

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Arunside
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Donna Jagger
Pupil premium lead	Anna Hadden
Governor / Trustee lead	Nigel Clout

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 85,840 £ 2,910 (PP Plus) Total: £ 88,410
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 14,842.75
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 103,252.75 N/A

## Part A: Pupil premium strategy plan

### Statement of intent

At Arunside School we will support all children to prepare and be ready for their next stage in education, in the knowledge that we have a duty to develop the skills, breadth of experiences, values and good academic foundations for success in an ever-changing world. We expect that our children will exceed the national average outcomes for learning in all phases. This will be achieved whilst offering a broad and balanced curriculum that develops the whole child, provides experiences and enjoyment, making memories for life.

Building on the framework of the National Curriculum, our curriculum additionally ensures that it has citizenship and learning skills embedded at its core. We teach topics that are relevant to our community and the children represented within. We provide opportunities for enrichment that go beyond the curriculum, such as Forest School and Drama. We do this to promote the values and skills that we know are important for children to achieve well and feel confident. We are proud to be an inclusive school and hence our vision statement is *'every child, every day'*.

Through the teaching of metacognitive strategies, we call these 'Learning Powers', our children will build resilience, independence and the ability to take risks and learn from happy mistakes, by doing this our children will discover what they can do and what they have the potential to do; enabling them to be the best they can be.

We recognise that within our own community there is need to continue to develop our approach to metacognition and emotional resilience to ensure that this is embedded and progressive across the school. Our assessments have highlighted an increasing need to focus on oracy and the vocabulary development of all children, particularly those from disadvantaged and EAL backgrounds, and is now a large part of our wider teaching strategies across the school.

The senior leaders of the school have most recently taken part in the LA's 'Everyone Achieve's' project for improving outcomes for disadvantaged children, and 'The Write Way Forward', the learnings from which will now be implemented as one of the new key objectives within this revised three year Pupil Premium Strategy.

### Challenges

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

Challenge number	Detail of challenge
1	<p>Observations and discussions with pupils and their parents indicate that the mental health and wellbeing of many of our disadvantaged pupils and their families need support beyond that in which wider professional agencies can provide.</p> <p>This has resulted in an increasing level of need for pastoral and welfare support in school to enable early identification of and intervention with vulnerable children and their families.</p> <p>A relentless approach to school attendance, particularly with regards to our most disadvantaged pupils, is a high priority to enable these children to have access to the Quality First Teaching and Learning strategies available to them in school.</p>
2	<p>Assessments and observations indicate that the education of some our disadvantaged pupils has been impacted by partial school closures during Covid to a greater extent than for other pupils, particularly some harder to reach families. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations across all core subjects, but particularly in writing.</p> <p>During the academic year 2023-24, HT/DHT have participated in the LA 'Everyone Achieves' Project, the aim of which is to improve outcomes of our disadvantaged learners. RSL/Writing lead have also taken part in the LA 'Write Way Forward' Project, the aim of which is to improve the teaching and learning of writing across the schools. Learnings from both of these projects will continue into subsequent academic years, formulating the main part of the school development strategic priorities for the next two years.</p>
3	<p>Baseline, EYFS data indicates that pupils are entering reception class with under developed oral language skills and vocabulary gaps. Insight tracking data and Question Level Analysis of PIXL reading assessments shows this vocabulary gap continues to exist as a trend across the school, including for disadvantaged and EAL pupils.</p> <p>KS2 assessments and observations indicate that speed and identification of the explicit reading strands in order to answer questions, is a barrier to overall progress and attainment for disadvantaged pupils in reading. Further work is needed to engage families with regular reading activities at home to support outcomes for disadvantaged children.</p> <p>Continued review of the implementation and impact of My Letters and Sounds is of a high priority throughout the school in order to identify children needing additional intervention to 'keep up' not 'catch up'.</p>
4	<p>Developing metacognition, emotional resilience and self-regulation skills has significant benefits to diminishing the difference for disadvantaged pupils. 'Building Learning Power' is now implemented in all classrooms and learning environments within the school and becoming embedded within our whole school culture.</p> <p>A review of the schools Vision and Values with wider stakeholders has taken place and a progression of skills for Building Learning Power is in</p>

place. Time now needs to be spent embedding these by all stakeholders. Consideration for explicit teaching of British Values has been carried out by PSHE lead, with a series of lessons planned for all year groups to be implemented from September 2024.

