



Our Lady & St. Joseph's Catholic Primary School

Pupil Premium Strategy Statement: 2025 – 2026



This statement details Our Lady & St. Joseph's Catholic Primary School's use of Pupil Premium (and recovery premium for the 2025 to 2028 academic year) funding to help improve the attainment of our disadvantaged pupils.

Furthermore, this statement 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	Our Lady & St. Joseph's Catholic Primary School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 – 2026 2026 – 2027 2027 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr David Miller
Pupil Premium lead	Mrs Joanne Readshaw
Governor / Trustee lead	Christine Coxon

Funding overview

Our Lady & St. Joseph's Catholic Primary School	Amount
Pupil premium funding allocation this academic year	£59, 035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School-led tuition	£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	£59, 035

Part A: Pupil Premium Strategy Plan

Statement of intent

The Our Lady & St. Joseph's approach

Professor Becky Francis, CEO of the Education Endowment Foundation, says, “*Giving every young person the best start in life, whatever their background and wherever they grow up, is a mission that unites everyone working in schools.*” Our intention at Our Lady & St. Joseph's is to ensure that all pupils, particularly those who experience social and economic disadvantage, have equitable opportunities for success through an academic and enriching curriculum that meets the needs of all pupils.

It is this philosophy which allows our mission statement of, ‘**Living, loving and learning together with our eyes focused on Jesus**’ to become a lived reality for all. It is in the best interests of all Our Lady & St. Joseph's pupils that the funding is available to all who are recognised for being at a disadvantage and/or vulnerable – not only those who are eligible for funding.

Our intent is to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Remove barriers to learning created by poverty, family circumstance and background.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Access a wide range of opportunities to develop their skills, knowledge and understanding.
- Enable pupils to look after their social and emotional well-being and to develop resilience.

We recognise that high-quality teaching and learning is fundamental to raising the attainment of disadvantaged pupils, therefore this is the focus of our school improvement plan and at the heart of our pupil premium strategy. Our approach is therefore underpinned with a knowledge rich curriculum, implemented through a teaching and learning approach that is informed by the latest evidence-based research. We know that in order to deliver on this, an effective professional development offer is integral to ensure that teachers are experts in what they teach.

The progress of all children is carefully monitored through our robust assessment procedures, allowing us to be sure that any strategies or targeted support used are done so to meet the needs of the pupils at any time throughout school.

Families with identified social, emotional or health needs will be well supported by school staff so that the needs are removed or alleviated.

Our approach will be responsive to common challenges and individual needs. To ensure they are effective, we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

What is Pupil Premium?

Pupil Premium is the name given to additional funding designed to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non-disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children. For the year 2025-26 PPG funding is an additional **£1455** per eligible child with **£2530** awarded for children who are currently LAC. Further information can be obtained by following:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2025-to-2026>

Schools are able to spend PPG to suit the needs of their pupils. DfE guidance for 2025-2026 states the grant should be spent:

- For the purposes of the school, that is, for the educational benefit of pupils registered at that school.
- For the benefit of pupils registered at other maintained schools or academies.
On community facilities, for example, services whose provision furthers any charitable.
Purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.
- The grant does not have to be completely spent by schools in the financial year; some or all of it may be carried forward to future financial years.

When making decisions about using Pupil Premium funding it is important to consider the context of the school, and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional: Disadvantaged pupils are disproportionately affected and are demonstrating more social and emotional issues than their non-disadvantaged peers. This can translate into dysregulated behaviour and attitudes to learning.
2	Outcomes and achievement: Disadvantaged pupils show a disproportionate understanding and mathematical fluency. This can have a detrimental impact in applying mathematical skills to solve a range of reasoning problems across maths.
3	Outcomes and achievement: Disadvantaged pupils are disproportionately affected by the quantity of text in tests. This translates into texts being very difficult to process due to difficulty with word reading fluency impeding understanding, in addition to limited vocabulary knowledge.
4	Attendance and punctuality:

	Persistent absenteeism is more prevalent in our disadvantaged pupils than it is for non-disadvantaged pupils.
5	SEND overlap: KS2 outcomes show disadvantaged pupils with SEND achieve weaker outcomes than non-disadvantaged pupils with SEND.
6	Social capital: The rising cost of living crisis means that children may have limited or decreasing experiences outside of school. Disadvantaged children are more likely to have less cultural capital than their peers, defined by Steve Moffitt (CEO of A New Direction) as having the skills, knowledge, norms and values which can be used to get ahead in education and life more generally. Observations and discussions with staff show that disadvantaged children have more difficulty in articulating ideas, developing understanding and engaging with others through spoken language, and as a result can struggle to understand themselves, each other and the world around them.
7	Development of speaking and listening skills on entry to EYFS: We aim to strengthen speaking and listening skills for all pupils on entry to EYFS, ensuring that disadvantaged pupils develop strong communication and language foundations. By focusing on early oracy and vocabulary development, we want every child to have the confidence and skills needed to achieve a Good Level of Development and thrive in their learning journey.

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
Disadvantaged children will have the same level of attainment as non-disadvantaged children in KS2 reading, writing and maths.	<ul style="list-style-type: none"> Overall, the attainment of disadvantaged children is in line with national figures. <p>We will achieve this through:</p> <ul style="list-style-type: none"> Quality first teaching in all classes which is focused on a 'keep up, not catch up' approach. All staff follow research-based teaching principles which include principles of Opening Worlds and Rosenshine's instructions, so that pupils learn more and remember more. Early intervention used in Early Years and Key Stage 1. Support for less fluent readers in KS2. Precise assessment systems in place. Early Year's curriculum is focused on developing language, vocabulary, and oracy. High-quality interventions are used to accelerate progress in basic skills, with a focus on reading.
Improve phonics outcomes for disadvantaged children.	<ul style="list-style-type: none"> Disadvantaged pupil outcomes of phonics screening are in line with or above national average scores.

	<ul style="list-style-type: none"> Any negative attainment gap of disadvantaged pupils versus non-disadvantaged pupils is closed. <p>We will achieve this through:</p> <ul style="list-style-type: none"> Ensuring that the reading Early Learning Goal is in line with the national. Rigorous half-termly assessments show progress and clearly identify gaps in knowledge to ensure all children 'keep up'. Precise interventions are in place for any child identified as being vulnerable with either phonics acquisition or reading fluency.
<p>Children are able to read fluently, demonstrating accuracy, automaticity and prosody.</p>	<ul style="list-style-type: none"> Key Stage 1 and 2 reading fluency assessments show that the majority of children are assessed as fluent readers. 2026 KS2 reading outcomes improve the standards achieved in 2025, particularly disadvantaged pupils achieving the greater depth standard. <p>We will achieve this through:</p> <ul style="list-style-type: none"> A robust English curriculum with bespoke adaptations made for any child identified as being vulnerable with either phonics acquisition or reading fluency. Targeted reading interventions. A reading curriculum offering a wide range of reading opportunities targeted specifically at pupils.
<p>Children learn a full, broad and balanced curriculum which builds cultural capital while developing high standards of literacy and vocabulary.</p>	<ul style="list-style-type: none"> Assessments in humanities subjects will show that disadvantaged children know more and remember more about a range of cultural, historical and geographical subject areas. <p>We will achieve this through:</p> <ul style="list-style-type: none"> Pre-teaching key vocabulary to provide a solid platform for lessons. A pupil passport that includes appropriate visits to build cultural capital. Close tracking from the subject leader and senior leadership team followed up appropriately with intervention/support/adaptations.
<p>Improved outcomes among disadvantaged pupils identified with SEND.</p>	<ul style="list-style-type: none"> A greater number of disadvantaged pupils with SEND reach age related expectations. Progress for all pupils with SEND is rapid and they can achieve, accessing the full curriculum with increasing success and independence. <p>We will achieve this through:</p> <ul style="list-style-type: none"> All pupils with SEND have action plans in place which follow the Assess, Plan, Do & Review model.

