range of barriers which may impact on their ability to learn, affecting their ability to achieve their whole potential. We therefore target our pupil premium grant on addressing those barriers.

Our objectives are to ensure our disadvantaged pupils engage with learning and have full access to our curriculum and the breadth and wealth of opportunities and cultural capital it provides them with through high attendance and high quality teaching. We will monitor and support children's wellbeing, developing their resilience and ability to learn,

As a result of this we hope to achieve our overall aims of enabling disadvantaged children to achieve to their full potential and at the same time, narrow the gaps in attainment between disadvantaged children and their non-disadvantaged counterparts in our school community.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Key Stage 2 Reading Through analysis of our reading data (July 2022), we could see that in Years 4 to 6, the percentage of disadvantaged children achieving the expected standard was significantly behind that of the cohort. We understand the impact of reading on children being able to access the whole curriculum and have therefore prioritised this as a key challenge to be addressed through our pupil premium strategy.

	<p>In July 2022, 11 of 24 Pupil Premium children were working at the expected standard in Years 4 to 6. In July 2023, 21 of 36 disadvantaged children achieved the expected standard for reading in KS2.</p> <p>In July 2022, our data indicated that in Key Stage 1 there was no attainment gaps between our pupil premium children and the cohort for early reading and the acquisition of phonics. We have continued to monitor this and at the end of 2022-23 there was no gap in the % of children at expected standard for reading between children eligible for Pupil Premium and those not eligible in Year 3. This is a key metric that we will continue to track to monitor outcomes for disadvantaged children remain at least in line with those for our other children.</p>															
2	<p>Key Stage 2 Writing</p> <p>Through analysis of our writing data (July 2022), we can see that in each year group in Key Stage 2, the percentage of pupil premium children achieving the expected standard was significantly behind that of the none pupil premium cohort. The size of the gaps was significant particularly in the current years 5 and 6. During 2022-23, there has been an increase in the % of PP children age related expectations for writing and this has reduced this gap between the PP and non PP children achieved age related expectations in Key Stage 2.</p> <table><tr><th>Current Year Group (Sept 2022)</th><th>Gap Non-PP vs PP % of children at expected standard July 2022</th><th>Gap Non-PP vs PP % of children at expected standard July 2023</th></tr><tr><td>Year 3</td><td>3%</td><td>2%</td></tr><tr><td>Year 4</td><td>25%</td><td>14%</td></tr><tr><td>Year 5</td><td>53%</td><td>30%</td></tr><tr><td>Year 6</td><td>24%</td><td>30%</td></tr></table> <p>Data in July 2022 indicated that in Key Stage 1 there was not a gap between disadvantaged and none disadvantaged children for writing. We will continue to monitor this and adjust this strategy should any gaps begin to arise. We have continued to monitor this and at the end of 2022-23 there was no gap in the % of children at expected standard for writing between children eligible for Pupil Premium and those not eligible in Year 3. This is a key metric that we will continue to track and monitor closely with the aim of ensuring outcomes for our disadvantaged children are at least in line with those for our other children.</p>	Current Year Group (Sept 2022)	Gap Non-PP vs PP % of children at expected standard July 2022	Gap Non-PP vs PP % of children at expected standard July 2023	Year 3	3%	2%	Year 4	25%	14%	Year 5	53%	30%	Year 6	24%	30%
Current Year Group (Sept 2022)	Gap Non-PP vs PP % of children at expected standard July 2022	Gap Non-PP vs PP % of children at expected standard July 2023														
Year 3	3%	2%														
Year 4	25%	14%														
Year 5	53%	30%														
Year 6	24%	30%														
3	<p>Attendance</p> <p>In 2021-22 weekly attendance data indicated that average attendance for PP children was usually between 2 and 4% lower than for non-pupil premium children. The level of attendance for some of our disadvantaged children is lower than other children in the school and there were more cases of PP children being persistently absent than non PP children.</p>															
4	<p>Key Stage 2 Maths</p> <p>Through analysis of our maths data (July 2022), we can see that in each year group in Key Stage 2, the percentage of pupil premium children achieving the expected standard was significantly behind that of the non-pupil premium cohort. The size of the gaps was significant particularly in the current years 5 (gap is 42%) and Year 6 (gap is 22%). Data from July 2023 shows a small increase overall in the number of PP children achieving age related</p>															

