



St Nicholas Church School Pupil Premium Strategy Statement 2023-2024

This strategy document aims to analyse outcomes for our disadvantaged pupils and draw conclusions from the findings to formulate into a school Pupil Premium Strategy Statement. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Total number of pupils in school	191 (January 2023)
Proportion of disadvantaged pupils	85 (44.5% of children on roll)
Proportion of disadvantaged pupils who have SEND	49/85 58%
Resource Base (SEMH)	14 pupils 100% EHCP 100% PP
Proportion of SEN pupils that have EHCP	17/76 (22%)
Proportion of disadvantaged EHCP pupils	13/17 (76%)
Pupil premium allocation this academic year	£ £152,209 anticipated

Publish date	January 2023
Review date	July 2024
Statement authorised by	Joe Beament Leanne Maidment (Chair of Governors)
Pupil Premium lead	Will Low
Governor lead	Leanne Maidment

Statement of Intent - Over 3 Years

Our intent links to our school vision to ***‘nurture and encourage one another to be life long learners’***.

Our aim is to use pupil premium funding effectively to help us achieve our vision for our disadvantaged pupils. We do this by providing an excellent education, memorable experiences, high expectations and challenge, and we inspire them to reach their fullest potential, and create happy, lifelong learners.

A significant proportion of our pupils face the challenge of socio-economic disadvantage and our strategy will benefit all pupils in achieving this vision irrespective of their background or the challenges they face. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. Although needs differ greatly from child to child, we do not allocate personal budgets per pupil in receipt of the Pupil Premium Grant. Instead, we identify interventions that will have the greatest impact across the widest number of pupils and fund these interventions accordingly, whether for small / large groups, classes or whole school interventions.

Key objectives linked to the vision

1. Children identified as disadvantaged feel safe in school and want to come to school each day. Through implementation of the strategy, the removal of potential barriers allows for disadvantaged children to have equal opportunities as their peers to all aspects of school life.

2. Adults have high expectations of all pupil premium children. Evidence based support and strategies are in place to enable progress, remove barriers and ensure children make expected (or better) progress and catch up where relevant.
3. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

Challenges

Challenge	Detail of challenge
1	Pupils oracy and language skills are underdeveloped on entry into reception and therefore starting points are lower in communication, language and literacy. Low level of phonic / sound awareness and recognition. This persists as they move through school and results in weaker outcomes at the end of KS2.
2	Pupils not being 'ready to learn' in class (pupils not being in a secure place mentally/emotionally). Attachment difficulties and external factors that impact on their learning are having a significant negative influence on outcomes and attainment.
3	Some pupils have very poor one to one counting skills on entry into reception and this leads to poorer levels of fluency with maths as they move through the school.
4	Some children have not had the broad range of life experiences, high quality learning in the home environment, and protective factors expected for primary school aged children.
5	Overall absence and Persistent Absence is higher amongst disadvantaged pupils, with often lower levels of parental engagement with school.

Intended Outcomes

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

Challenge	Intended Outcome	Success Criteria
1	With the implementation of the Voice 21 project as part of our SDP, Oracy will become embedded in the curriculum. PP children will become a target group as they move through the school, and the gap in language skills, evident at EYFS, will be reduced over time. All children in the pupil premium group access high quality phonics teaching (Little Wandle).	<ul style="list-style-type: none"> • Children's oracy skills and vocabulary will be in line or better with their peers. • Pupils are taught to engage skilfully in a range of different types of talk and discover new contexts for them to develop and hone their oracy skills. • Pupils' confidence increases as they speak to different audiences in a range of contexts.
2	Children will be offered a range of support within school to assist with mental well-being. Visible improvements in emotional regulation and resilience that allow children to engage fully with their learning. Children will have access to ELSA, Play Therapy, MHST and Speech	<ul style="list-style-type: none"> • Children are emotionally regulated and make at least expected progress or better

