

Pupil premium strategy statement-

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Peter's CE Primary Academy
Number of pupils in school	347
Proportion (%) of pupil premium eligible pupils	85 children Ever6- 63 chn Service Premium- 22 chn
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	Sept 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Oliver Martindale
Pupil premium lead	Harriet Morris
Governor / Trustee lead	Richard Day

Funding overview

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

Part A: Pupil premium strategy plan

Statement of intent

All staff and governors of St. Peter's Primary Academy are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum. We used the [EEF's implementation guidance](#) to help us develop our strategy and adapt our pupil premium spending each term to meet the ongoing needs of the children and based on the evidenced effectiveness of each intervention.

Research demonstrates that children from disadvantaged backgrounds often face additional challenges in reaching their potential and generally do not perform as well as their peers at school; the COVID pandemic only served to exacerbate this issue (EEF). The latest findings are clear in that disadvantaged pupils were the worst affected by school closures due to COVID-19 and the attainment gap has grown because of national lockdowns. The Pupil Premium Grant is received by schools to address underlying inequalities and to help overcome barriers to learning and so improve the progress and outcomes of vulnerable pupils.

All staff and governors of St. Peter's Primary Academy are committed to ensuring that the 'quality first teaching' we deliver meets the needs of every pupil, so that all can reach their full potential. It is our aim to ensure that barriers to success are removed so that all our pupils can know more and remember more (and indeed do more) to maximise their life skills and therefore their life chances. St. Peter's CE Primary Academies Pupil premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance, and behaviour, impacting on success in school.

Our intention is to enable every single child in our school to reach, or surpass, the national performance expectation for their age. We wish to narrow the attainment gap between disadvantaged and non-disadvantaged pupils and for all disadvantaged pupils to be confident, independent, and resilient learners. This way, they can move on to the next phase of their education without carrying the burden of inequality with them.

Challenges

Challenge number	Detail of challenge
1	The vocabulary, S&L and fine motor skills gap evidenced by disadvantaged pupils within EYFS.
2	A high percentage of PP children also have special educational needs leading to additional challenges with learning.
3	Low and inconsistent attendance and lack of parental engagement regarding the importance of regular attendance causes learning sequences to be fractured. Families join in year with significant history of persistent absences. Term time holidays are on the rise.

4	As part of an ever-growing community, we receive frequent IYT transfers who come with significant gaps in learning and join us at all points in the year.
5	Limited wider-life opportunities to inspire and support underprivileged pupils available in the home and community, which has particularly disadvantaged this group following the pandemic. Many of our disadvantaged children do not attend preschools and there are no baby/toddler/infant play groups in walking distance of the community.
6	The ongoing impact of the number of our children who do not attend a preschool setting. This in turn has had a significant impact on transcription and readiness to mark make in EYFS and therefore meeting the expected standard in writing. We do not currently have established relationships with local preschools/ childcare settings to improve school readiness.
7	We have noticed an escalating pattern of more significant adolescent mental health especially within KS2 this runs alongside an increase in significant safeguarding concerns and child at the highest level of safeguarding.
8	Parental engagement in regard to attending whole school events and workshops is low. Many of our disadvantaged parents had negative school experiences themselves.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved confidence with oral language and effective use of subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons (demonstrated through use of oracy skills) and ongoing formative assessment. Wellcomm language assessments, on start and completion of the programme in EYFS, evidence an increase in scores for disadvantaged pupils in identified areas of oral communication. Learning walks, book-looks and staff feedback demonstrate oracy and subject-specific vocabulary development in pupils eligible for Pupil Premium because of quality first teaching across the curriculum.

<p>Higher percentage of accelerated progress among disadvantaged pupils so that they close the attainment gap.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved attainment, engagement, and confidence in core subjects among disadvantaged pupils. M • End-of-year reading, maths, and GPS assessments evidence a higher percentage of disadvantaged pupils making accelerated progress over the period of this statement. 40% of Ever6 children make accelerated progress in two or more subjects. • End-of-year reading, writing, maths and GPS assessments evidence a higher percentage of disadvantaged pupils working at the expected standard. 75% of Ever6 children meet the expected standard in two or more subjects.
<p>Increased opportunities for cultural capital for disadvantaged pupils to achieve greater equality.</p>	<ul style="list-style-type: none"> • All KS2 children eligible for PPG are offered (and encouraged to take up) extra-curricular music or sports tuition. • 100% of children eligible for PPG, for at least one term across the year, attend a suitable, quality extra-curricular club.