	expectations in Maths in KS2 (17 of 32 children in 2022 compared to 20 of 36 children in 2023).
5	<p>Social and emotional wellbeing</p> <p>We know that many of our disadvantaged children fit into another vulnerable group. Over 80% of our pupil premium group qualify for free school meals, a higher proportion are not white British (24% of PP compared to 8% of cohort) and a higher proportion have SEN support plans (23%) than the rest of the cohort (9%). It is important that early identification of emerging SEMH needs is robust across the school and that strategies are in place to remove these barriers.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improve reading attainment amongst disadvantaged children at the end of Key Stage 2	<ul style="list-style-type: none"> At least 60% of disadvantaged children meet the expected standard by the end of Key Stage 2. At the end of KS2 disadvantaged children at BMA achieve the same average scaled score as disadvantaged children nationally. Pupil progress meeting and data analysis shows the difference between % of pupil premium children and non-pupil premium children reaching the expected standard is diminishing in each year group to below 20%.
2. Improve writing attainment amongst disadvantaged children at the end of Key Stage 2	<ul style="list-style-type: none"> At least 50% of pupil premium children meet the expected standard by the end of Key Stage 2. Pupil progress meeting and data analysis shows the difference between % of pupil premium children and non-pupil premium children reaching the expected standard is diminishing in each year group to below 20%.
3. To achieve and sustain improved attendance for all children, particularly our disadvantaged children	<ul style="list-style-type: none"> The attendance of the whole school is at least in line with attendance nationally. The attendance of non-pupil premium children is in line with pupil premium

	<p>children (measured by weekly attendance data).</p> <ul style="list-style-type: none"> The number of pupil premium children who are persistently absent has fallen to less than 5% of the pupil premium cohort.
4. Improve maths attainment for disadvantaged pupils at the end of Key stage 2	<ul style="list-style-type: none"> At least 60% of pupil premium children meet the expected standard by the end of Key Stage 2. At the end of KS2 disadvantaged children at BMA achieve the same average scaled score as disadvantaged children nationally. Pupil progress meeting and data analysis shows the difference between % of pupil premium children and non-pupil premium children reaching the expected standard is diminishing in each year group to below 20%.
5. To achieve and sustain improved wellbeing for all children in our school particularly our disadvantaged children	<ul style="list-style-type: none"> All PP children to have a baseline Boxall Profile (BP) score by end of July 23. Pupil premium children whose BP score identifies that SEMH intervention is needed to have an action plan to address this by July 2023. Termly plan for revised BP screening for all pupil premium pupils in place by July 2023. BP results show improvements to pupils SEMH and wellbeing.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £49,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum	1,2,4

responds to the needs of pupils	<p>development, and the purposeful use of assessment.</p> <p>Supporting resources and evidence:</p> <ul style="list-style-type: none"> • Guidance reports EEF (educationendowmentfoundation.org.uk) • 5ee9f507021911ae35ac6c4d EBE GTT EVIDENCE REVIEW DIGITAL.pdf (website-files.com) • Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net) 	
Introduction of maths fluency teaching sessions in all year groups, using Fluency Bee in KS1 and Number Sense in KS2	<p>The introduction of maths fluency teaching helps to develop children's number sense, and increase their confidence. It enables children to:</p> <ul style="list-style-type: none"> • Know key mathematical facts • Think flexibly, and • Make connections. <p>This then helps children to;</p> <ul style="list-style-type: none"> • Choose the most appropriate method for the task at hand, and • Be able to apply a skill to multiple contexts. <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Teaching mathematics in primary schools - GOV.UK (www.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4,5
Enhancement of our maths teaching and curriculum planning in line with DfE AND EEF guidance.	<p>Work with Maths leads to embed and monitor the progressive maths curriculum to ensure children's component gaps have been identified and closed to achieve the planned composite of each unit of work. Include Teaching for Mastery training.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Teaching mathematics in primary schools - GOV.UK (www.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4, 5
Review approach to the teaching of writing	<p>School has historically used Talk 4 Writing but as staff change regular training is through other teachers and exposure to programme rather than planned.</p> <p>A review needs to take place into how fit for purpose Talk 4 Writing is for the children at Bourton Meadow given the adaptations we have made in the past and the continued outcomes.</p>	2, 5