	& Language. Safeguarding coordinator will be available for specific interventions as needed.	<p>with their learning, narrowing the gap between them and their peers.</p> <ul style="list-style-type: none"> • Pupils feel happier both within school and about coming to school and anxiety is reduced.
3	Focussed support for children to ensure accelerated progress with counting skills, fluency and number. Targeted interventions in number bonds, times tables and step counting as well as embedded fluency sessions as part of all maths lessons.	<ul style="list-style-type: none"> • End of KS2 outcomes show increased progress and disadvantaged pupils achieve in line or better than peers and more meet the expected standard. • Evidence of improvement in termly PUMA assessments. • Pupils are able to do more because they know and remember more.
4	High quality, broad and balanced curriculum, specifically aimed at the needs of the children, including trips, visits and school events that fill the gaps in life experience. Improved overall school experience for disadvantaged children.	<ul style="list-style-type: none"> • Children's overall academic attainment improved and children's learning specifically evidences links to school experiences. • Deeper understanding of subject matter, evidenced through assessment and use of language.
5	Use the full range of strategies within the school's attendance policy, along with other specialised interventions (including closely working	<ul style="list-style-type: none"> • Improvement in overall attendance of PP children.

	<p>with the BANES A&WSS) to support the children to be in school on time and every day.</p>	<ul style="list-style-type: none"> • Reduction in the number of PP children who are persistently absent. • Reduction in unauthorised absence, including holidays. • Families attend meetings and engage positively with the attendance process.
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Activity in this Academic year 2023 - 2024

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost:£20,000

Activity	Evidence that supports this approach: Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	Challenge number(s) addressed
Launch Voice 21 Oracy project across the whole school, including ongoing training and CPD for staff.	To address the weaknesses in oracy, language and vocabulary that are clearly evident on entry in Reception. EEF: Oral Language Interventions + 6 Months EEF: <i>"Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful."</i> <i>"There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives."</i>	1, 4
Continue relevant high quality phonics training ensuring all staff are skilled in the delivery of the Little Wandle Phonics Scheme and scheme updates	EEF: Teaching Assistant Interventions + 4 Months EEF: Small Group tuition + 4 Months EEF: Oral Language Interventions + 6 Months	1, 4

are applied as they become available.	EEF: Phonics + 5 Months EEF: Reading Comprehension Strategies + 6 Months	
Access to quality schemes of learning for English and Maths (Whiterose)		
Embed and train staff on new wider curriculum (Kapow), including ongoing CPD from subject leaders.	Developing a curriculum that is both exciting and inspiring while meeting the identified needs of the children.	1,2,3,4,5
Engage with the Writing & Maths Improvement Projects as part of BWMAT.		
Complete review and implementation of new Maths curriculum for all Year groups	Identified need due to year group level data being below expected standards overall.	1, 3
Internal monitoring and support of the quality of teaching and feedback for reading and writing.	EEF: Feedback + 6 Months	1, 2, 3
Internal moderation of writing across key stages.	EEF: Feedback + 6 Months	1, 2, 3
Walkthru's CPD for teaching staff	EEF: Metacognition & Self Regulation + 7 Months	1, 2, 3

Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress Meetings with SENCO + CoHead to identify required interventions across all classes	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) EEF: Teaching Assistant Interventions + 4 Months EEF: Small Group tuition + 4 Months EEF: Oral Language Interventions + 6 Months EEF: Phonics + 5 Months	1, 2, 3
Targeted interventions as part of the Little Wandle Phonics scheme – Years R - 3	EEF: Teaching Assistant Interventions + 4 Months EEF: Small Group tuition + 4 Months EEF: Oral Language Interventions + 6 Months EEF: Phonics + 5 Months EEF: Reading Comprehension Strategies + 6 Months Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact	1, 2, 3

Focussed KS2 reading / writing intervention led by teachers and TA's	<p>EEF: Teaching Assistant Interventions + 4 Months</p> <p>EEF: Individualised Instruction + 4 Months</p> <p>EEF: Within Class Attainment Grouping + 2 Months</p> <p>EEF: Targeted Feedback + 6 Months</p>	1, 2, 3
Ongoing CPD of adaptive teaching to support the needs of disadvantaged children.	<p>EEF: Teaching Assistant Interventions + 4 Months</p> <p>EEF: Individualised Instruction + 4 Months</p> <p>EEF: Within Class Attainment Grouping + 2 Months</p>	1, 2, 3
<p>Guided Reading as part of Little Wandle in EYFS & KS1</p> <p>Group Guided Reading KS2</p>	EEF: Reading Comprehension Strategies + 6 Months	1, 2, 3
<p>HLTA/TAS to deliver structured programmes developed by the speech and language therapist.</p> <p>Reception pupils to have NELI delivered by trained teaching assistants.</p>	EEF: Oral Language Interventions + 6 Months	1, 2, 3