	<ul style="list-style-type: none"> • 100% of children eligible for PPG attend Yr. 6 residential school trip. • 100% of children eligible for PPG take on a position of responsibility such as play leader, pupil voice advocate, school council, librarians, house captain or prefects.
Improved attendance	<ul style="list-style-type: none"> • Negligible difference in attendance for disadvantaged children in comparison to their peers. Ongoing target. IYT children joined with significant attendance concerns.
Exceptional CPD leads to a supported and successful PPG strategy championed by all staff	<ul style="list-style-type: none"> • PPG leader will engage whole staff body through training, coaching, sharing good practice and using resources strategically. • PPG children will be additionally tracked as part of assessment schedule and SEND reviews. • Minutes of Governing Body and committee meetings will demonstrate robust overview of PPG and service premium. • The school will achieve the stated success criteria in this strategy statement.

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:

Activity	Evidence that supports this approach	Challenges addressed
<p>The highest quality teaching throughout the school developed through well-conceived and successful continual professional development:</p> <p>1. Implement Iris software to support the model of instructional coaching for staff to develop quality of teaching. Teachers will be trained in carrying out Instructional coaching.</p>	<p>EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>“The most important factor for attainment and progress is effective teaching. This has been highlighted by the Sutton Trust, whose 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching</p>	<p>1,2, 4</p>

<ol style="list-style-type: none"> 2. Continue to curate a CPD bank of high-quality resources relating to teaching pedagogy- a ready reckoner for all staff available in the staff room. 3. Use of Trilby TV to disseminate key messages to staff regarding best practice. 4. Termly CPD given to all staff sharing the relevant priorities for PP children in the classroom and the progress being made towards these outcomes. 5. Coaching takes place within each term with peer observations and team teaching a cornerstone. Steplab coaching system purchased and implemented to further enhance coaching model. 6. CPD sessions for all EYFS staff on assessing and developing pupils' early oral language skills. 7. Additional ELS training undertaken by all staff in line with new intervention initiatives. 8. Enhanced training for KS2 staff in ELS phonics. 9. Phase leaders drive CPL in their phase with the guidance of SLT. <p style="text-align: center;"><u>Funding allocated to:</u> Staff CPD materials.</p> <p style="text-align: center;">Leadership time used for mentoring ECTs</p> <p style="text-align: center;">Cover for staff allocated.</p> <p style="text-align: center;">ELS additional resources.</p>	<p>are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years' worth of learning.”</p> <p>Sources of evidence on effective delivery of CPD (such as The Teacher Development Trust's report 'Developing Great Teaching' and the Department for Education 'Standards for teachers' professional development') underline the importance of having regular sequential slots to develop teaching.</p>	
<p>To use metacognition and Oracy as a cornerstone of curriculum provision by:</p> <ol style="list-style-type: none"> 1. High quality Oracy CPD delivered to staff through Talk21 resources. 2. CPD sessions for support staff on developing pupils' oral language skills and vocabulary development. 3. Tiered vocabulary used explicitly in all wider curriculum lessons. 4. A, b, c of discussion evident in majority of lessons when appropriate. 5. Pupil conferencing conducted on a termly basis focusing on MindShift and oracy skills. 	<p>EEF: As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills. Pupil-to-pupil and pupil teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies.</p> <p>EEF: Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Public Health England published a report for head teachers and school staff outlining the link between pupil health and wellbeing and attainment.</p>	<p>1, 2, 6</p>