## 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
<p>To achieve and sustain improved well-being for all pupils in our school, particularly for our disadvantaged pupils and their families.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Increased staffing capacity within the pastoral team maintains a Family Welfare Officer, School Counsellor, Deputy SENCo</li> <li>• Appropriate CPD opportunities identified to increase staff capability in relation to their new roles</li> <li>• Increased number of pupils and their families receive appropriate early intervention for well-being and welfare support, particularly our disadvantaged pupils.</li> <li>• A significant increase in the range of and participation in parental engagement opportunities across the school calendar year e.g. Parenting Puzzle, well-being workshops</li> <li>• Reduction in the number of safeguarding and Early Help referrals made to outside agencies</li> <li>• Qualitative data from pre and post assessments for pupils accessing ELSA and counselling support, pupil voice and parent survey</li> <li>• Where any barriers to attendance exist, these will be identified early and support will be provided to families, resulting in improved attendance data figures for these pupils</li> <li>• Build on success of the implementation of PSHE scheme of work through collating of evidence of impact on pupils social and emotional learning (SEL)</li> <li>• Forest School and Drama will be fully implemented with tailored assessments designed to assess impact on personal development of pupils</li> </ul>

	<ul style="list-style-type: none"> <li>• Revised school Relationship and Behaviour policy will be embedded</li> </ul>
<p>To achieve and sustain improved progress measures for disadvantaged pupils from their individual starting points.</p>	<ul style="list-style-type: none"> <li>• Progress measures for disadvantaged pupils will be in line with, if not better than, their non-disadvantaged peers for reading, writing and maths across KS1 and KS2</li> <li>• Effective implementation of Pixl Primary to use QLA data to inform teacher's planning and targeted work with children</li> <li>• Insight and Pixl data will show more disadvantaged pupils are achieving the expected standard</li> <li>• A robust teaching of phonics using a validated systematic synthetic scheme is used, which aims to provide: <ul style="list-style-type: none"> <li>• sufficient support for children in reception and key stage 1 to become fluent readers</li> <li>• a structured route for most children, including disadvantaged pupils, to meet or exceed the expected standard in the year one phonics screening check</li> </ul> </li> <li>• 'The Write Way' project to be embedded by Writing Lead and RSL in partnership with WSCC, best practice of which will inform teaching and learning strategies in writing across the school</li> <li>• 'Everyone Achieves' project for disadvantaged children to be embedded by HT/DHT in partnership with WSCC, with a particular focus on First and Best Principles for PP children and an enhanced package of CPD delivered to TAs informed by MITA</li> <li>• As a result of the above, progress measures from their individual starting points for disadvantaged pupils will be in line with, if not better than, their non-disadvantaged peers for reading, writing and maths across KS1 and KS2.</li> </ul>
<p>To improve oral language skills and vocabulary development for all pupils from their EYFS baseline data, particularly for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• EYFS pupils are identified for support early on through the NELI programme and impact data indicate significantly improved oral language skills</li> <li>• PIXL QLA of diagnostic reading assessments indicate pupils are able to answer vocabulary questions with increasing confidence, demonstrated through impact tests</li> <li>• Implementation and monitoring of KS2 drama shows improved oral language skills for disadvantaged pupils</li> <li>• Sustained role of a dedicated Oracy Lead in school to further develop work of Voice 21,</li> </ul>

	implement NELI in EYFS, raise profile of the school library and early literacy skills in school
To build on the success of BLP implementation through devising a progression of skills, personalised to the needs of our whole school community, including our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Observations of and discussions with pupils at key phases will demonstrate a higher order of application of skills by the end of KS2</li> <li>• All stakeholders will receive regular CPD appropriate to metacognition to inform whole school practice</li> <li>• SMART boards and resourcing within lessons will highlight clearly which BLP is in focus</li> <li>• BLP will be rewarded through Marvellous Me to promote learning skills beyond the classroom with parents</li> <li>• SLT, subject lead and Governor monitoring reports will reflect BLP impact over time, with a focus on outcomes for disadvantaged pupils</li> <li>• Revised Vision and Values will be embedded by all stakeholders</li> <li>• BLP Progression of skills will be embedded and regularly reviewed by all stakeholders</li> <li>• New British Values curriculum will be embedded through PSHE lessons</li> </ul>

## 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: £26,000 (CPD not fully costed at the time of writing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further work to embed SEL, metacognition and self-regulation strategies into routine educational practices and supported by professional development and training for all staff (including. TAs)	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. <b>EEF Metacognition and Self-Regulation</b>	4