	Talk for Writing EEF (educationendowmentfoundation.org.uk) Writing Approaches in Years 3 to 13 Evidence Review.pdf (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	
<p>Implementation of a structured CPD programme to enhance curriculum subject leadership and knowledge with the aim:</p> <ul style="list-style-type: none"> • to ensure high quality teaching and learning is taking place • subject leaders can confidently monitor subject • impact on pupils learning is clear and can be articulated by them 	<p>Subject leaders have responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice.</p> <p>Throughout their work, a subject leader ensures that practices meet the needs and aspirations of all pupils, and raise standards of achievement in school.</p> <p>A subject leader plays a key role in supporting, guiding and motivating teachers of the subject, and other adults.</p> <p>Subject leaders evaluate the effectiveness of teaching and learning and develop future priorities and targets for the subject.</p> <p>They also monitor the effectiveness of the teaching and its impact on pupils.</p> <p>School planning support 2022-23 EEF (educationendowmentfoundation.org.uk)</p> <p>The Importance of Strong Subject Leadership Juniper Education</p>	1,2,4,5
<p>Support for teacher professional development through mentoring and/or coaching, particularly:</p> <ul style="list-style-type: none"> • early career teachers through Chiltern ECT Partnership . • leadership development across the school via Best Practice 	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. There a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes,</p>	1,2,3,4

NPQEL, NPH, NPQSL, NPQBC, NPQEYL	EEF-Effective-Professional-Development-Guid- ance-Report.pdf (d2tic4wvo1iusb.cloudfront.net) Reducing school workload - GOV.UK (www.gov.uk)	
Continued implementation of the DfE Validated Systematic Synthetics Phonics programme Little Wandle to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p>The reading framework (2021) explains that reading is a prerequisite to unlock the whole curriculum. Having taken into account the guidance in the reading framework, fidelity towards Soundwrite SSP (systematic synthetic phonics programme) was adopted across school in January 2022. External and Internal validation has shown that this scheme is not meeting the needs of the children at Bourton Meadow and therefore a review and evaluation of schemes available has led to the purchase of Little Wandle.</p> <p>During 2022-23, there was a full rollout of Little Wandle. In 2023-24, the focus will be on ensuring the best possible outcomes for all children in reading and phonics, through high standards of teaching and fidelity to the SSP. Any staff new to BMA will receive high quality CPD in the teaching of phonics and reading.</p> <ul style="list-style-type: none"> • The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk) • Phonics EEF (educationendowmentfoundation.org.uk) 	1,2,5
Development and opening of a new school library	<p>In 2023 a new school library was opened, replacing a previous library which was not fit for purpose. Each class now has timetabled, protected time in the library, ensuring children are exposed to a full range of high quality texts. Texts have been specially selected to represent a full range of genres and to be fully representative of society, ensuring equality, diversity and inclusivity are key principles for the reading materials available in school.</p> <ul style="list-style-type: none"> • The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk) 	1,2,5

	<ul style="list-style-type: none"> • Literacy EEF (educationendowmentfoundation.org.uk) 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24,457.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group targeted tuition groups (in addition to normal school hours). To include: Years 3, 4, 5 & 6 Reading comprehension Year 6 Maths Year 1, 2 & 3 Phonics	Small group tuition has an average impact of four months additional progress over the course of a year. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,4,5
Embed structured 'keep up' phonics teaching sessions across school daily.	All staff will receive high quality CPD in 'Little Wandle'. Keep up sessions will take place daily for children who need additional intervention. Whole class teaching of main sessions will be maintained. <ul style="list-style-type: none"> • The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk) • Literacy EEF (educationendowmentfoundation.org.uk) 	1,2,5
Small group tuition to target individual learning needs e.g. Precision monitoring; Rapid Reading / Rapid writing; Working Memory Groups; Toe by Toe; Reading for thinking	The EEF has found that small group tuition has the impact of 4 months progress over a year and is therefore a highly effective intervention.. Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,4,5
Targeted emotional literacy interventions groups and 1:1 sessions including: Think Good Feel Good; Talkabout; Zones of Regulation;	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	5

