



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Springhill Primary Academy
Number of pupils in school	193 (2025-26)
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Jack Edwards, Headteacher
Pupil premium lead	Jack Edwards, Headteacher
Governor / Trustee lead	Yateen Bhoola (DDOE REAch2)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,322
Recovery premium funding allocation this academic year	£0
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	£1,513,477 (£ from school budget)

Pupil premium strategy plan

Statement of intent

At Springhill Primary Academy, our aim is that all children regardless of their background, ability or experiences, make good progress from their relevant starting points and achieve high attainment across all areas of learning. The focus of our pupil premium strategy is to ensure that all disadvantaged pupils achieve well and where they are higher achievers, they make better than expected progress. The progress and attainment gaps between them and their non-disadvantaged peers will be diminished.

We have analysed the challenges faced by vulnerable pupils and what their experiences sometimes look like. Evidence demonstrates that disadvantaged pupils are more likely to underachieve due to many factors. These barriers may be:

- Poor parental engagement due to many factors – poor historical schooling experiences, lower levels of literacy, language and number skills, poor mental health.
- Limited language and communication skills built at an early age and also within families.
- Lack of educational resources in the home environment and poor technological access.
- Extremely poor school attendance and negative view of schooling
- Complex family situations which create external pressures and stresses on family life and the children involved.
- Social, emotional, and mental health difficulties in children.
- More frequent behaviour concerns resulting in time away from teaching.

We are committed to raising the overall attainment of our disadvantaged children and we understand that we must look holistically at the child in order for them to succeed. High-quality teaching is at the forefront of our approach but there are many other areas of support which will ensure that all children, but especially our disadvantaged children, achieve their full potential.

Our approach is based on thorough assessments not assumptions regarding pupils and we adopt a personalised system for each child depending on their abilities and experiences. We recognise that not all disadvantaged children will face certain barriers and may be high-achieving pupils. We ensure that:

- disadvantaged children are supported and challenged equally
- vulnerable children are at the forefront of discussions relating to wellbeing, support and intervention
- a whole-school approach is adopted with regards to understanding the life situations for disadvantaged pupils and that our ethos is one of high expectations for all.

Challenges

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

Challenge number	Detail of challenge
1	Attendance levels for all pupils but especially disadvantaged pupils are not high enough and persistent absence is higher than what is acceptable. This continues to be an issue in 2025-26, although shows signs of improvement. 2021-2022 Attendance - 93% 2021-2022 Persistent Absence – 17.6% 2021-2022 PP Attendance – 93% 2022-2023 Attendance – 93.2% 2022-2023 Persistent Absence – 20% 2022 – 2023 PP Attendance – 93% 2023 - 2024 Attendance – 92.4% 2023 - 2024 Persistent Absence – 17.5% 2023 - 2024 PP Attendance – 92% 2024 - 2025 Attendance – 94% 2024 - 2025 Persistent Absence – 22% 2024 - 2025 PP Attendance – 92%

2

Statutory outcomes last academic year are below projections - including disadvantaged pupils. Statutory outcomes at KS2 not yet consistently showing improvement year on year.

	2019/2020 Teacher Assessed		2020/2021 Teacher Assessed		2021/2022		2022/2023		2023/2024		2024/2025	
	GLD	EXC	GLD		GLD		GLD		GLD		GLD	
EYFS % reaching GLD	74%	26%	75%	n/a	80%	n/a	75%		75%		68%	
	Pass		Pass		Pass		Pass		Pass		Pass	
Phonics Y1 (National)	75%		60%		71%		73.3% 79%		95%		70%	
Phonics Y2 Cumulative	82%		60%		87%		93.3%		90%		96%	
	EXS+	GD	EXS+	GD	EXS+	GD	EXS+	GD	EXS+	GD	EXS+	GD
KS1 Reading (National)	62%	14%	60%	13%	61%	13%	73% 68%	26.7% 19%	72%	21%	75%	17%
KS1 Writing (National)	65%	17%	60%	7%	57%	13%	73% 60%	20% 8%	66%	14%	71%	17%
KS1 Maths (National)	66%	14%	60%	13%	61%	17.4%	73% 68%	26.7% 19%	65%	26%	71%	17%
KS1 Combined					57%	9%	60%	20%	61%	14%	67%	13%
							Pass	Av. Score	Pass	Av. Score	Pass	Av. Score
MTC Check					63%	22	20%	17.1	29%	17	30%	21.85
	EXS+	GD	EXS+	GD	EXS+	GD	EXS+	GD	EXS+	GD	EXS+	GD
KS2 Reading (National)	68%	14%	83%	17%	65%	16%	71% 73%	32% 29%	75% 74%	25%	59%	24%
KS2 Writing (National)	68%	18%	74%	9%	68%	10%	77% 71%	23% 13%	75% 72%	13%	76%	14%
KS2 Maths (National)	68%	14%	70%	4%	65%	10%	68% 73%	19% 24%	75% 73%	21%	64%	9%
KS2 Combined (National)	68%	14%	70%	9%	48%	3%	55% 60%	13% 8%	68% 61%	4%	45%	4.5%