	<ul style="list-style-type: none"> — The curriculum is successfully adapted and ambitious to meet their needs and develop skills, knowledge and understanding of all pupils.
<p>The attendance of disadvantaged pupils will be in line with the national average and will be in line with the BWCET target of 97%.</p>	<ul style="list-style-type: none"> • Attendance data should be in line with national average. • Number of persistently absent disadvantaged pupils should decrease from 58.3% in 2024-25 to be in line with non-disadvantaged peers. <p>We will achieve this through:</p> <ul style="list-style-type: none"> — Monitoring identifies positive attendance and pupils where attendance is an issue. — Certificates for high attendance are provided termly to support pupils' self-esteem. — Communication with parents clearly indicates issues and expectations. — Support is provided for all families with low attendance.
<p>Eradicate the effect of poverty on education and improve opportunities for pupils to enrich their life experiences and deepen their knowledge and understanding of the curriculum.</p>	<ul style="list-style-type: none"> • Overall, the attainment of disadvantaged children is in line with national figures. Disadvantaged pupils access and thrive in school – this is reflected through academic achievement and pupil and stakeholder voice. <p>We will achieve this through:</p> <ul style="list-style-type: none"> — Developing a robust program of extra-curricular activities, including sports, arts, and cultural experiences, to provide disadvantaged pupils with experiences that they might not otherwise access. — Embed high-quality educational software that supports diagnostic assessment. This is critical for identifying learning gaps among disadvantaged pupils and tailoring teaching strategies to address these gaps effectively.
<p>Pupils will make good progress in the development of speaking and listening skills in EYFS from their starting points.</p>	<ul style="list-style-type: none"> • All pupils, including those who are disadvantaged, will leave EYFS with improved communication and language skills, enabling them to engage confidently in speaking and listening activities. • Early screening will enable staff to identify and best support individuals. • By the end of EYFS, disadvantaged pupils will meet or exceed age-related expectations in Communication and Language and show progress in early writing skills. • Disadvantaged pupils will make accelerated progress in early literacy and language development, closing the gap with their peers by the end of EYFS. • Writing outcomes for disadvantaged pupils will improve so that they are broadly in line with national expectations.

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: £16, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Offer an extensive CPD package for staff to help tackle some of the specific learning challenges to ensure Quality First Teaching for <u>all children in all classes</u>.</p>	<p>Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014).</p> <p>A report from EEF highlights the fact that high-quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>EEF research states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The Sutton Trust states that, “<i>Quality First Teaching has a direct impact on student outcomes.</i>”</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1, 2, 3, 4, 5, 6 & 7</p>
<p>Coaching to deliver evidence informed professional development, supporting whole staff.</p>	<p>Instructional coaching; sequenced PD on literacy and maths mastery; explicit vocabulary instruction; adaptive teaching and effective feedback; development of a coherent, knowledge-rich curriculum.</p> <p>EEF Teaching & Learning Toolkit and guidance reports (effective feedback, metacognition, literacy, maths); DfE guidance emphasising high-quality teaching and menu of approaches.</p>	<p>1, 2, 3, 4, 5, 6 & 7</p>
<p>Increase capacity of Leadership Team by utilising expertise within the cluster to provide coaching and mentoring for staff and small group intervention for targeted groups.</p>	<p>Evidence gathered by the EEF shows that reduced class sizes allow children to gain three months.</p> <p>Through providing extended-release time of staff alongside the development of national qualifications, coaching and mentoring can further support staff in developing small group and intervention groups.</p>	<p>2, 3, 5 & 7</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	
Work with the BWCET Maths Advisory Team & purchase necessary resources to further develop and embed Teaching for Mastery across all year groups.	EEF indicates that adopting a mastery approach in school yields a high impact for a very low cost and can allow for 5 months of progress to be made. The school understands that for this to work a high-quality CPD programme must be in place, https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2, 4, 5 & 7
Subscription to Opening Worlds Humanities curriculum (which includes a lot of focus on oracy skills and has a clear SEND pedagogical teaching overlay).	Opening Worlds is a knowledge-rich humanities programme for teaching History and Geography. It provides curriculum resources together with training, support and ongoing programme-related professional development for teachers. Because of its rapidly discernible effects on literacy and highly inclusive approach, Opening Worlds quickly gained appeal in schools tackling under-achievement in areas of social disadvantage.	3, 4, 5, 6 & 7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide TAs with specialist training to support identified groups of pupils and deliver effective group and 1:1 intervention. Increase in TA support to support across school.	Additional TA support has been implemented across school. Through a process of identifying the need and appropriate provision for vulnerable children to ensure that Teaching Assistant supports academic and pastoral progress. Evidence gathered by the EEF shows that small group tuition and Teacher Assistant interventions allows children to gain four months. 1:1 tuition can allow a gain of 5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 3, 5 & 7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
Use of language screening tools to screen all children across Early years. Interventions then implemented to support progress in communication and language.	EEF recommend that language provides the foundation of thinking and learning and should be prioritised. Improving Literacy in Key Stage 1 EEF	7
Increasing time of a SENDCo to support children and staff in school.	Invest in specific resources and interventions for disadvantaged pupils with Special Educational Needs and Disabilities (SEND), focusing on inclusive education practices that facilitate access and engagement with the mainstream curriculum. Placing pupils in front of a highly trained and skilled practitioner, equipped with high quality resources and interventions will ensure pupils receive the best possible additional support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 5 & 7
Daily Phonics interventions.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. EEF research highlights that this could allow for gains of up to 5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3, 5 & 7
Continue subscription and use of Accelerated Reader across year groups 3 to 6, to support diagnostic tracking & improve reading for pleasure.	Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress. EEF Toolkit: The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. The first EEF-funded efficacy trial of AR found pupils who received the programme made three months of additional progress in reading comprehension.	3 & 5

