

# 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	Monkshouse Primary Academy
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	69 (16%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sue Goodsell
Pupil premium lead	Sue Goodsell and Hannah Turner
Governor / Trustee lead	Lisa Leyland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97680
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£97680

# Part A: Pupil premium strategy plan

## Statement of intent

At Monkshouse Primary Academy we have high aspirations and ambitions for all of our children. We are determined to ensure that they are given every possible opportunity to fulfil their potential and develop the skills and values to be successful and make a positive contribution to society. Learning at Monkshouse is engaging and enriching, encompassing a range of experiences both in and out of the classroom. The children are challenged and supported to achieve their potential.

The foundations of our strategy are based around:

- Quality First Teaching and support
- Staff Development
- Research to inform best use of funding
- Accelerating progress so that children can reach or exceed expectations

Our approaches are:

- Evidence – based
- Dynamic so we can act early to intervene
- Intended to raise aspirations through access to high-quality educational experiences
- Designed to develop the ‘whole child’ through the development of practice to assist pupils with social, emotional and mental health issues
- Intended to offer enrichment and opportunities to develop talents and raise aspirations
- Supportive of our families
- Intended to build self-esteem
- Tailored to the strengths and needs of individual/groups of pupils
- Flexible and responsive
- Focussed on achievement of short term goals so the pupils experience success.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Improve attainment across the school and address the drop in the level of pupils attaining greater depth writing standard.</b>
2	<b>Low attainment on entry to EYFS. Language and vocabulary deficit. Impact on the children’s ability to access phonics and early reading skills.</b>

3	<b>Embedding of the Sounds Write Phonics scheme following success 23-24</b>
4	<b>An increasing number of children are presenting with emotional or social difficulties which are impacting upon mental health and attendance.</b>
5	<b>A difference in attendance between non-PP pupils and those who are disadvantaged.</b>
6	<b>Supporting family and individual needs of the pupils identified.</b>
7	<b>Engagement of parents with reading at home and finding time to support this within the school day as this will impact on the children's ability to access early reading and phonics.</b>

## 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
1. Improve attainment across the school with particular emphasis on the number of children working at greater depth in writing.	Attainment across the school continues to be at national or above and the number of children achieving AGD writing increases in all year groups.
2. Continue to sustain attainment in EYFS to remain as close as possible to GLD given that this year (24/25) has baselined low. Appointment of EY lead in communication and language skills to support this.	Due to our focus last year, our attainment was above the national for 23-24. Therefore this year the focus needs to be on maintaining or improving our level of GLD (79%). However the cohort is significantly poorer. Focus will be on the development of language and communication skills in particular.
3. Continue to focus on the delivery of phonics to PP pupils to endeavour to close the gap between outcomes for PP and non-PP throughout the year.	A greater proportion of the PP children will leave KS1 with a secure knowledge of phonics, enabling them to access the curriculum more easily.
4. Improved levels of wellbeing demonstrated by pupils. Develop a system to collate evidence of impact. Continue with provision of mindfulness.	Continued and effective use of the emotional check-in boards and deployment of the ELSA trained staff maintain high levels of well-being demonstrated by pupil voice interviews, lesson observation, engagement in lessons and achievement. Participation in enrichment activities enhances pupils' learning opportunities and engagement. Assessment of progress to come from pupil voice and from ELSA support feedback. System developed.

<p>5. To improve attendance amongst disadvantaged pupils.</p>	<p>Aim for all pupils at the school to reach 95% attendance. Specifically, to focus upon getting PP attendance closer to non PP percentage by addressing persistent absence in PP pupils.</p>
<p>6. Supporting family and individual needs of the pupils identified and ensure that the children receive a rich and broad curriculum offer which is challenging and aspirational.</p>	<p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils developing positive attitudes to learning.</p> <p>Uniform bank continues. Support for food continues. BAFTA provision continues and parents are supported with liaising with outside agencies.</p>
<p>7. Pupils and parents engage more readily in reading at home. Consideration of time given to support 1:1 reading opportunities in school.</p>	<p>Systems in place to support parents/children; reading cafes/breakfasts, workshops, reading champions, book club, incentives responded to. Additional reading areas established.</p> <p>Children's love of books develops further and more children successfully access early reading and phonics..</p>

## 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: £48760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Attainment</u></b></p> <p><b>High quality CPD to develop staff's QFT.</b>  <b>COST: £10,000 training budget</b></p> <p><b>In some year groups reduce the teaching group number to increase the adult to child ratio. (AS, KJ, JG + TA in each class for core subjects daily).</b>  <b>COST: 4 x teacher ams £14000</b>  <b>£5000 TA</b></p> <p><b>Embed new sentence stacking programme. (Training for staff)</b>  <b>COST: Training budget</b></p> <p><b>Introduction of grammar progression. (Training for staff)</b>  <b>COST: Training budget</b></p> <p><b>Robust and rigorous evaluation of the impact at regular checkpoints – PPMs and increased moderation</b>  <b>COST: TIME</b></p> <p><b>Ensure there is a consistent approach</b></p>	<p>High quality staff CPD is essential to follow EEF principles to ensure that the highest quality QFT is achieved for all children.</p> <p>The EEF suggests focus on explicitly teaching the reading skills and mapping this so they can practise the strategies regularly has high impact upon reading outcomes.</p> <p>Sutton Trust has found that effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds. By effective use of high quality teaching this will diminish the difference between those disadvantaged children.</p> <p><a href="#">Sutton trust report "What makes great teaching"</a></p> <p>Evidence across a range of sources indicated that language rich environments promote good outcomes.</p> <p><a href="#">DfE Role of language in educational outcomes</a></p> <p><a href="#">EEF guidance on improving Literacy in KS1</a></p> <p><a href="#">EEF guidance on improving Literacy in KS2</a></p> <p>There is good evidence from the EEF that small groups can have a high impact upon attainment. While the cost can be high, if targeted to the most</p>	1