Disadvantaged vs Non-disadvantaged data

An attainment gap between disadvantaged and non-disadvantaged remains.

On the whole we have seen a reduction in the difference between PP and Non-PP children. On the whole there is a 4% difference between the combined attainment of PP children and Non-PP children. The largest individual difference being in maths (5.4%). As a school we recognise the impact that latest plays in this as Maths is our first subject of the day – hence attendance being challenge one.

PP vs Non-PP	ARE	Reading			Writing			Mathematics			Combined		
		PP	Gap	Non-PP	PP	Gap	Non-PP	PP	Gap	Non-PP	PP	Gap	Non-PP
Year 1 (+)	AT+	68.75% (11/16)	PP +7.21%	61.54% (8/13)	68.75% (11/16)	PP +7.21%	61.54% (8/13)	87.50% (14/16)	PP +18.27%	69.23% (9/13)	62.50% (10/16)	PP +0.96%	61.54% (8/13)
	ARE: E To E+	12.50% (2/16)	PP +12.50%	0.00% (0/13)	12.50% (2/16)	PP +12.50%	0.00% (0/13)	6.25% (1/16)	Non-PP +1.44%	7.69% (1/13)	6.25% (1/16)	PP +6.25%	0.00% (0/13)
Year 2 (+)	AT+	77.78% (7/9)	PP +9.03%	68.75% (11/16)	77.78% (7/9)	PP +15.28%	62.50% (10/16)	77.78% (7/9)	PP +15.28%	62.50% (10/16)	77.78% (7/9)	PP +21.53%	56.25% (9/16)
	ARE: E To E+	11.11% (1/9)	Non-PP +7.64%	18.75% (3/16)	0.00% (0/9)	Non-PP +25.00%	25.00% (4/16)	11.11% (1/9)	Non-PP +7.64%	18.75% (3/16)	0.00% (0/9)	Non-PP +18.75%	18.75% (3/16)
Year 3 (+)	AT+	73.33% (11/15)	Non-PP +19.52%	92.86% (13/14)	46.67% (7/15)	Non-PP +17.62%	64.29% (9/14)	46.67% (7/15)	Non-PP +24.76%	71.43% (10/14)	33.33% (5/15)	Non-PP +30.95%	64.29% (9/14)
	ARE: E To E+	6.67% (1/15)	Non-PP +14.76%	21.43% (3/14)	0.00% (0/15)	Non-PP +7.14%	7.14% (1/14)	13.33% (2/15)	PP +6.19%	7.14% (1/14)	0.00% (0/15)	Non-PP +7.14%	7.14% (1/14)
Year 4 (+)	AT+	50.00% (6/12)	Non-PP +12.50%	62.50% (5/8)	50.00% (6/12)	Non-PP +12.50%	62.50% (5/8)	58.33% (7/12)	Non-PP +16.67%	75.00% (6/8)	50.00% (6/12)	Non-PP +12.50%	62.50% (5/8)
	ARE: E To E+	8.33% (1/12)	Non-PP +16.67%	25.00% (2/8)	8.33% (1/12)	Non-PP +29.17%	37.50% (3/8)	16.67% (2/12)	Non-PP +33.33%	50.00% (4/8)	8.33% (1/12)	Non-PP +16.67%	25.00% (2/8)
Year 5 (+)	AT+	90.91% (10/11)	PP +36.36%	54.55% (6/11)	81.82% (9/11)	PP +27.27%	54.55% (6/11)	72.73% (8/11)	PP +18.18%	54.55% (6/11)	72.73% (8/11)	PP +18.18%	54.55% (6/11)
	ARE: E To E+	9.09% (1/11)	Non-PP +9.09%	18.18% (2/11)	9.09% (1/11)	Non-PP +9.09%	18.18% (2/11)	9.09% (1/11)	No Gap	9.09% (1/11)	0.00% (0/11)	No Gap	0.00% (0/11)
Year 6 (+)	AT+	45.45% (5/11)	Non-PP +21.21%	66.67% (8/12)	54.55% (6/11)	Non-PP +28.79%	83.33% (10/12)	36.36% (4/11)	Non-PP +46.97%	83.33% (10/12)	36.36% (4/11)	Non-PP +13.64%	50.00% (6/12)
	ARE: E To E+	27.27% (3/11)	PP +10.61%	16.67% (2/12)	0.00% (0/11)	Non-PP +25.00%	25.00% (3/12)	0.00% (0/11)	Non-PP +16.67%	16.67% (2/12)	0.00% (0/11)	Non-PP +8.33%	8.33% (1/12)
Whole School	AT+	67.6% (50/74)	Non-PP 1.35%	68.9% (51/74)	62.2% (46/74)	Non-PP 2.70%	64.9% (48/74)	63.5% (47/74)	Non-PP 5.41%	68.9% (51/74)	54.1% (40/74)	Non-PP 4.05%	58.1% (43/74)
	Above	12.2% (9/74)	Non-PP +4.05%	16.2% (12/74)	5.4% (4/74)	Non-PP +12.16%	17.6% (13/74)	9.5% (7/74)	Non-PP +6.76%	16.2% (12/74)	2.7% (2/74)	Non-PP +6.76%	9.5% (7/74)