<p>6. Increased focus on presentational talk both within the classroom and in whole school events.</p> <p style="text-align: center;"><u>Funding allocated to:</u> Staff Oracy materials purchased. HLTA cover required. Visiting speakers. MindShift reflection journals within UKS2.</p>	<p>DFE guidance states that children at risk of falling behind must be identified within the first three weeks of their starting in their Reception year). "One barrier faced by disadvantaged pupils is common across the majority of our schools – poor oral language and communication skills. Our data – based on diagnostic assessment tools to assess pupil's language skills- has consistently illustrated this gap on school entry."</p>	
<p>A rigorous monitoring schedule ensures we swiftly identify the specific needs of each child so staffing, intervention and timetabling can be amended quickly to meet needs:</p> <ol style="list-style-type: none"> 1. Termly data-driven pupil progress meetings. 2. Shift the language staff use. Use the language of present level of attainment to promote sky high aspirations for all. 3. Regular shifting present level of attainment meetings (SPAM Intervention impact tracked within these meetings. SENCO to attend SPAM meetings alongside CTs and PP lead. 4. Regular SPAM learning walks to assess that provision is in place and impactful 5. IYT children to form a key line of enquiry in these meetings to pinpoint gaps in understanding and implement intervention. 6. Behaviour incidents/ patterns of behaviour tracked via Arbor. Any identified trends are assessed with action taken to address it. 7. Use of Class Dojo across the school in response to identified need in Pupil Voice meetings. 8. Service premium children to be closely monitored. 9. Pupil premium provision map updated half termly including data analysis. <p style="text-align: center;"><u>Funding allocated to:</u> Leadership time for PP leader. Cover for staff to attend SPAM meetings. Class Dojo</p>	<p>Recent research in England (Kirkup et al 2005) found that the effective use of data can promote better teaching and learning through:</p> <ul style="list-style-type: none"> • <i>More effective allocation of staff and resources</i> • <i>Monitoring the effectiveness of initiatives and strategies</i> • <i>Evidence-based discussions with the Office for Standards in Education (Ofsted),</i> • <i>Challenging expectations of staff, pupils, parents, among others</i> • <i>Transitions and transfers - particularly transitions between key stages within schools</i> • <i>Identification of pupils' achievements and setting of targets (Kirkup et al, 2005, p.1)</i> <p>Durrington Research School: It is essential that any intervention starts with identifying the specific problems for individual students before putting potential solutions in place. Heterogeneous understanding must overrule a homogenous approach.</p>	<p>2, 4</p>

<p>Release time for class teachers to signpost to parents, via Dojo, remote learning tools – including free opportunities for cultural capital – each term:</p> <p><u>Funding allocated to:</u> Cover for staff required</p>	<p>Only 8% of children eligible for FSM, compared to 16% of those not eligible, have participated in a group extra-curricular lesson, for example a drama class [during lockdown].</p> <p>National Curriculum and OFSTED handbook (2019): Those parents equipped with cultural capital are able to drill their children in the cultural forms that predispose them to perform well in the educational system. It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</p>	<p>1, 3, 5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of NELI programme for EYFS children and targeted group of Yr. One children who are EAL:</p> <p><u>Funding allocated to:</u> Neli resource pack purchased Cover for EYFS TAs 2 hour pw for 20 wks</p>	<p>Compared to children who did not receive NELI, children on the programme progressed on average an equivalent of three additional months in language skills and two additional months in early word reading.</p> <p>Children with English as an additional language, a growing cohort within the school, on the NELI programme made the equivalent of three additional months' progress in language skills.</p>	<p>1, 2</p>

Regular targeted reading intervention for lowest 20% of readers, meeting the individual needs of the child and giving them the opportunity to read with and to an adult on a regular basis:

1. All PPG children working below the expected standard in reading to undergo a YARC and other diagnostic reading tests within the first term to pinpoint specific area of need.
2. PPG children daily readers.
3. PPG children within KS1 to have daily phonics buddy from Yr. 6. These reading buddies have been trained by the phonics lead in Autumn 1.
4. KS2 tutor who is a reading specialist, employed to work two days a week with targeted children.
5. PPG children provided with individual key texts and opportunity to read ahead.
6. Twice weekly small group reading sessions within EYFS.
7. CPD delivered every term regarding reading lessons.
8. All children working BLW or WTS to remain on the school reading scheme to ensure tight tracking.
9. PP lead to undertake a termly check of reading fluency with this group.
10. Phonics lead to also undertake a phonics check to ensure these children are reading appropriately decodable texts.

Funding allocated to:
Funding for two days of Reading specialist
Key texts
ELS Progress intervention
TA cover required.

EEF states that:
 Small group tuition has an average impact of four months' additional progress over the course of a year
 Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.