Splitting larger classes for maths and English lessons to allow for teachers to work with smaller focus groups.	EEF + 2 months Target class has a significant number of both SEN and PP, Smaller class groups allow for improved level of support and higher quality of interactions with pupils.	1, 2, 3
Year 6 focussed interventions by SLT / Subject Leaders Terms 4 & 5	EEF: Small Group tuition + 4 Months	1, 2, 3
1:1 and small group work activities for some children focussing on specific targets, led by TA's and teachers	EEF: Teaching Assistant Interventions + 4 Months EEF: Small Group tuition + 4 Months Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact	1, 2, 3
IT equipment – for those who need it to meet individual targets and ensure whole class teaching is effective.	EEF: Individualised instruction + 3 months Equal access for those that do not have equipment at home to complete Spelling Shed, Times Table Rockstars etc	2, 3, 4
Extended school day in Year 6 – once weekly (Terms 4 & 5)	EEF: Extending School Time + 3 Months EEF: Within Class Attainment Grouping + 2 Months	1, 2, 3

Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	
<p>Weekly attendance check of all classes. Weekly contact made with families where attendance is low.</p> <p>Identification of absence patterns – targeted action to address.</p> <p>Full termly attendance reviews: robust procedures followed including letters, support meetings, action plans.</p> <p>Termly meetings with BANES A&WSS – key pupils identified and targeted interventions put in place</p>	<p>EEF: Parental Engagement + 4 Months</p> <p>Children have to be present to learn.</p>	2, 5
<p>Increased parental empowerment – Safeguarding coordinator supports targeted children / families as designated part of role.</p>	<p>EEF: Behaviour Intervention + 4 Months</p> <p>EEF: Social & Emotional Learning + 4 Months</p> <p>EEF: Parental Engagement + 4 Months</p>	2, 4, 5

Feedback Friday – Communication kept open with parents so any issues addressed immediately and communicated back to parents via newsletter.	EEF: Parental Engagement + 4 Months	2, 4, 5
Play Therapist employed x2 days per week	EEF: Social and emotional Learning +4 Months EEF - metacognition and self –regulation equate to +7months	2, 4, 5
ELSA support – training of TA's	EEF: Social and emotional Learning +4 Months EEF - metacognition and self –regulation equate to +7months	2 , 4, 5
Team Teach trained staff to support with regulation	EEF: Social and emotional Learning +4 Months EEF - metacognition and self –regulation equate to +7months	2, 4, 5
Ongoing CPD for Mental Health Support Lead	EEF: Social and emotional Learning +4 Months EEF - metacognition and self –regulation equate to +7months	2, 4, 5
Held places on school clubs with limited space and / or cost that may be prohibitive to PP children	Disadvantaged children may have limited access to a diverse range of interests or experiences outside of school. Extra – curricular activities allow children to explore particular interests and experience new activities.	2 , 4
Subsidised school activities, trips, visits to ensure equal access for PP children	Children need these experiences to take a full and active part in lessons and learning in school, being able to relate and make connections to their previous experiences to their learning within the classroom.	2, 4

Subsidised school uniform	<p>Helps to support children in feeling they belong to the school and has a positive impact on behaviour. Recognition that with a uniform policy in place, there is a need to support those families who may not be able to afford uniform.</p> <p>EEF: "Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline."</p>	2 , 4, 5
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Total Budgeted Cost: £160,000

Part B: Review of outcomes in the previous academic year 2022 – 2023

Pupil premium outcomes (Teacher Assessed)

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

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress.

vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

Key to shading (on Exp + only):

<3* above All pupils	>1* below All pupils
>1* above All pupils	>3* below All pupils

*Number of pupils (see page 4 for explanation)

