

Pupil premium strategy statement

Alderman Jacobs School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	616
Proportion (%) of pupil premium eligible pupils	27% (165 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Martin Fry (Head Teacher)
Pupil premium lead	Emma Vickers (Assistant Head Teacher)
Governor / Trustee lead	Brett Mead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,441.98
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£263,441.98

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at our school make good progress and achieve high attainment across all subject areas, as well as developing skills and strategies that enable them to be successful in their work and personal lives, while at school and beyond.

Much of the activity we engage in to support our pupils in receipt of Pupil Premium also benefits other pupils and this reflects the wider social demographic of our school which has higher deprivation than the Pupil Premium statistics suggest. The needs of our pupils reflect a wide range, from academic through pastoral, including SEMH, SEND and communication needs. We prioritise working with parents and professionals beyond our organisation to ensure needs are met for all pupils, including non-disadvantaged pupils.

We believe that all pupils can make progress if given the skills to overcome any challenges that they face and that paramount to this, is an inclusive environment where individual needs are met. High quality teaching is at the heart of educational achievement and it is complemented at Alderman Jacobs School by evidence-based, targeted support via interventions and same-day support wherever possible for any learner who needs it. Children cannot be successful academically if they are not supported pastorally, and their academic success is underpinned by a fully inclusive approach that prioritises self-regulation and strategies that enable positive learning behaviour, with support in place from the start, to the end of the school day and beyond this through our dedicated pastoral and SEND teams.

To ensure our approach is effective we will:

- have high ambitions for disadvantaged pupils in all aspects of school life
- be inclusive of needs, forming individual plans to enable all children to succeed
- monitor provision to ensure it is impactful and be responsive to our findings so that the best provision becomes embedded

Challenges

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

Challenge number	Detail of challenge
1	Many children on entry to the school and many in Key Stage 1 have below average communication skills and poor vocabulary acquisition. This prevents them from accessing age-appropriate texts and subject specific talk. Time is allocated for trained TAs to deliver speech and language interventions as well as giving pupils who are under the Cambs S&L team, daily practice in school.
2	Attainment of disadvantaged pupils is below that of their peers, particularly in reading across the school. Additionally, in Year 4, over 50% of disadvantaged pupils have attainment below their peers in all core subjects: this year group has been impacted the most by Covid 19 measures. There is a whole school focus on RWInc delivery

	with flexible groupings to support disadvantaged and ongoing assessments ensure that pupils can keep up, rather than catch up.
3	A growing number of pupils are entering and moving through the school with SEMH needs. Time is allocated to give these pupils support to be successful and training is provided to teachers and TAs to support them. A sessional provision approach, including SEMH interventions, is provided for these children as part of their weekly timetable.
4	A growing number of pupils, across school, have complex SEND needs that cannot be met in a mainstream classroom setting. The school provides HLTA and TA support in a dedicated area to enable an adapted curriculum to be provided. This enables pupils to spend successful time in class with their peers as well as receive the tailored support they need to meet APDR & EHCP targets.
5	Attendance of disadvantaged children in school is 3% below the national average for this group. Pastoral officers and AHTs are fully utilised engaging with parents around attendance and a variety of other pastoral issues. SEMH and enrichment opportunities are provided to support improving attendance for these pupils.

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 (by end of strategy plan)
Speech, language and communication skills are developed in EYFS and KS1; vocabulary is developed for disadvantaged pupils across school	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment. At end of EYFS, the attainment gap between disadvantaged and non-disadvantaged will be closed to within 10% in the key areas of 'Listening, Attention and Understanding' and 'Speaking' (Currently 27% gap 2023/24)
Greater proportion of disadvantaged pupils pass the phonics screening test; opportunities to develop higher levels of vocabulary planned across the curriculum.	<p>Increased teacher training/ knowledge of phonics/early reading and improved parental engagement to lead to:</p> <ul style="list-style-type: none"> 80% of disadvantaged pupils passing phonics screening Assessments and observations indicate a greater range and depth of vocabulary in core and foundation curriculum subjects among disadvantaged pupils. This is evident when triangulated with other sources of evidence engagement with the curriculum, book scrutiny/ writing tasks, oral language and discussion tasks and ongoing formative assessment. Reading cafes continue and other opportunities that engage parents are used to help parents support reading and vocabulary acquisition at home.