	https://educationendowmentfoundation.org.uk/projectsandevaluation/projects/accelerated-readereffectiveness-trial	
Class teachers to implement spotlighting of pupils to ensure high quality teaching addresses identified gaps in learning.	EEF research states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The Sutton Trust states that, <i>“Quality First Teaching has a direct impact on student outcomes.”</i> https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1, 2, 3, 4, 5 & 7

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

Budgeted cost: £9, 035

Activity	Evidence that supports this approach	Challenge number(s) addressed
School staff to remain focused on monitoring the emotional wellbeing and mental health of all children, with measures put in place to support children as required.	Public Health England: The link between pupil health and wellbeing and attainment document draws attention to 2 key findings: <ol style="list-style-type: none"> 1. Pupils with better health and wellbeing are likely to achieve better academically. 2. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf	1
Creating subsidised experiences to enhance academic learning, create aspirations and give children opportunities to excel in areas they might not otherwise have access to.	EEF research confirms young pupils’ achievement in reading and maths remains significantly lower than before the pandemic, and the gap between children from low and high-income households (the disadvantage gap) remains wide. Sir Peter Lampl, Chairman of the EEF and of the Sutton Trust has stated, <i>“There should also be funding for the extra-curricular activities that young people have missed out on to boost their wellbeing and life skills, as well as funding for their mental health support.”</i>	4 & 6

	https://educationendowmentfoundation.org.uk/news/new-eef-publishes-newresearch-on-the-impact-of-the-pandemicon-key-stage-1-pupilsattainment?mc_cid=075f30fc26&mc_eid=4421cdab48	
<p>Training of staff as Senior Mental Health Lead to support emotional and mental well-being.</p> <p>To develop a bespoke area within each classroom to support children via a quiet, low stimulus environment, to prepare them for learning and regulate their emotions to enable the best learning outcomes.</p>	<p>EEF research indicates that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/social-and-emotionallearning</p>	1, 2, 3, 4 & 5
<p>Identify children and families who may have financial, emotional and other needs. Support these families and provide links to external agencies.</p>	<p>Evidence gathered by the EEF show that parental engagement allows children to gain three months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2, 3, 4, & 5
<p>Reward attendance, achievement and behaviour</p>	<p>In order for children to thrive at school, the positive interventions in terms of behaviour, attendance and achievement can have a significant impact on the attainment of all disadvantaged children. The school has worked to create an explicit taught behaviour curriculum. The importance of the school's work here is underpinned by EEF research which highlights that it can add up to 4 months onto the progress of children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 2, 3, 4, & 5
<p>Continued implementation of BWCET Attendance Policy.</p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	2, 3, 4 & 6

Total budgeted cost: £59, 035

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 2023 to 2024 academic year.