Retention of KS2 Drama teacher to deliver weekly sessions focusing on SEL, oracy and curriculum enrichment	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p><b>EEF Social and Emotional Learning</b> (See below for oracy evidence base)</p>	1,3
<p>Embedding of VIPERS skills in KS1 and 2 to deliver the explicit teaching of reading skills (including vocabulary)</p> <p>Purchase of resources and fund ongoing teacher training and release time to monitor the implementation and impact on overall reading outcomes and quality of vocabulary choices in writing</p> <p>Retention of dedicated Oracy Lead to implement Voice 21 oracy strategies across the school through staff CPD, delivery of bespoke library lessons, oracy resources to support parents and specific oracy intervention e.g NELLI</p>	<p>In their book 'Bringing Words to Life', Isabel Beck and colleagues developed a model for presenting tiers of vocabulary, that divides words in to three categories, Tier 1 to 3. Unless schools address the gap between word rich and word poor children, the gap will continue to grow. A curriculum that is designed to encourage the explicit teaching of Tier 2 and 3 vocabulary is likely to be a manageable and realistic way of addressing the word gap in primary schools.</p> <p><b>Beck, I. Bringing Words to Life, Robust Vocabulary Instruction, (2002), Quigley, A. Closing the Vocabulary Gap, (2018), Quigley, A. Closing the Reading Gap, (2020)</b></p> <p>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.</p> <p><b>EEF Oral Language Interventions</b></p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p><b>EEF Reading Comprehension Strategies</b></p> <p><a href="https://voice21.org/impact-report-2021/">https://voice21.org/impact-report-2021/</a> <b>Voice 21 Impact report 2016-2021</b></p>	3
Annual Renewal of Pixl Primary to inform whole school diagnostic assessment, QLA and targeted intervention	Evidence consistently shows the positive impact that targeted academic support, through Quality First Teaching, can have on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide	2,3



<p>Training for all staff to ensure assessments are interpreted correctly and interventions explicitly linked</p> <p>Everyone Achieves and The Write Way Forward projects to be completed and embedded by relevant school leaders, including a package of CPD for all staff including TAs</p>	<p>effective, targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, to maximise impact back in the classroom.</p> <p><b>The EEF Guide to the Pupil Premium</b></p> <p><i>Addressing Educational Disadvantage in Schools -</i></p> <p>Mark Rowland.</p> <p>In order to understand the impact of TAs on pupils' learning outcomes it is important to look at how they are currently being used in schools. The DISS project revealed ambiguity and variation in the way TAs are used both within and between schools. In one sense TAs can help pupils indirectly, by assisting the school to enhance teaching (e.g. by taking on teachers' administrative duties), but as we shall see, many TAs also have a direct teaching role, interacting daily with pupils (mainly those with learning and behavioural needs), supplementing teacher input and providing one-to-one and small group support.</p> <p><b>The EEF Guide to Making the Best Use of Teaching Assistants</b></p> <p><a href="https://www.maximisingtas.co.uk/research">https://www.maximisingtas.co.uk/research</a></p> <p><b>Maximising the Impact of Teaching Assistants</b></p> <p><b>The EEF Guide to Improving Literacy in KS2</b></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retention of retired teacher to implement curriculum tuition for pupils whose education has been most impacted by the pandemic until September 2025. A significant proportion of the pupils who receive tutoring will be disadvantaged,</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><b>One to one tuition   EEF (educationendowmentfoundation.org.uk)</b></p> <p>And in small groups: <b>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</b></p>	<p>2,3</p>



including those who are high attainers.		
Additional Teaching Assistant hours to run structured whole school Pixl interventions, 1:1 speed reading, pre-teaching TA additional hours focus on seeing impact of the above back in the classroom, providing support alongside quality first teaching and the broad and balanced curriculum offer for all children, including disadvantaged pupils	Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. <b>EEF – Making the Best Use of Teaching Assistants</b>	2,3
Recovery Premium Funding deployed to retired Arunside teacher to implement small group and 1:1 tuition for disadvantaged pupils, including more able disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <b>EEF - One to one tuition</b> And in small groups: <b>EEF - Small group tuition - Toolkit Strand</b>	2

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased capacity within pastoral team to include retention of a Family Welfare Officer, School Counsellor and Deputy SENCo.  Clearly defined roles and responsibilities will allow these roles to carry out work on SEL, mental health and well-being and engagement with parents, including further work to support our	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. <b>EEF Parental Engagement</b> There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. <b>EEF Social and Emotional Learning</b>	1,4