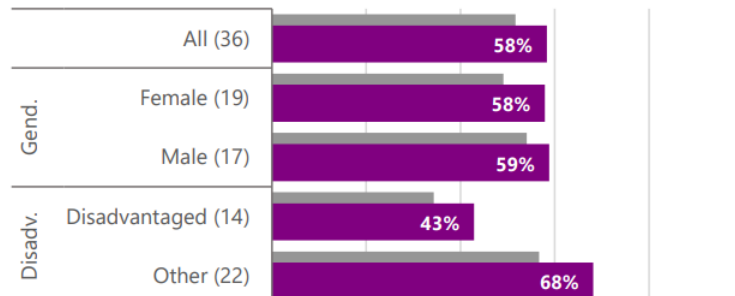
		Pupils	Reading		Writing		Maths		RWM	
		No.	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
All Pupils		35	57%	9%	54%	3%	60%	3%	51%	0%
Gender	Female	18	72%	11%	67%	6%	72%	0%	67%	0%
	Male	17	41%	6%	41%	0%	47%	6%	35%	0%
	Gap (Male - Female)		-31%	-5%	-26%	-6%	-25%	+6%	-32%	-
FSM	Eligible	16	38%	6%	38%	0%	50%	6%	38%	0%
	Not eligible	19	74%	11%	68%	5%	68%	0%	63%	0%
	Gap (Eligible - Not eligible)		-36%	-5%	-30%	-5%	-18%	+6%	-25%	-
Disadv.	Disadvantaged	16	38%	6%	38%	0%	50%	6%	38%	0%
	Other	19	74%	11%	68%	5%	68%	0%	63%	0%
	Gap (Disadvantaged - Other)		-36%	-5%	-30%	-5%	-18%	+6%	-25%	-
SEN	No SEN	21	76%	10%	71%	5%	81%	0%	71%	0%
	SEN Support	11	36%	9%	36%	0%	36%	9%	27%	0%
	EHCP	3	0%	0%	0%	0%	0%	0%	0%	0%
Born	Autumn	12	67%	17%	67%	0%	67%	8%	58%	0%
	Spring	11	73%	9%	64%	9%	82%	0%	64%	0%
	Summer	12	33%	0%	33%	0%	33%	0%	33%	0%