Continue to develop Quality First Teaching across the school; this supports accelerated progress for disadvantaged pupils so they close the attainment gap to their peers.	<ul style="list-style-type: none"> • KS2 reading and writing outcomes show that more than 80% of disadvantaged pupils met the expected standard by end of this strategy. • Termly PiXL assessments and analysis show that disadvantaged children make accelerated progress. • Observations and analysis reports evidence that alternative provision is used effectively to enable quality first teaching in the classroom. • Core team meetings for all teachers are established and embedded throughout the year to focus on adapted learning for disadvantaged pupils who need to make accelerated progress in core subjects.
To achieve and sustain improved wellbeing and behaviour for disadvantaged pupils with SEMH needs	<ul style="list-style-type: none"> • Sustained high levels of wellbeing and improved behaviour demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations. • Therapeutic thinking strategies and behaviour curriculum used by all staff to reduce suspensions for dangerous behaviour (evidenced in Termly governor reports). • Participation in enrichment activities, particularly among disadvantaged pupils with SEMH needs improves from 15% (2023/24) to 30% by December 2025.
Children eligible for Pupil Premium and with complex SEND needs have tailored provision to enable them to make progress.	<ul style="list-style-type: none"> • The AIM (Achieve, Inspire, Motivate) room provision is maintained with sufficient resources and staffing to enable 100% of disadvantaged children with EHCPs to progress against their individual targets as evidenced on individual Birmingham Toolkits & EHCP review documents.
Attendance for disadvantaged pupils is in line with peers; persistent absence reduces for this group.	<ul style="list-style-type: none"> • Persistent absence for disadvantaged children reduced by at least 10%. • Attendance of disadvantaged pupils to be at least in line with national % for disadvantaged pupils (currently 2% below) and close to within 5% of pupils without disadvantage.

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: £131,721

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 20% additional teaching hours for year 6 from January 2025, giving an over-teach to provide	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit: <ul style="list-style-type: none"> ○ small group tuition +4 months ○ 1:1 tuition +6 months ○ Feedback +6 months 	1, 2

small group and 1:1 tuition in reading and maths		
Provide release for staff to attend relevant CPD courses and visit other schools to enrich pedagogy	EEF guide to Pupil Premium: Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.	1, 2, 3, 4, 5
Provide release for subject leaders and teachers to work together to further innovate curriculum planning to engage and inspire pupils, particularly Pupil Premium with SEND	Hattie, J. (2012). Visible Learning for teachers provides practical guidance for teachers on how to apply the principles of 'visible learning' in their classrooms. Wiliam, D. (2018). Embedded formative assessment (2nd Edn). highlights the importance of formative assessment practices and strategies for embedding them into daily teaching activities to support continuous student improvement. PP funding will be used to release staff to put CPD and cognitive science into practice and impact upon planning in 2024/25.	2, 3, 4
Fund HLTA qualifications for TAs so they can lead and support learning	EEF guide to Pupil Premium: Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher. <ul style="list-style-type: none"> ● EEF Teaching and Learning Toolkit: <ul style="list-style-type: none"> ○ Teaching assistant interventions +4 months ○ Phonics +5 months 	1, 2, 4
Fund additional CPD for pastoral support TAs to deliver alternative provision sessions	<ul style="list-style-type: none"> ● EEF Teaching and Learning Toolkit: <ul style="list-style-type: none"> ○ Arts participation +3 months ○ Behaviour interventions both universal and targeted +4 months ○ Social and emotional learning +4 months IPPR report 2024 'Who Is Losing Learning?' (Kiran Gill, Shaun Brown, Cristin O'Brien, Jenny Graham Efuia Poku-Amanfo) Cambridgeshire LA specialist teacher recommendations from observations and support across 2024/5 academic year. Headteacher is attending 'Inclusive Leadership' training to further inform internal alternative provision for disadvantaged pupils who are struggling to learn in classrooms and/ or at risk of exclusion.	3, 4, 5