<p>hardest to reach families.</p> <p>A high priority will be placed on the good attendance of all pupils, with a particular focus on those from disadvantaged backgrounds. This will be supported by targeted work with pupils and their families delivered by Family Welfare &amp; Attendance Officer.</p>	<p>Supporting schools to tackle the factors hindering socio-economically disadvantaged pupils' progress has never been more important. The gap in attainment between disadvantaged pupils and their classmates remains stubbornly wide, and more families are falling below the poverty line as a result of the cost-of-living crisis. Just over 2.2 million pupils were eligible for Pupil Premium funding in January 2023, an increase of around 2% on the previous year.</p> <p>The analysis also found that an overwhelming majority of schools are using education evidence to identify the best ways of supporting disadvantaged pupils in their school communities. Almost 9 out of 10 (88%) of the statements analysed referred to using EEF resources to guide their Pupil Premium spend, with greater take-up in schools with higher proportions of eligible pupils.</p> <p><b>The EEF Planning and Reflection Tool for Supporting School Attendance</b></p>	
<p>To increase parental engagement at home with children's learning, achievements, school values and BLP through the Marvellous Me App and wider e-learning platforms.</p> <p>Programme of parental engagement activities to include accessible videos and face to face sessions to support learning and social and emotional aspects of learning.</p>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p><b>EEF Parental Engagement</b></p>	1, 4
<p>Subsidisation of enrichment activities (e.g. class trips, Y4/6 residential, extra curricular clubs and enrichment opportunities) for disadvantaged pupils.</p> <p>Further subsidy for some school uniform items at key phases e.g</p>	<p>Our school aims to ensure all pupils, including those who are disadvantaged, can take part in enrichment activities with equal opportunity. This is reflected in the <b>OFSTED EIF 2019</b> expectations for personal development.</p>	1,2

bookbag in KS1 and tie at KS2		
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**Total budgeted cost: £107,000**

## 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.

#### Taken from 2023-24 PP strategy aims

##### Teaching Priorities

The [PSHE curriculum](#) continues to be embedded across the school from Yr R – 6 and complies with the statutory [DFE RSHE](#) guidance. PSHE lead has further analysed our PSHE Curriculum to ensure it meets the needs of our immediate community and gaps for additional lessons, such as First Aid and the explicit teaching of British Values have been identified and planned for.

Self-regulation strategies are practiced through the use of the [Zones of Regulation](#), and the school's revised Behaviour and Relationships Policy is now embedded throughout the school. OFSTED visited the school in September 2023 and cite *'Pupils' behaviour in lessons is impressive. They focus diligently on what they are learning. A small number of pupils who may find managing their behaviour more challenging get the help they need from the caring pastoral team. One pupil explained how helpful he finds the range of coping techniques he has learned.'* The schools PSHE lead offers a weekly 'Time to Talk' club for KS2 children during lunchtimes and this has been well attended by a number of our older disadvantaged children who have chosen to access this space, further enhancing our pastoral offer.

The third full year of our drama curriculum has been successfully implemented to include Year 6 children, in addition to Years 3-5. This comprises of a weekly lesson for each class with a qualified secondary trained drama teacher. The curriculum has been developed in liaison with class teachers, wherever possible building on the teaching and learning already happening in the classrooms. This year has had a Y4 and 5 full scale production, where 100% of our disadvantaged pupils participated. Overwhelmingly the core values and transferable skills developed over the year, namely teamwork, confidence, self-esteem, respectful relationships and providing and responding to constructive and developmental feedback has supported all pupils, including our most vulnerable pupils, to develop their oracy and self-regulation skills. Children also focussed on SEL through anti-bullying week workshops, friendship groups and yoga/mindfulness sessions and drama club delivered outside of the drama timetable. 'Sixers' club, directly targeted at those Y6 children to prepare and support them with social and emotional aspects related to transition to secondary school.

Pixl continues to be used for termly summative assessments in maths and English for Y2-6 (Y1 Summer term) and staff are more confidently using and analysing the data given in the QLAs to identify and address gaps in knowledge and understanding, adapting planning more rapidly to meet this need. Distance marking is used daily to ensure misconceptions are addressed

quickly and that all groups of children are supported to move on to the next step in their learning as soon as they are ready. English and Maths subject leads monitor this regularly.