i) Vulnerable Groups Analysis

■ MAT
■ School

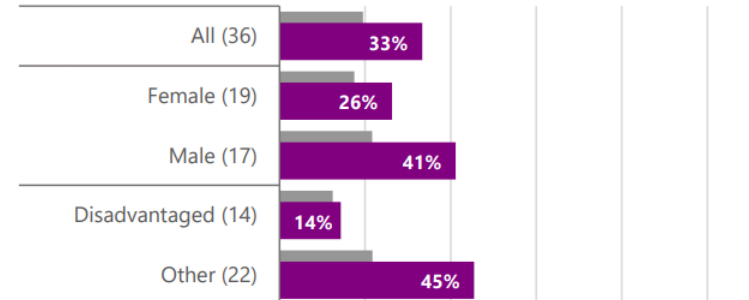
% scoring 20 marks or above

0% 20% 40% 60% 80% 100%



% scoring full marks

0% 20% 40% 60% 80% 100%



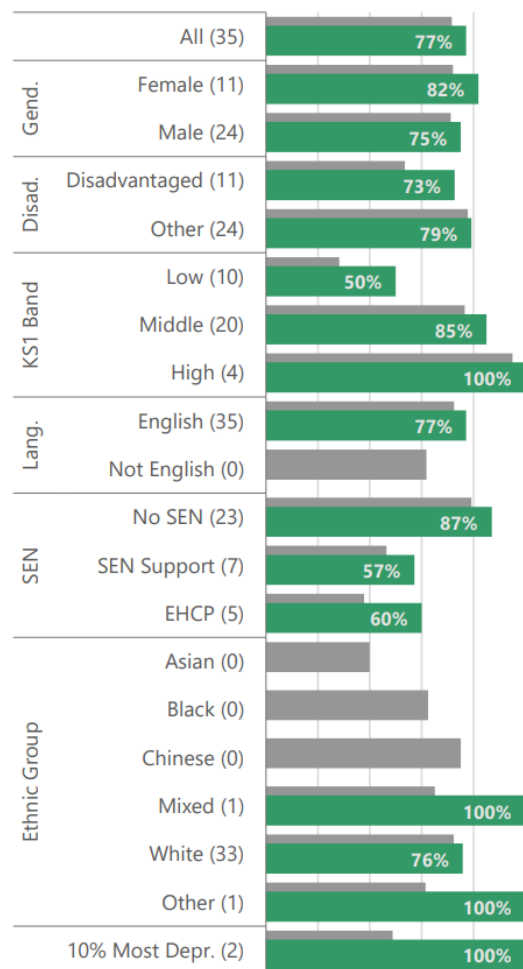
v) Vulnerable Groups Analysis

■ MAT

■ School

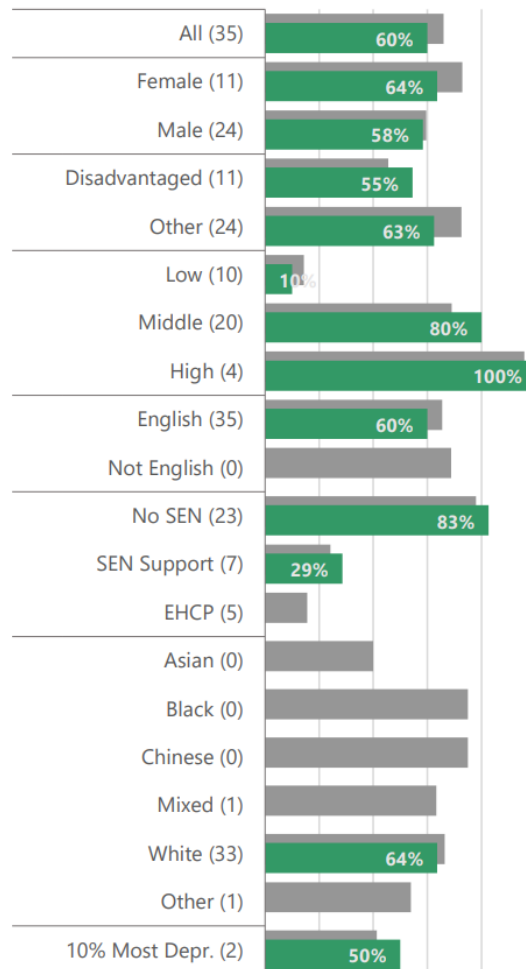
Reading Expected +

0% 20% 40% 60% 80% 100%