<p>Additional day release for SENCO to support teachers and PP children in class as part of quality first teaching.</p>	<p>EEF guide to Special Educational Needs in Mainstream Schools:</p> <ul style="list-style-type: none"> • Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. • Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. <p>Cambridgeshire LA specialist teachers and SEND support teams are working from a remote offer this year and so coming into school to complete observations will be rare. Therefore, SENCO release will accommodate one day per week minimum of observation time to support high profile SEND/SEMH children and develop teacher pedagogy through feedback and support.</p>	<p>1, 3, 4, 5</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £70,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>An ELSA trained learning mentor supports pupils who struggle to access learning in class.</p>	<ul style="list-style-type: none"> • EEF T&L toolkit: <ul style="list-style-type: none"> ○ social and emotional learning +4 months ○ mentoring +2 months ○ metacognition and self-regulation +7 months ○ behaviour interventions +4 months <p>IPPR report 2024 'Who Is Losing Learning?' (Kiran Gill, Shaun Brown, Cristin O'Brien, Jenny Graham Efua Poku-Amanfo)</p>	<p>2, 3, 5</p>
<p>Monitoring curriculum resources including specific evidence-based programs on progress of children with PP.</p> <p>PP funding to be used to release staff to monitor, plan and analyse impact (NOT the programs themselves)</p>	<p>CUSP reading approach: scaffolded CUSP lessons teach explicit vocabulary instruction, deliberate fluency instruction and explicit teaching of comprehension strategies. Lessons focus on the key reading skills: summarising, retrieval, inferencing and predicting.</p> <p>NESSY program: After 6-9 weeks of use, students using Nessy Reading and Spelling scored 73.26% higher in Oral Reading Fluency (ORF).</p> <p>EEF RWInc study: "There is some evidence that pupils eligible for free school meals may have particularly benefited from the programme, making an average of 3 months' additional progress in reading."</p> <ul style="list-style-type: none"> • EEF T&L toolkit: 	<p>1, 2, 4</p>

	<ul style="list-style-type: none"> ○ mastery learning +5 months 	
TAs & HLTAs lead phonics catch-up interventions (EYFS & KS1)	<ul style="list-style-type: none"> ● EEF T&L toolkit: <ul style="list-style-type: none"> ○ small group tuition +4 months ○ oral language interventions +6 months ○ phonics +5 months 	1, 2, 4
ERT interventions ran by TAs & HLTAs across KS2	<ul style="list-style-type: none"> ● EEF T&L toolkit: <ul style="list-style-type: none"> ○ oral language interventions +6 months ○ teaching assistant interventions +4 months ○ one to one tuition +5 months 	2
External expertise to maximise progress and close the attainment gap, particularly in reading	The Reading Doctor: “removes barriers to becoming a successful reader by building learning pathways that enable the child to become a confident and capable reader, who reads for pleasure and reads to learn.”	2
Before/after school intervention groups - PP funding to be used to provide refreshments at these sessions and release participating teachers to plan and prepare the interventions.	<ul style="list-style-type: none"> ● EEF T&L toolkit: <ul style="list-style-type: none"> ○ small group tuition +4 months ○ extending school time +3 months <p>Previous end of key stage data has shown that small group tutoring after school has had a positive impact on closing the attainment gap and maximising progress.</p>	2
S&L hours for EYFS, Y1, Y2 and Y3	<ul style="list-style-type: none"> ● EEF guide to Pupil Premium: Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. ● EEF T&L toolkit: <ul style="list-style-type: none"> ○ oral language interventions +6 months 	1, 2, 4
Staffing lunchtime zone and The Nest	<p>EEF T&L toolkit:</p> <ul style="list-style-type: none"> ○ behaviour interventions +4 months ○ mentoring +2 months ○ social and emotional learning +4 months <p>IPPR report 2024 ‘Who Is Losing Learning?’ (Kiran Gill, Shaun Brown, Cristin O’Brien, Jenny Graham, Efua Poku-Amanfo)</p> <p>School behaviour logs show that children who are identified as having SEND and SEMH needs are sometimes struggling to regulate and engage with learning after unstructured social periods. For some of these pupils, the majority of behavioural incidents are either at break and lunch time, or directly following these periods of time. Having alternative provision during this time enables these children to experience a settled and more structured play time and go back to the classroom more regulated and ready to learn.</p>	1, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,860.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 TA support for pupils at risk of exclusion	<p>These children need different provision to enable them to be successful and help them manage their behaviour and remain regulated enough to access learning. Some of these pupils have been on reduced timetables and TA support has enabled them to return to school full time or dramatically increase their hours in school. These pupils do not always qualify for funding for their needs and this is met by the school.</p> <p>IPPR report 2024 'Who Is Learning Learning?' (Kiran Gill, Shaun Brown, Cristin O'Brien, Jenny Graham Efuá Poku-Amanfo)</p> <p>Inclusive Leadership Headteacher course content</p> <p>Cambridgeshire Therapeutic Thinking training materials</p>	3, 4, 5
Pastoral officer support to enable pupils with SEMH to transition into school successfully each morning - 4 adults for half an hour each morning - one inside in The Nest, 2 on the playground for meet and greet, 1 completing 1:1 sensory circuits.	<ul style="list-style-type: none"> • GOV.UK, Pupil Premium: effective use and accountability, October 2019 • EEF Guide to Pupil Premium Guide – There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. • EEF T&L toolkit: <ul style="list-style-type: none"> ○ mentoring +2 months ○ social and emotional learning +4 months <p>IPPR report 2024 'Who Is Learning Learning?' (Kiran Gill, Shaun Brown, Cristin O'Brien, Jenny Graham Efuá Poku-Amanfo)</p>	3, 4, 5
TA support to run sensory circuits each morning	<p>NHS: Sensory Circuits uses sensory-based movement activities that help children and young people to achieve the 'just right' level of alertness they need to prepare themselves for the day's learning.</p> <p>EHCP educational psychologist recommendations.</p>	3, 4, 5
Behavioural & SEMH Support HLTA & TA	<p>ELSA: The results found a significant positive impact of ELSA on children and young people. Young people reported that they felt happier since completing ELSA, they also shared that they enjoy school more. ELSAs themselves felt that their role was important and recognised the importance of supervision.</p>	3, 4, 5