Sensory Circuits; Helping Hands	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8.152.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement an Attendance Plan by the lead Attendance Officer; to include; robust attendance monitoring; attendance incentives at targeted pupils; communication to staff, parents and pupils as to why attendance matters and impact of poor attendance.</p> <p>Address persistent absences with processes set out in the school attendance policy including collecting disadvantaged children who are not attending school.</p>	<p>Research has shown that poor attendance is linked to poor academic outcomes (Balfanz & Bynes,2012; London et al 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried,2014;Baker,Sigmon & Nugemnt,2001)</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	5,1,2,4,3,
Provide free access to (a minimum of) one free after school club for each PP child to expand their range of enrichment opportunities,	<p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	5, 3
Offer financial support to families of PP children to ensure all PP children have the opportunity to participate in all school	Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	5,3

trips, including residential trips in Years 5 and 6.		
Provide breakfast, lunch and after school care to targeted pupils	<p>Nutrition and adequate food are integral to the growth, development and behaviours of all children.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</p> <p>https://www.aber.ac.uk/en/media/departmental/sell/pdf/wellbeinghealth/What-is-the-relationship-between-child-nutrition-and-school-outcomes-2006.pdf</p>	1,2,3,4,5,
Purchasing of school uniform and PE kit for specific PP children.	<p>"There is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation."</p> <p>https://educationendowmentfoundation.org.uk/e3_evidence_summaries/teaching-learning-toolkit/school-uniform/</p>	3, 5
Increase in school mental health support to children through CPD of 2 additional Child Mental Health First Aiders.	Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)	3, 5
<p>Outdoor enrichment programme including a range of activities tailored to the children's age groups including:</p> <ul style="list-style-type: none"> • trying out some new sports (such as golf, bowls and korfbal), • developing their skills in some sports they may already enjoy (such as football, basketball and tennis) • taking part in some team building games, and forest school activities 	<p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	3, 5

Total budgeted cost: £81,525

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Progress against intended outcomes.

When considering the outcomes for our children eligible for Pupil Premium, it is important to understand some of the differences in this group of children when compared to our whole cohort, as these children often have additional and multiple barriers impacting their educational progress and outcomes. For example; 18% have an SEN Support Plan and further 8% have an EHCP; this compares to 8% of our non PP children having an SEN Support Plan and 3% having an EHCP. Our Pupil Premium cohort has higher percentages of EAL children 26% compared to 14%) and children comparing to minority ethnic groups (39% compared to 26%). *(All data sourced from Insight November 2023 using July 2023 data)*

Improve reading attainment amongst disadvantaged children at the end of Key Stage 2

Improving reading attainment across school has been promoted through the activities set in this strategy plan. In July 2023 58% of children eligible for Pupil Premium in KS2 achieved the expected standard for reading compared to 55% (of children eligible for PP) in July 2022. In Years 3 to 5 the number of disadvantaged children reaching expected standard for reading increased.

In July 2023 80% of children eligible for Pupil Premium in Year 3 achieved the expected standard compared to 72% of non-disadvantaged; showing that during the last academic year we were successful in not allowing a gap in outcomes to develop at the beginning of Key Stage 2 – as has happened in previous years.

Reading	July 2022		July 2023	
	Pupil numbers PP/cohort	% at expected standard EXS	Pupil numbers PP/cohort	% at expected standard EXS
Year 3	8/82	87% (7)	10/80	80% (8)
Year 4	8/79	50% (4)	8/82	50% (5)
Year 5	7/79	43% (3)	9/82	56% (5)
Year 6	9/76	44% (4)	9/81	33% (3)

For 2023-24 we have introduced more targeted reading comprehension support groups, using a very experienced former teacher to deliver high quality reading intervention to the children who are on the cusp of reaching or maintaining the expected standard.

Improve writing attainment amongst disadvantaged children at the end of Key Stage 2

Writing attainment data from July 2023 shows that we made good progress against this outcome in 2022-23. The % of disadvantaged children achieving the expected standard in writing increased in Years 3,5 and 6 from July 2022.Only 1 child's data dropped from expected to below expected whilst 5 children moved to the expected standard.