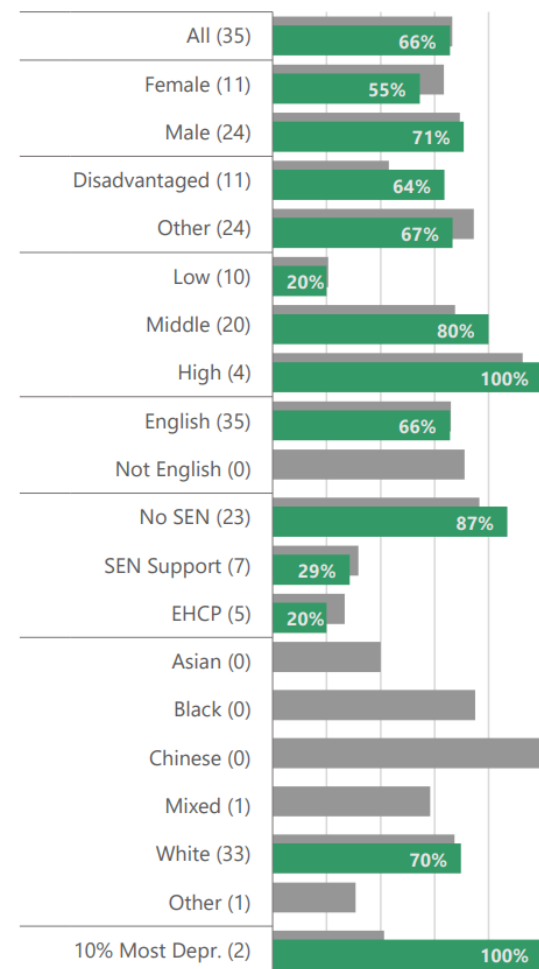
Writing TA Expected +

0% 20% 40% 60% 80% 100%



Maths Expected +

0% 20% 40% 60% 80% 100%



vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

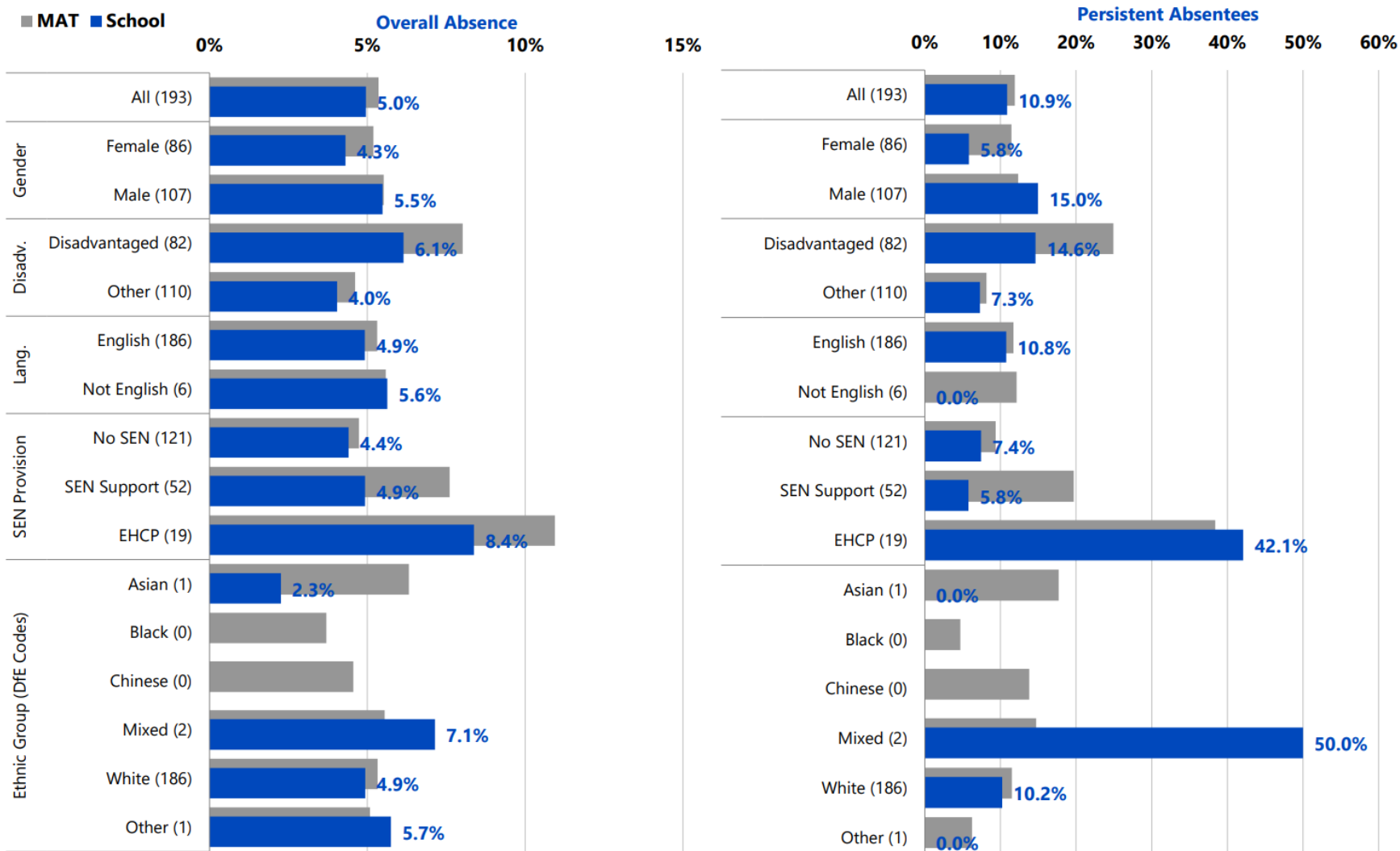
Key to shading (on Exp + only):

 >3* above All pupils	 >1* below All pupils
 >1* above All pupils	 >3* below All pupils