Data and pupil outcomes from the following assessments and programmes helped to inform assessment, planning and intervention:

- End of KS1 and KS2 assessment results
- Year 1 Phonics Screening Check
- Times Table Rock Stars
- Baseline Assessments – autumn term
- Multiplication Times Table Check
- Language Screen Assessments
- Strengths and Difficulties Questionnaire and Revised Childhood Anxiety and Depression Scale
- Educational Psychology Input
- Summative Assessments – termly
- White Rose Mathematics assessments

Our Lady St. Joseph's subsidised social and cultural capital activities to ensure that our pupil premium pupils were able to access the same opportunities as their peers. Pupils were able to access outdoor learning visits to Robinwood, and other visits.

Pupil premium funding has also helped to offset staffing costs linked to breakfast clubs. Several pupil premium children accessed additional extra-curricular activities. For four families, a subsidy was given towards the new school uniform for those who were unable to afford it.

Phonics screening support in Year 1 was successful (82% pass rate), with 33% (1/3) of Pupil Premium pupils passing the test. Additional phonics intervention was offered to those pupils who did not achieve the phonics screening test in Year 2 Autumn. For those children in Year 1 who were struggling to achieve phonics – a structured programme of intervention was implemented to ensure that small group teaching focussed on achieving the phonics standard at the end of Year 1. Some pupil premium money was utilised to procure additional resources from our systematic synthetic phonics programmes, meaning that data was closer to national average.

There is a strong emphasis on developing language and oracy across all curriculum areas, and all staff recognise SLCN as an area to foster, particularly for disadvantaged pupils; significant CPD has been offered to all staff.

Provision:

- Providing small group work with an experienced teacher or teaching assistant focused on overcoming gaps in learning.

- Intervention to challenge and extend.
- 1:1 support.
- Additional teaching and learning opportunities provided through teaching assistants, Cluster SENDCo, pastoral care or external agencies.
- Those children who require support to access educational visits will be some financial support, at the discretion of the school to support the cost of a visit – particularly Outward-Bound visits.
- Use of EP time to inform interventions, CPD and further understand children’s learning and emotional needs.

Impact: The effect of the expenditure on eligible and other pupils (2024-25)

- Targeted intervention was put in place across the school, led by teachers and teaching assistants to enable all disadvantaged pupils to achieve the expected standard.
- All disadvantaged children were provided with learning tasks which challenge them and enable them to make better than expected progress.

In end of KS2 assessments (summer 2025) disadvantaged attainment for EXS and GDS was:

KS2 Statutory Outcomes Non-disadvantaged vs disadvantaged (in brackets)	Reading	Writing	Maths	EGPS	RWM comb
OLQM Expected standard	70%	70%	70%	70%	60%
OLQM Higher standard	20%	0%	0%	0%	0%
STJU Expected standard	60%	67%	67%	67%	53%
STJU Higher standard	27%	7%	0%	7%	0%

MTC	2025 OLQM	2025 STJU
Average score (whole cohort)	22.4	20.8
Disadv average score	21.5	19.0
25/25 (whole cohort)	66.7%	23.1%
Disadv 25/25	50%	0%

Phonics	2025	All pupils were registered at St. Joseph’s.
Attaining 32/40 (whole cohort)	82%	
Disadv attaining 32/40	33% (1/3)	
Average score	32.9	
Disadv average score	27%	

- The Lighthouse Hub was used to provide therapeutic intervention to those PP children, who have significant SEMH needs.
- Small group self-awareness and self-esteem workshops were established for a small number of children who needed support to develop their social pragmatics and oracy skillset.

- All children (including disadvantaged) had the opportunity to participate in educational visits and residential programmes, which aimed to widen their experiences, develop their approach to teamwork and leadership - and consolidate skills of self-discipline and self-regulation. All children, who wanted to participate, could.

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
Times Table Rockstars	Maths Circle Ltd
Reading Plus	Reading Plus, LLC
Accelerated Reader	Renaissance
Opening Worlds	Opening Worlds
IDL	IDLS Group

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

N/A