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Gaps in pupil knowledge and attainment due to challenges faced by multiple needs and barriers (e.g., pupils that are disadvantaged and SEND)

In 2024-25, 51% of our children who are SEND are also disadvantaged which reflects which is disproportional to the wider cohort. This means that there are 21 children who face challenges caused by multiple needs and barriers.

4	Some pupils enter EYFS with language and communication skills below the typical level for their age. 2022-2023 Baseline data: Speaking = 30% ARE (6/20) Listening, Attention & Understanding = 25% ARE (5/20) 2023-2024 Baseline data: Speaking = 40% ARE (9/22) Listening, Attention & Understanding = 40% ARE (9/22) 2024-2025 Baseline data: Speaking = 89% ARE (16/18) Listening, Attention & Understanding = 50% ARE (9/18)
5	Children and/ or parents present with varied and often complex social, emotional and mental health concerns. Parents seek support for various reasons which impact on our pupils if not intervened early enough.

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.

Challenge	Intended outcome	Success criteria
1. Attendance levels for all pupils but especially disadvantaged pupils are not high enough and persistent absence is higher than what is acceptable.	2025-2026 attendance rates finish in line or above national expectations. <i>Attendance levels for all pupils but with a particular focus on disadvantaged pupils is not high enough and persistent absence is too high.</i>	Attendance is above 96% for all groups of pupils Parents are aware of and take ownership of the need for good attendance Holidays taken in term time are reduced as parents understand the negative impact this has on children's progress Children enjoy every day at school and do not want to miss a day.

		Rates of persistence absence are reduced to be in line with or below national average.
2. Statutory outcomes last academic year are below projections - including disadvantaged pupils. Statutory outcomes at KS2 not yet consistently showing improvement year on year.	Key stage statutory assessments are in line or above national averages for ARE. <i>Attainment levels at the end of statutory key stages is below the national average in Reading and Maths, including PP pupils.</i>	Key stage statutory assessments are in line or above national averages for ARE. GLD, Yr1 PS, Y2 SATs, Y4 MTC and Y6 SATs are all in line or above national averages. Children who are disadvantaged achieve in line or above their non-disadvantaged peers. Adaptive teaching methods are utilised to begin to close the gap between disadvantaged learners and their peers.
3. Gaps in pupil knowledge and attainment due to challenges faced by multiple needs and barriers (e.g., pupils that are disadvantaged and SEND)	Progress rates for pupils to be sustained, (from their individual starting points). Individual barriers to learning are identified and addressed effectively. This has impact on pupil progress.	Individual barriers are identified and addressed effectively through the provision. Small steps of progress are evidenced for all SEND pupils.
4. Some pupils enter EYFS with language and communication skills below the typical level for their age.	Improved communication skills in EYFS starting in Nursery. <i>Children enter Nursery with poor communication and language skills</i>	% of children at ARE for speaking, listening & attention and understanding will be greatly improved to above national average expectations. Children will have suitable communication skills to aid their transition into Reception and then Y1 Speech & language interventions across school continue to have a positive impact and reduce the need for outside referrals.