	<ul style="list-style-type: none"> ● EEF T&L toolkit: <ul style="list-style-type: none"> ○ mentoring +2 months ○ social and emotional learning +4 months ○ metacognition and self-regulation +7 months ○ behaviour interventions +4 months 	
Attendance, family and wellbeing support for PP children and parents/ carers. (2 members of staff who are also Deputy Designated Safeguarding Leads)	<p>Families need support for welfare and safeguarding concerns and to be able to attend school. Pupils are then supported to be successful at home and in school.</p> <ul style="list-style-type: none"> ● EEF guide to pupil premium: Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. ● EEF T&L toolkit: <ul style="list-style-type: none"> ○ mentoring +2 months ○ social and emotional learning +4 months ○ parental engagement +4 months ● EEF Guide to Pupil Premium: Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools. ● FFT Aspire 360 reports and analysis ● DFE Attendance reports. 	3, 4, 5
Access to newly created Sensory Room led by HLTA & ongoing funding of resources as necessary for the room	<ul style="list-style-type: none"> ● Visits to schools with outstanding sensory/ occupational therapy provision ● Dyspraxia UK HSRPsychology websites ● EHCP educational psychologist advice ● “Sensory spaces can promote self-care, self-nurturance, empowerment, skill development, resilience & recovery” (Champagne, 2006) ● “Sensory Spaces can also provide increased sensory input for students who require more stimulation to enable them to regulate their sensory and emotional needs” (Middletown, 2021). <ul style="list-style-type: none"> ● NEU guidance on educational visits ● EEF toolkit: outdoor adventure learning +4 months 	1, 2, 5
Support for school visits, especially residential trips in Y5 and 6.		3, 4, 5
Reading Cafes each term across the school for parents to attend. Funding to be used to provide refreshments at each cafe and release the Reading Leader to monitor impact upon children eligible for pupil premium.	<p>EEF Teaching and Learning Toolkit - Parental Engagement</p> <p>Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular.</p> <p>Evidence/ ideas drawn from Working Together for Educational Equality</p>	1,5
Support to enable children to attend extracurricular	EEF Guide to Pupil Premium: Extracurricular activities are an important part of education in their	3, 4, 5

<p>enhancement activities inside and outside of school, including the use of external agencies.</p>	<p>own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p> <p>YDP: “fun, positive and motivational sessions that not only give children confidence but give them the access to sports that would not normally be available in schools.”</p> <p>Liz O’Brien: Forest Research: The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> ● Confidence: children had the freedom, time and space to learn and demonstrate independence ● Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play ● Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time ● Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills ● Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	
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Total budgeted cost: £263,441.98

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data:

EYFS outcomes: Disadvantaged pupils in EYFS continue to enter school with greater needs in the prime areas of communication and language, personal social and emotional development and physical development. Quality First Teaching and interventions had a positive impact on their outcomes. By the end of the year, children had closed the gap to children without disadvantage, especially in physical development, building relationships and self-regulation. However, the gap widened in reading comprehension and writing - areas that will remain a priority

Whole cohort (86 pupils) at age related expectations:

Word reading 74% Comprehension 91% Writing 73% Number 77% Numerical patterns 77%

Children in EYFS eligible for Pupil Premium (18 pupils) at age related expectations:

Word reading 44% Comprehension 72% Writing 39% Number 56% Numerical patterns 56%

Year 1 and 2 phonics: Nearly 70% of disadvantaged children passed their phonics screening test (85% of the whole cohort). 92% of disadvantaged children passed the phonics screening re-sit at the end of Year 2. For the 8 children who did not pass, individual plans are in place to support continued progress with phonics and early reading.