1, 2

<p>Continue to embed ESL (Essential Letters and Sounds) assessment system across EYFS/KS1 and for those struggling readers in Yr. 3/4 to ensure that any children who are falling behind are swiftly identified and an intervention put in place:</p> <ol style="list-style-type: none"> 1. Rigorous external phonics CPD given to lead in EYFS and KS1. This CPD to continue at regular intervals throughout the academic year. 2. All PP children to undertake an ELS diagnostic test in September. 3. ELS invited in for a yearly audit of our evaluate provision- we have already been assessed for our embed. 4. ELS spelling now implemented in Yr. 2 to ease the transition from Yr. 1 phonics. 5. All staff to have at minimum once yearly training on ELS and accompanying interventions. 6. School to create a core group of Tas who are deemed highly skilled in the implementing of phonics intervention. <p style="text-align: center;"><u>Funding allocated to:</u></p> <p>Essential Letters and Sounds training purchased.</p> <p style="padding-left: 40px;">Yr. 3 reading scheme books purchased.</p> <p style="padding-left: 80px;">ELS Spelling</p> <p style="padding-left: 80px;">Additional blending books</p>	<p>From the New Reading Framework 2021: "Children at risk of reading failure Pupils who fail to learn to read early on start to dislike reading. The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later."</p>	<p>1, 2</p>
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<p>Establish small group Maths, and English interventions for disadvantaged pupils falling behind age-related expectations:</p> <ol style="list-style-type: none"> 1. Class teachers provide targeted pre teaching and over learning to a small group of children during registration- Half termly small group of 3. 2. Class teachers given dedicated time to curate a programme of in class interventions alongside the school SENCO. 3. School SENCO to have a programme of monitoring whereby they regularly observe interventions to ensure they are purposeful, responsive and impactful. 4. Use of WellComm system within the first term of EYFS to quickly identify speech and language difficulties so that we can quickly implement NELI intervention. 5. Daily transcription and fine motor in EYFS and KS1 with targeted transcription intervention within KS2. All staff given CPL led by English lead on the teaching of transcription. 6. KS2 tutor to lead intervention specifically targeted at UKS2 from Autumn 1. 7. ELS progress for Yrs. 3-6. 8. Home Learning club, led by teachers, offered to target children termly after school. <p style="text-align: center;">Funding allocated to: TA time required to cover staff implementing intervention. ELS Progress</p>	<p>EEF toolkits identifies that Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three–five times a week) over a set period of time (6–12 weeks) appear to result in optimum impact.</p> <p>Small-group support is more likely to be effective when: a. children with the greatest needs are supported by the most experienced staff; training, support and resources are provided for staff using targeted activities.</p> <p>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”</p> <p>OFSTED identified that the bestpractice, when using the PPG budget, is done through schools allocating their best teachers to teach intervention groups to improve mathematics and English.</p>	<p>1,2 and 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Encourage reading for pleasure by:</p> <ol style="list-style-type: none"> 1. Increasing the number and quality of decodable books for older children. 2. Introduce two lunchtime book clubs so that children with few books in the home can access the resources necessary for them to become readers for pleasure. 3. Book in a box at home monthly subscription. 4. Regularly refreshing library content to keep engagement high. 	<p>EEF: On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p>	<p>1, 2, 5</p>

<p>5. Reading cabin purchased for the playground- pupil voice in Summer 2022 reflected that PP children wanted an outside space for creativity and reading. This space will also host the twice weekly book club led by DHT and require regular resourcing.</p>	<p>Centre for Literacy in Primary Education (CLPE): Research shows that if you are</p>	
<p>6. Visiting authors. 7. Reading vending machine purchased- children receive a book each term if they meet the reading requirements. 8. Weekly Book Club sessions in the school library. 9. Engaging class reading areas with books that reflect subjects studied and books from previous years.</p> <p style="text-align: center;">Funding allocated to: Reading/Creative area installed in playground. Class and school library books regularly purchased. PP book box subscription purchased for PP children. PP book box materials purchased. Book vending machine.</p>	<p>a literate child who reads for pleasure then this has more impact on your future life chances than any other factor. Encouraging reading for pleasure is a social justice issue.</p>	
<p>To provide disadvantaged children with free access to experiences that enhance their wider experiences:</p> <p>1. Subsidised instrumental lessons. 2. Subsidised after school clubs. 3. Subsidised trips and visits. 4. Rocksteady PP band. 5. HLTA home learning club x 2 weekly. 6. Dedicated PPG Forest School sessions. 7. Visit to Shakespeare’s Globe KS2. 8. UKS2 PP children buddied up with pupils from the local grammar school for peer mentoring. 9. Oral composition planning lesson to be timetabled into the writing sequence including immersion in the historical, social context of the key text.</p> <p style="text-align: center;">Funding allocated to: PP music lessons subsidised. PP uniform subsidised PP Sports clubs subsidised. PP trips subsidised. TA home learning club- TA additional hours. PP Rocksteady band club</p>	<p>EEF: Only 2% of children eligible for FSM, compared to 11% of those not eligible for FSM, have participated in a private lesson for extracurricular activities, such as a piano lesson [during the period of the pandemic]</p>	<p>1, 3, 5</p>