The bottom 20% of readers in each cohort continue to be identified and further support has been put in place for these children, co-ordinated by the Reading Lead. There has been consistency with the embedding of My Letters and Sounds and children do well in the Year 1 Phonics screening, performing above national expectations. Children entering KS2 that still need further phonic intervention are picked up quickly and targeted work has continued for these children across the year. In our OFSTED visit in September 2023 it cites '*The school's phonics scheme precisely sets out the sounds and words that pupils should learn in a sensible order. It is taught well. Pupils develop helpful strategies to be able to read longer words. They enjoy using their 'phoneme fingers' to break words down into individual sounds. Children begin to learn to read from their first days of Reception. This helps to foster a love of reading from a young age. As one pupil said, 'Reading takes me in to a new world.' Pupils who find reading more challenging get targeted support from a range of staff and trained volunteers. This helps them continue to develop their confidence and fluency as a reader.*'

A dedicated Oracy Lead is now in place, and through the use of Voice 21 principles, delivers a scheme of dedicated library lessons across the whole school. Class teachers participate in these lessons to support CPD and further embedding of oracy strategies in class. The school library is now available during lunchtimes and before school to all children and has a dedicated space for emotional well-being. The range of literature has been audited and additional texts to celebrate diversity and inclusion are continually being sourced.

The Headteacher and Deputy Headteacher have completed the first year of the LA 'Everyone Achieve's' project, with CPD for the principles of a First and Best approach for disadvantaged children beginning with all school staff in the Summer term. This will carry forward into 2024-25 School Development Plan and include a focus on Maximising the Impact of Teaching Assistants (MITA). Pupil Premium profiles have been created for all children to identify their individual barriers to learning, with the implementation of these evidenced by SLT monitoring and pupil voice. Findings from the first year of the wider locality project can be found here <https://schools.westsussex.gov.uk/Page/38599>

The Raising Standards Lead and Writing Lead have completed the first year of the LA 'Write Way Forward' project, with teacher CPD and initial adaptation to planning for writing taking place in key year groups over the summer term. This will carry forward into 2024-25 School Development Plan and include adaptations to assessment of writing.

### **Targeted Academic Support**

A qualified teacher, known to the school, continues to provide tutoring support via the Catch Up Premium, which has included identified disadvantaged pupils for support. The focus for the sessions is directly informed by Pixl QLA data and teacher assessment to compliment in class learning.

Additional afternoon TA support has been put in place to support quality first inclusive practice, to ensure all pupils have access to a full broad and balanced curriculum. In addition, this time is utilised to immediately address misconceptions from the days learning, to pre-teach new learning for the following day or provide specific interventions.

## Wider Strategies

The pastoral team continues to provide a unique and necessary support for our school community. The Family Welfare Officer (FWO) role includes work specifically on removing barriers to attendance and she has been further supported by an Educational Welfare Officer to develop our practice as a school. Fisher Family Trust data is used to monitor patterns and trends to allow for quick intervention. This has had a positive impact on addressing the persistent absence of some of our disadvantaged children.

Close links continue with the Designated Schools Team and staff CPD has been accessed around identifying Young Carers in our school. As a result, a number of successful referrals have been made.

The wider pastoral team meet regularly to triangulate referrals for children and/or their families to provide early intervention. The [pastoral team handbook](#) is available on the school website and ensures all stakeholders are aware of the provision and support available to them. The number of children and families requiring early intervention continues to increase within the school community with the cost of living crisis, diminished provision for mental health support and lack of agency support in the Local Authority offer via Children's Services attributing to this. As such, retention of a wider pastoral team is deemed necessary long term.

Marvellous Me continues to be a positive engagement platform with our parents and further promotes our school values and BLP within our community.

Further support has been provided to individuals and groups of disadvantaged children through the subsidies of uniform (ties in KS2, bookbags in KS1 and PE shirts at the start of each key stage) school trips, clubs and residential. In addition, sports coaching and instrumental tuition for identified gifted and talented sportsmen/musicians has been targeted.

## 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
Pixl Primary	Pixl Club Ltd
Marvellous Me	Adrian Burt

## Service pupil premium funding (optional)

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

Measure	Details
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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



## Further information (optional)

*Further consideration should be taken into account that the threshold criteria for the Pupil Premium has not changed for many years. With the cost of living crisis impacting so many, we identify a significant number of our families as 'vulnerable' even though they are not eligible for FSM.*