5. Children and/ or parents present with varied and often complex social, emotional and mental health concerns. Parents seek support for various reasons which impact on our pupils if not intervened early enough.	Families are supported to access services and/ or provision within school. <i>Children and/ or parents present with varied and often complex social, emotional and mental health concerns.</i> Children are supported to access services and/ or provision within school. <i>Children and/ or parents present with varied and often complex social, emotional and mental health concerns</i>	Our wellbeing strategy and pastoral support plan throughout the year impacts positively on families. We will be able to see a positive impact upon families and their children within school and there is a reduction in moments of crisis or negative behaviour. Nurture & emotional support groups are available for those children identified as being at greater risk or more vulnerable across school. 11B411 opportunities are supported and developed. Curriculum offers a wide variety of opportunities to develop children's cultural capital. Staff are trained and the school delivers a Forest School on-site.
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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: £13,475.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc training is updated for all relevant members of staff so that they can deliver the programme with confidence and enthusiasm. Further resources to enable us to deliver the programme effectively are purchased.	EEF Research – Phonics +5 months impact Training staff to ensure they have the necessary linguistic knowledge and understanding (EEF)	1 2
Deputy Headteacher and subject leaders will ensure an effective or highly effective teacher is in front of every class, and that every teacher is supported to keep improving. They will provide whole school CPD, cluster collaboration as well as personalised coaching and support.	EEF research shows that improving teaching is the 'key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'. Important aspects of CPD provided include: in the moment feedback, developing questioning, phonics and adaptive teaching. All of which EEF research shows has a positive impact on pupil outcomes.	2
Ensure the delivery of high-quality phonics instruction through our Read Write Inc. program, supported by Tas and the acquisition of resources and focused professional development (CPD). Phonics and English Leaders will be allocated dedicated leadership and coaching time to support staff in delivering phonics instruction to the highest standard.	The EEF Toolkit shows high quality phonics programme have +5 months impact particularly for disadvantaged pupils. It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics improves the accuracy of the child's reading but not necessarily their comprehension <i>Phonics +5 (EEF)</i>	2

Develop curriculum subject leaders to become highly effective, with a strong emphasis on ensuring sequential learning and the progressive building of knowledge within the curriculum. Subject leaders will receive high-quality professional development (CPD). The Senior Leadership Team (SLT) will closely monitor and evaluate the impact of the curriculum on pupil outcomes.	Leaders have designed a sequential curriculum, grounded in research, that prioritises long-term retention of knowledge. The curriculum model fosters connections across year groups and subjects, ensuring that key knowledge and concepts introduced in one area are consistently reinforced and revisited in both other subjects and future years. Leaders have carefully considered the rationale behind the curriculum, recognising the importance of pupils developing strong early language skills and foundational knowledge. The curriculum is designed to provide cultural capital through meaningful and engaging learning experiences, enabling pupils to acquire and deepen their knowledge and skills.	2
The SENCO will be allocated dedicated time to oversee SEND provision, ensuring it is of the highest quality. This includes supporting staff CPD and monitoring the impact of teaching, adaptations and interventions on pupil outcomes.	Time provided to SENCO to lead the SEND provision to ensure that all pupils, including PP pupils, are receiving appropriate high-quality learning and interventions tailored to their individual needs. SENCO also oversees and tailors CPD for staff. <i>Small Group Tuition + 4 months (EEF)</i> <i>1 to 1 Tuition + 5 months (EEF)</i>	3
Continual embedding of a feedback policy which is in line with current educational research.	EEF Research – Feedback +6 months impact Education Endowment Foundation: A review of the evidence on written marking.	2
CPD for all teaching staff on, 'Therapeutic Behaviour' and the impact this will have on pupils.	EEF Research – Social & emotional learning +4 months	1 5
The continued use of our 'Pupil Wellbeing and Pastoral Care Strategy' for the benefit of all pupils.	EEF Research – Parental Engagement +4 months EEF Research – Social & emotional learning +4 months	1 2 5
Training in varied send needs and interventions/ adaption that can be used to support learning of individual children with SEND need. Including makaton training for Early Years to help children with speech and language difficulties to communicate needs.	EEF Research – Individual instruction +4 months	2 3 4
ELSA training for Mrs Miller to deliver SEMH interventions and support for children.	EEF Research – Social and emotional learning +3 months	5