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
All Pupils		35	77%	23%	60%	3%	66%	9%	49%	3%	83%	29%
Gender	Female	11	82%	18%	64%	9%	55%	9%	45%	9%	82%	18%
	Male	24	75%	25%	58%	0%	71%	8%	50%	0%	83%	33%
	Gap (Male - Female)		-7%	+7%	-6%	-9%	+16%	-1%	+5%	-9%	+1%	+15%
FSM	Eligible	9	67%	22%	67%	0%	67%	11%	33%	0%	78%	11%
	Not eligible	26	81%	23%	58%	4%	65%	8%	54%	4%	85%	35%
	Gap (Eligible - Not eligible)		-14%	-1%	+9%	-4%	+2%	+3%	-21%	-4%	-7%	-24%
Disadv.	Disadvantaged	11	73%	27%	55%	0%	64%	9%	27%	0%	82%	9%
	Other	24	79%	21%	63%	4%	67%	8%	58%	4%	83%	38%
	Gap (Disadvantaged - Other)		-6%	+6%	-8%	-4%	-3%	+1%	-31%	-4%	-1%	-29%
SEN	No SEN	23	87%	26%	83%	4%	87%	13%	74%	4%	100%	43%
	SEN Support	7	57%	14%	29%	0%	29%	0%	0%	0%	57%	0%
	EHCP	5	60%	20%	0%	0%	20%	0%	0%	0%	40%	0%
KS1 PA	Low Prior Attainment	10	50%	0%	10%	0%	20%	0%	0%	0%	50%	0%
	Middle Prior Attainment	20	85%	30%	80%	5%	80%	10%	65%	5%	95%	30%
	High Prior Attainment	4	100%	50%	100%	0%	100%	25%	100%	0%	100%	100%
Born	Autumn	11	73%	18%	82%	9%	91%	9%	73%	9%	91%	36%
	Spring	15	73%	20%	47%	0%	60%	7%	40%	0%	73%	27%
	Summer	9	89%	33%	56%	0%	44%	11%	33%	0%	89%	22%

iii) Vulnerable Groups Analysis - Three terms



Subject	Commentary on outcomes	Conclusions / Actions
Phonics	<p>63 % PP children achieved expected standard in phonics. (71% not including resource base pupils), so broadly in line with all pupils.</p> <p>73 % All pupils achieved expected standard in phonics.</p>	Little Wandle scheme now embedded but will need time to have full impact. Ongoing CPD to continue as needed
EYFS	<p>12% of PP children achieved GLD (64% All children)</p> <p>Of the 8 PP pupils in EYFS, 2 joined mid year and are EAL, 1 pupil has place in our resource base, 1 pupil being assessed for EHCP.</p>	End of Year 2 targets set to continue to narrow the gap in reading then maths and writing. Interventions to support progress based on outcomes from Pupil Progress Meetings.
Reading	Non SEN PP pupils achieved higher average attainment in reading(66%) than Non PP pupils (60%) and All pupils (50%).	Maintain current reading strategy across whole school and continue focus on PP pupils. Through Pupil progress meetings, staff have a greater awareness of PP

	By end of year 6, PP pupils were broadly achieving in line with peers.	pupils and the support needed to make accelerated progress.
Writing	Non SEN PP pupils achieved higher average attainment in writing(45%) than and All pupils (39%) and in line with Non PP pupils (48%). By end of Year 6, PP pupils were broadly achieving in line with peers.	Although PP pupils achieving better than all pupils, recognised need to raise attainment in all writing. Writing now a school focus for 2023-2024. We are part of the BWMAT Writing Project. Through Pupil progress meetings, staff have a greater awareness of PP pupils and the support needed to make accelerated progress.
Maths	Non SEN PP pupils achieved higher average attainment in reading(55%) than Non PP pupils (52%) and All pupils (44%). By end of Year 6, PP pupils were broadly achieving in line with peers.	As with writing, recognised need to improve Maths across the school. Maths is an SDP high priority focus for the year for all pupils. We are part of the BWMAT Maths Project. Through Pupil progress meetings, staff have a greater awareness of PP pupils and the support needed to make accelerated progress.

Review of expenditure 2022 - 2023		
1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>Targeted interventions taken place to support reading across the school. Small group work within guided reading sessions, utilising use of teaching assistants where available. Focus placed on comprehension strategies and short extracts from challenging texts. Booster classes / groups set up in upper KS2 to support identified pupils. PP pupils broadly in line with all pupils for reading by end of KS2.</p> <p>Little Wandle Phonics scheme embedded across the school including comprehensive package of training for staff. Catch up and Sen provision implemented in KS2. Continuous cycle of CPD in place for staff as updates to programme are made and adaptations take place based on need of children.</p> <p>Rapid interventions mapped out and begun for groups in KS2. Paused mid year due to significant changes to staff structure. NELI scheme utilised in EYFS for one group of pupils.</p> <p>Voice 21 project started with classroom strategies beginning to be put into place. Changes to staff structure meant change in project leader. Relaunch of the project in year 2023/2024.</p>	<p>Highest impact where staffing consistent. To continue in 2023-2024. Greater focus on use of Pupil Progress meetings with teaching staff to identify needs of PP children.</p> <p>Scheme now fully embedded. To continue and evaluate impact after year 2 (2023-2024).</p> <p>RAPID scheme available next year, although in class adaptations for learners to be prioritised.</p> <p>An SDP target for 2023-2024. Full relaunch of project to take place. Project leaders identified. Ongoing need identified to promote and develop vocabulary and oracy across all year groups.</p>	