<p>Improving readiness to learn through a smooth transition between EYFS and Yr. 1 by:</p> <ol style="list-style-type: none"> 1. Outdoor provision enhanced for the Yr. 1 cohort. 2. Transition materials, continuous provision purchased for use in Yr. 1/2. 3. Regular meetings between EYFS and Yr. 1 teachers in Autumn term to monitor transition. 4. Increased programme of fine motor interventions and daily transcription introduced within KS1. 5. Phase leaders of EYFS and KS1 to meet regularly within term One and Term 6 to help transition. 6. Rigorous assessment in Summer Term of EYFS identifying letter formation, Year One readiness. <p>Funding allocated to: Yr. 1/2 Transition materials purchased. Teacher release time</p>	<p>EEF: Successful transitions, as identified from case studies in the research, are those with close cross-phase links.</p> <p>From the research paper, "Making a successful transition into year One": "Teachers adopted similar class routines in reception and year 1 (such as ensuring that sand, water and play-based learning resources were available in year 1, and using a similar curriculum structure in year 1 and reception).</p>	<p>2, 6</p>
<p>To empower children with an understanding of their strengths and areas of development:</p> <ol style="list-style-type: none"> 1. St Peter's Pupil Voice group who have responsibility for driving metacognition and reflection at St. Peter's. This group lead weekly class worship and receive mentorship from Head of School. 2. Metacognition Happy Self journals across the school. 3. SEL to form the bedrock for adapted PSHE curriculum. 4. The ELSA will spend 50% of her timetable supporting disadvantaged pupils with their SEL. 5. Termly target setting meetings between class teacher and children- Maths, English and B4L. 6. Reflection a cornerstone in all subjects- reflection shapes. 7. Class targets on display in all classrooms. <p>Funding allocated to: Happy Self journals purchased for UKS2. MindShift resources regularly updated e.g., chess, yoga. HLTA cover required to cover target setting meetings</p>	<p>EEF: As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills. Pupil-to-pupil and pupil teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies.</p> <p>EEF: Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Public Health England published a report for head teachers and school staff outlining the link between pupil health and wellbeing and attainment.</p>	<p>1, 2, 6</p>

<p>Implementing strategies to ensure regular attendance:</p> <ol style="list-style-type: none"> 1. Working closely with EWO. 2. Breakfast provided for Ever6 children. 3. Walking Bus picks up focus families on the estate each morning and provides breakfast. 4. Dedicated family liaison time focusing on attendance/ supporting children to improve attendance. 5. Providing funded places at before school clubs. 6. Facilitating parent engagement groups) to ensure regular attendance. 7. Allocate a set afternoon each week for our SENCO to liaise with struggling families on a weekly basis. 8. Termly Rocksteady band performances to which parents are invited. 9. Increased programme of parental workshops at times convenient for our families- convenient timings have been identified through regular parent voice forms. 10. Increased cycle of parent voice to identify barriers to attendance. 11. Play therapy and private counselling to engage children who are reluctant attenders due to anxiety or prior life ACEs. <p style="text-align: center;">Funding allocated to: Family liaison employed. PP Sports clubs subsidised. Private counsellor employed one day each week. Play therapist for individual children.</p>	<p>DfE (2020): Central to raising standards in education and all pupils can fill their potential is an assumption that is so widely understood that it is insufficiently stated: pupils need to attend school regularly to benefit from their education.</p> <p>Children with poor attendance tend to achieve less in both primary and secondary school.</p> <p>EEF: Support parents to create a regular routine and encourage good homework habits, Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships.</p>	<p>3</p>
<p>To build a strong and supportive E-Bluey community to support our service children by:</p> <ol style="list-style-type: none"> 1. Dedicated E-Bluey Forest school sessions. 2. Establishment of the E-Bluey peace garden and its regular use. 3. E-Bluey art installation. 4. Weekly meetings and twice-yearly trips to foster a sense of kinship and togetherness. 5. Monthly parent coffee morning. <p style="text-align: center;">Funding allocated to: Forest school time and equipment E- bluey coffee morning funding Service premium trip E- Bluey iPad</p>		<p>3 and 5</p>

Further information

Additional activity:

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Enhancing our practice around curriculum design ensuring all subjects demonstrate cohesive and coherent steps in knowledge and skills.
- Utilising Trust- wide CPD and working collaboratively with trust hubs.
- Visiting 'best practice' schools in our local area.
- Continuing to utilise support from our local Mental Health Support Team- in the academic year 2022-23 we used them regularly.
- Offering a wide range of high-quality extracurricular days and events to boost wellbeing, behaviour, attendance, and aspiration. Activities such as the Public Speaking competition, diversity day and workshops at the local grammar schools. Disadvantaged pupils and their families are supported to participate.