KS1: Children eligible for pupil premium closed the gap in both reading and maths with 20 out of 24 children achieving the expected standard +. The gap has widened in writing standards and this will be an area of focus for Year 3 teachers in 2024/25.

KS2:

Scaled scores in Year 6 statutory tests 2024:

Subject	Disadvantaged	Non-disadvantaged	All
Reading	101.9	103.4	103
Writing	100.5	101.7	101.3
Maths	99	103.2	101.9

71% of children eligible for pupil premium achieved the expected standard in writing which closed the gap to within 7% of non- FSM national standard. Analysis of test results shows that 6 children with pupil premium were within 2 marks of gaining the expected standard in reading.

The strategy of having an extra teacher and HLTA support in year 6 enabled in-class and small group interventions to address gaps in learning for disadvantaged children. However, the attendance of

children with pupil premium was low (88%) compared to the rest of the cohort and this impacted upon reading and maths outcomes when compared to non-disadvantaged children nationally.

PP funding was used to release teachers to work with small groups of children with Pupil Premium to improve their times tables accuracy. This led to a higher proportion of disadvantaged children scoring full marks in the multiplication check than 2022/23.

Quality First Teaching: All teachers participated in Professional Learning Communities with Anglia Ruskin University to develop their pedagogy and classroom practises through coaching. This was funded through the school's revenue CPD budget but the PP grant was used to release teachers and leaders to ascertain how CPD could improve outcomes for disadvantaged children during the research project. Some examples of projects included: Engagement with longer reading texts in KS2; Developing continuous provision to improve oracy for disadvantaged pupils; Developing independent learners in KS2. The final presentations showed that this had had a positive impact upon supporting all children within the classroom, but particularly disadvantaged and had improved teachers' pedagogy.

The curriculum continues to develop discrete teaching of Tier 2 and Tier 3 vocabulary in all subjects and this is enabling pupils to discuss and explain their learning. Observations also show that disadvantaged pupils have increased their confidence in foundation subjects when retrieving key knowledge and answering a 'big question'.

Targeted interventions: Speech and Language/ Lexonik interventions enabled targeted support for pupils across school. From March 2024, a Reading Doctor 1:1 tuition programme targeted children in Year 5 and 6. An additional teacher and HLTAs were utilised in Year 6 using PiXL therapies.

Wider strategies: Attendance of disadvantaged pupils remains stubbornly below the national average and persistent absence remains high. Extra resources have been allocated to support specific families (regular calls/ home visits/ monitoring lateness). PP funding was also utilised to support disadvantaged children with poor attendance when back in school through wider strategies.

Support for pupils at risk of exclusion - 5 children eligible for Pupil Premium with high social, emotional and mental health needs were supported by highly trained TAs to support social emotional and academic needs. This support was initially given in a separate 'nurture room' provision and then in classrooms in the summer term.

PP funding was used to support pupils with SEMH to be successful in school - 3 adults for half an hour each morning - one inside in the Zone and 2 on the playground for meet and greet. This support included 'drawing and talking' sessions with a trained mental health lead.

Funding support for school trips and residentials ensured that children eligible for Pupil Premium benefited from first hand experiences to enhance their curriculum knowledge. PP Grant support also enabled children eligible to attend extracurricular enhancement activities inside and outside of school. This engagement was tracked throughout the year alongside disadvantaged children being involved in student leadership roles and responsibilities. Disadvantaged children were encouraged to attend different clubs and take on new roles to boost confidence and engagement with school.

In addition to planned strategies in 2023/24, Youth Dreams Project were employed 1 day per week using sport to support PP children across school in the summer term 2024. This strategy was used particularly with children with poor attendance and/or low self esteem and confidence.

Externally provided programmes

Programme	Provider
Reading 1:1 Tuition	Reading Doctor
SEMH support	Youth Dreams Project
Phonics	Read Write Inc

Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year

Service Pupil Premium was spent on additional pastoral support from the school's pastoral team and TA/class teacher mentoring when parents were deployed away.

The impact of that spending on service pupil premium eligible pupils

Children are ready to learn and can manage and communicate their emotions effectively.