Writing	July 2022		July 2023	
	Pupil numbers PP/cohort	% at expected standard EXS	Pupil numbers PP/cohort	% at expected standard EXS
Year 3	8/82	63% (5)	10/80	70% (7)
Year 4	8/79	37% (3)	8/82	25% (2)
Year 5	7/79	14% (1)	9/82	44% (4)
Year 6	9/76	33% (3)	9/81	56% (5)

To achieve and sustain improved attendance for all children, particularly our disadvantaged children

Attendance	2021 – 22	2022-23	Change 2021-22 to 2022-23
Non – PP cohort	93.64%	95.09%	+1.45%
PP cohort	91.79%	93.31%	+1.52%
Gap PP cohort to non PP cohort	-1.85%	-1.78%	

Note: Data for non PP and PP is attendance per term averaged across the whole year

During the 2022-23 academic year, attendance of PP children increased by 1.52% when compared to 2021-22. This is a higher increase than for our non PP children. During the Summer term 2023 attendance of PP children was 95.3% compared to 91.69% in Summer term 2022. There was also a much smaller gap between PP and non PP children by this time with attendance in Summer term 2023 of non PP only 0.12% higher (at 95.42%) than PP children. This shows the impact of the sustained drive to push for high school attendance, particularly for our most disadvantaged children.

There continues to be number of PP children for whom persistent absenteeism (absence of higher than 10%) was an issue in 2022-23 (10 children in total). Each of these children has an attendance plan and the school's Attendance Officer is working closely with families to increase the attendance of these individual pupils. This includes providing free breakfast clubs to facilitate multiple drop offs, regular check ins and when necessary home visits and transport to school for particular children.

Improve maths attainment for disadvantaged pupils at the end of Key Stage 2

Maths attainment data from July 2023 shows that we made some progress against this outcome in 2022-23. The number of disadvantaged children achieving the expected standard in Maths increased in in KS2 July 2022 to July 2023 by 4 children whilst 1 child's data dropped from expected to below expected.

Maths	July 2022		July 2023	
	Pupil numbers PP/cohort	% at expected standard EXS	Pupil numbers PP/cohort	% at expected standard EXS
Year 3	8/82	63% (5)	10/80	70% (7)
Year 4	8/79	50% (4)	8/82	38% (3)
Year 5	7/79	43% (3)	9/82	56% (5)
Year 6	9/76	56% (5)	9/81	56% (5)

To achieve and sustain improved wellbeing for all children in our school particularly our disadvantaged children

Wellbeing across the school has been promoted through the activities set out in this strategy plan. Our wellbeing and mental health leads have continued to ensure that targeted support is available to and given to any child who is on need of emotional support. Social skills groups, lego therapy, forest school and nurture clubs have regularly supported these children.

We have offered one free after school club place to each of our Pupil children to allow them the opportunity to develop new skills in a setting they are comfortable with. This year 32 of our children eligible for PP have attended at least once club. Going forward this offer will be extended to provide additional enrichment opportunities being led by our sports coach. The aim of this is to build confidence and have the opportunity to experience new games, sports and other outdoor activities whilst also developing social skills, communication and teamwork.

We prioritised Pupil Premium children for enrichment opportunities such as participating in cycling proficiency award schemes

We have continued to provide support to children attending residential trips and other out of school trip, providing financial support for the families of several children to allow these children to attend. We have also purchased school uniform and sports kits for a number of children. We gave priority appointments to our Pupil Premium children at Parent's Consultation Evenings to

ensure these families have every opportunity to meet with their child's teachers and to promote home to school contact.

During 2022-23 we have invested in tools to better understand the SEMH needs of our PP cohort through the purchase of Boxall profile screening and some associated CPD and this will be a key area of focus for the coming year.

Externally provided programmes

Programme	Provider
n/a	n/a
n/a	n/a

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Time allocated by the HT and DHT to support the wellbeing of service children and their families. Provision of uniform and coats to support school attendance.
What was the impact of that spending on service pupil premium eligible pupils?	Secure relationships developed between school and all service families in school, impacting positively on school attendance, pupil progress and wellbeing.

Further information (optional)

n/a