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

Budgeted cost: £68,582

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group after-school tuition group focused on more able pupils reaching a higher standard with additional focus on disadvantaged pupils reaching the higher standard.	EEF Research – Small group tuition +4 months impact	2
NELI Language acquisition programme completed for Reception pupils	EEF Research – Teaching Assistant Interventions +4 months	2 4
Range of interventions completed within the school day by school staff focused on key aspects of weakness i.e., fine motor skills, speech and language, early reading.	EEF Research – Teaching Assistant Interventions +4 months EEF Research – Small group tuition +4 months impact	1 2 4
Purchase SATs Companion for Year 5 & 6 pupils to support catch up, homework and additional interventions both in school and at home.	EEF Research – Homework +5 months	1 2
1:1 tuition for LAC children to ensure they make strong progress.	EEF Research – One to One Tuition +5 months	2 3
Purchase White Rose scheme of work to support the delivery of Maths across the school.	The pedagogy of this system is in line with the report: Improving Mathematics in Key Stage 2 & 3	2

Purchase of Seesaw & Tapestry in EYFS. Online portal for evidencing	EEF Research – Homework +5 months	1 2 5
Purchase of Times Table Rockstars	EEF Research – Homework +5 months EEF Research – Parental Engagement +4 months	2

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

Budgeted cost: £26265.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Lead is given dedicated weekly time to monitor data, challenge, champion and promote high levels of attendance for all pupils through a range of strategies, thus removing barriers to learning.	Supporting the attainment of disadvantaged pupils” (Nov 2015) clearly states that children have to be in school before they can access their learning. Research shows that good attendance has a direct link to academic outcomes and subsequent life chances. If pupils in receipt of early help intervention feel happy and safe, they are more likely to be able to learn well in school.	1
Employ an ELSA trained member of staff to support SEMH intervention	EEF Research – Parental Engagement +4 months EEF Research – Social & emotional learning +4 months	1 2 5
Employ and utilise a behaviour support member of staff.	EEF Research – Behaviour interventions +4 months EEF Research – Social & emotional learning +4 months	1 5
Supporting the cost of educational visits and visitors ensuring all disadvantaged pupils will have access to a range of cultural and educational experiences.	EEF Research – Arts Participation +3 months	5

Run a breakfast club which enables disadvantaged pupils to access for free each morning.	EEF Research – Parental Engagement +4 months EEF – 2017 report on ‘Magic Breakfast’ reported a +2 month impact in certain year groups. Evidence suggests a positive impact upon attendance, punctuality and emotional security.	1 2 5
Provide 10 free spaces for disadvantaged children to allow them to take part in Rock Steady extra-curricular music tuition.	Priority given to children who are disadvantaged and persistently absent to encourage regular attendance. Provides enrichment opportunities to disadvantaged children.	1 5

Total budgeted cost: £108,322

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 2024 to 2025 academic year.

Read Write Inc training is updated for all relevant members of staff so that they can deliver the programme with confidence and enthusiasm.

Year Group	Phonics 2021-22	Phonics 2022-23	Phonics 2023-24	Phonics 2023-24
Year 1	71%	73%	95%	70%
Year 2 Retakes	87% Cumulative	93% Cumulative	90% Cumulative	96% Cumulative

All children who did not pass the screening test at either Y1 or Y2 have had and will continue to receive catch up interventions so this does not continue to have an adverse impact on them receiving a wider curriculum offer.

Deputy Headteacher and subject leaders will ensure an effective or highly effective teacher is in front of every class, and that every teacher is supported to keep improving. They will provide whole school CPD, cluster collaboration as well as personalised coaching and support.