Focus on targeted maths intervention (small group work, focus groups, one to one support) especially in upper KS2 led to improved outcomes for PP pupils. PP in line with Non PP at end of KS2. Daily number bonds / timestables improved outcomes for PP pupils (above BWMAT average).	To continue as part of everyday classroom adaptive teaching. New scheme for timestables (Rockstars), to allow for greater efficiency in the delivery and monitoring of timestables learning.	
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost £104,000
Extended school day on a Monday for Year 6 pupils (extra hour after normal finish time) to allow for enhanced curriculum in Maths and English and consolidation of key concepts. High impact for most children and improved outcomes in R, W & M. Booster lessons for HA PP pupils. Some impact but not fully effective due to staffing changes / structure. RAPID interventions. Still recognised as high impact	Very staff intensive and not suitable for all children who struggle with a longer time in the classroom. To be reviewed in 2023-2024. Adapted to become part of the tutoring catchup programme. Not being used in 2023/2024. Not able to be fully delivered due to significant changes in staffing structure across the school. Interventions for 2023/2024 to be based on identified need from Pupil	

<p>Improved oral skills for groups of PP pupils across the school HLTA/TAS to deliver structured programmes developed by the speech and language therapist. NELI group in reception class.</p> <p>Year 4 cohort split into two classes</p>	<p>Progress Meetings, with a focus group of PP pupils. All teachers to identify support offered to PP children in their action plans.</p> <p>Delivered – ongoing. Staff changes Jan – Jul meant some adaptations had to be made to quantity of sessions delivered.</p> <p>Year 4 progress still significantly behind expected standard. Will need to look at splitting the class for Maths and English lessons for 2023-2024.</p>	
3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost £46,500
<p>Attendance: Attendance Leader has implemented robust attendance systems and worked closely with key families to support the reduction in Persistent Absenteeism (reduced from 18.53 % to 13.54%). Overall absence rates and persistent absence rates were lower than the BWMAT average. PP absence broadly in line with national.</p> <p>Parental Engagement: High levels of parental engagement across the year: Family lunch sessions, parent workshops, parent class events, family breakfast, weekly reward assemblies, Spirit of St Nics assemblies. Good attendance at these sessions by PP families.</p>	<p>Good level of impact but efficiency of system needs reviewing in light of staffing changes. Attendance systems to be continued with training of wider staff group to support attendance across the school. Opportunities for rewarding high attendance to be investigated.</p> <p>High impact and very popular with parents. High levels of engagement. Continued calendar of parental engagement events to continue in 2023-2024.</p>	

<p>Structured conversation project did not take place due to changes in staffing.</p> <p>Family Support: Family intervention manager worked with significant number of disadvantaged families – improving support and sign posting for wider services, emotional support for children within school and ensuring provision of resources and kit for children to engage fully in school life.</p> <p>Improved Emotional Wellbeing: Noticeable improvement in wellbeing for specific children through use of Play Therapist and Psychotherapist (re-source base children) showing improved regulation and enabling children to be 'ready to learn'.</p> <p>Financial Support: Significant demand across the year from parents for support with additional school costs, uniform and trips. This was facilitated by the Family Intervention manager while in post. All children who need it offered uniform. Uniform swap table set up at end of day for parents to help themselves. No trips cancelled as a result of insufficient funds being collected. Selected PP children offered places on school sports clubs.</p>	<p>Family intervention manager left post and there is a recognised need to maintain key support to vulnerable families. Much of this remit will be overseen by new Safe-guarding Coordinator role (2023/2024)</p> <p>Play therapy to be continued for vulnerable pupils. ELSA supervision in place to support resource base pupils and now ready to be implemented across the wider school for all disadvantaged pupils.</p> <p>Ongoing need due to increased costs associated with trips, uniform, shoes and other school events.</p>	
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	
ELSA	
Wordsmith	
Whiterose Maths	
Testbase	
Abacus	
Nessi	
Walkthrus	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