Teacher development document show that teaching is consistently good and that coaching and development are effective.

Continual embedding of a feedback policy which is in line with current educational research.

The feedback policy is now fully embedded. The next step for this action is to work with staff for adaptive teaching practices and ensure that this begins to further close the gap between disadvantaged children and their peers.

CPD for all teaching staff on, 'Therapeutic Behaviour' and emotional coaching for pupils.

Staff are becoming more aware of children's wider needs which can and do impact their ability to learn to their best ability. Steps taken this year to add structure to the 'Therapeutic Behaviour Curriculum' has helped staff roll-out and implement the curriculum. This will continue to be honed and embedded this academic year. We have also introduces Zones of Regulation to enhance this curriculum through

Continue to use our 'Pupil Wellbeing and Pastoral Care Strategy' for the benefit of all pupils.

All pupils and children have an equal offer to receive the support they need through the care strategy. Particular focus and monitoring of our disadvantaged families and children takes place regularly so that there can be a targeted focus.

Small group after-school tuition group focused on more able pupils reaching a higher standard with additional focus on disadvantaged pupils reaching the higher standard.

	Whole School Summer End Data – Greater Depth															
	2022				2023				2024				2025			
Year Group	Com	M	R	W	Com	M	R	W	Com	M	R	W	Com	M	R	W
Year 2	9%	18%	13%	22%	15%	27%	27%	20%	15%	18%	22%	15%	13%	17%	17%	17%
Year 6	3%	10%	16%	25%	13%	16%	32%	23%	4%	21%	25%	13%	4.5%	9%	24%	14%

NELI Language acquisition programme completed for Reception pupils

The programme allows for children who require additional support developing language rather than speech to access the intervention. 70% (6/27) GLD for 2023-24 shows that children have received intervention to close gaps with speech and language but more work is needed. (4 of those that did not reach GDL have additional SEND needs.

Range of interventions completed within the school day by school staff focused on children's next steps, boosters and/ or ILP targets

All children across school form all groups receive interventions, boosters or additional time with adults where required. Next academic year, this system will change to ensure that TA 'experts' are delivering boosters in their field and all children can access wider services without waiting for referrals to be made.

Purchase SATs Companion for Year 5 & 6 pupils to support catch up, homework and additional interventions both in school and at home.

Purchase White Rose scheme of work to support the delivery of Maths across the school.

Purchase of Seesaw. Online portal for evidencing

Purchase of Times Table Rockstars

All additional purchases ensure that children have good access to support and services at home. IT is also loaned out to ensure access for families who require it is available. This has also strengthened links between home and school so as parents can more easily access their child's learning and become involved with homework and expectations.

Employ a Family Liaison Officer

The support and impact of the family liaison officer across school is felt in all areas. Children's attainment and ability to learn is directly impacted by the experiences they have around them. Parents are aware of the support that is available to them and regularly visit school to ask for meetings. All parents who visit for parent workshops are told about the services we have available at school.

This was adapted throughout the year to become a wider family support team which included the Head, Deputy/SENCO and Behaviour lead.

Employ and utilise a behaviour support member of staff.

Children understand that behaviour is key to their motivation to work and learn at school. All children across school are aware of the high expectations we have of them. Parents are supportive of the measures we have in place. Next steps for this involve working towards a further therapeutic way of working with pupils which is especially important for those children with SEND needs or who are disadvantaged in some way.

Run a breakfast club which enables disadvantaged pupils to access for free each morning.

All pupil premium children are aware that they can access breakfast club provision every morning. For those children who do it ensures that their punctuality and attendance improve as well as ensuring they can learn having had a good start to the day.

Provide 10 free spaces for disadvantaged children to allow them to take part in Rock Steady extra-curricular music tuition.

These spaces have been taken up throughout the year and have offered additional opportunities to disadvantaged children.

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
SATs Companion (Year 5 & 6 pupils)	SATs Companion
Times Table Rockstars	TT Rockstars
White Rose Maths (Premium)	White Rose Maths - Trinity
Jigsaw PSHE programme	Jigsaw PSHE Ltd.
Read Write Inc. Phonics & Spelling	Oxford University Press
Grammarsaurus	Grammarsaurus
Sonar Assessments	Juniper