<p><b>to teaching and assessing reading and writing across the school</b></p> <p><b>COST:TIME</b></p>	<p>vulnerable the gap can be narrowed significantly.</p> <p>EEF – Effective Professional Guidance Report.</p> <p>Improving Literacy in KS1</p>	
<p><b><u>EYFS</u></b></p> <p><b>Development of member of staff (RF) to lead on communication and language specifically</b></p> <p><b>COST: £1000 + training budget</b></p> <p><b>Specific EYFS SENDCO employed for one day a week due to significant number of children presenting with complex needs (HK).</b></p> <p><b>COST: HK x 1 day £8000</b></p> <p><b>Drawing and Story club training for teaching</b></p> <p><b>COST: in house</b></p>	<p>Evidence across a range of sources indicated that language rich environments promote good outcomes.</p> <p>There is a strong evidence base that suggests oral language interventions, such as high-quality classroom discussion, are inexpensive to implement with high impact on reading. (EEF)</p> <p>A significant number of children are presenting with complex needs which generates a large amount of paperwork to obtain the EHCPs that access support from outside agencies. This coordination requires specialist knowledge of EYFS framework. Research from the Education Policy Institute highlights that the disadvantage gap is already high by the age of 5. With early intervention in the Early Years this gap can be prevented from widening.</p> <p>Both Early Years interventions and early language interventions can add up to 5 months progress.</p> <p><a href="#">Oracy findings, EEF.</a></p> <p><a href="#">DfE Role of language in educational outcomes</a></p> <p><a href="#">Oral language interventions</a></p>	2
<p><b><u>Phonics</u></b></p> <p><b>Embed the new phonics programme and identify CPD for further teachers to have in depth training (x2)- more monitoring of phonics lessons.</b></p> <p><b>COST: Sounds Write Training £900 – Cover costs? £760</b></p> <p><b>½ day release for phonics lead.</b></p>	<p>EEF shows that effective phonics strategies can add four months progress and can have a strong impact upon reading ability- particularly for pupil premium pupils.</p> <p><a href="#">Phonics intervention evidence EEF</a></p> <p>There is good evidence from the EEF that small groups can have a high impact upon attainment. While the cost</p>	3

<b>Additional support for the teaching of phonics in KS1</b> <b>COST: 4 ams JG, KJ, AJ (See above)</b> <b>Regular phonics checks in place each term</b> <b>COST – Release for phonics lead (see above)</b>	can be high, if targeted to the most vulnerable the gap can be narrowed significantly.  Regular Phonics Screening checks  <a href="#">High impact phonics EEF</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 39000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><u>Attainment</u></b> <b>Targeted support for children using QFT and targeted interventions to narrow progress and attainment gaps between disadvantaged and non-disadvantaged.</b> <b>COST: £10000</b>  <b>Additional TA/Teacher support for delivery of phonics groups.</b> <b>COST: (see above)</b>  <b>Release time for reading lead to work with groups.</b> <b>COST: SH x 1 hour</b> <b>£1000</b>  <b>Continue to develop Drawing and Story club.</b> <b>COST: (above)</b>	<p>There is good evidence from the EEF that small groups can have a high impact upon attainment. While the cost can be high, if targeted to the most vulnerable the gap can be narrowed significantly.</p> <p>Pre-planned and immediate scooping can be facilitated according to need. Results from EEF trials prove that effects of TA led intervention is broadly positive.</p> <p>We have invested heavily in additional staffing. Using a range of interventions and high quality support to target the most vulnerable.</p> <p>The EEF shows that effective phonics strategies can add up to 5 months progress and strong impact upon the reading ability, especially for disadvantaged children. Our approach will be to run small, targeted groups, requiring more adults to reduce the child to adult ratio.</p>	1

Continue to target the bottom 20% of cohorts to provide additional 1-to-1 reading opportunities.	<a href="#">Making the best use of Teaching Assistants EEF</a> <a href="#">EEF guidance on improving Literacy in KS1</a> <a href="#">EEF guidance on improving Literacy in KS2</a>	
<u><b>Early Years</b></u> <b>Additional support by qualified staff in Speech, Language and Communication from Nursery through to Year 1.</b> <b>COST: JS £3000</b>  <b>Qualified Eiklan specialist to provide support for those behind with speech and language including those with EAL.</b> <b>COST: (see above)</b>  <b>Qualified specialist trained in the WellComm system to develop the vocabulary for those with delayed language skills.</b> <b>COST: (see above)</b>  <b>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication in all subjects.</b> <b>COST JS 0.5 day £3000</b>	<p>The DfE and Ofsted highlight that in the most deprived areas, 2/5 of children at the age of five do not have the essential skills needed. High quality language skills are key and this should not be seen as separate from play.</p> <p>Many primary school children have unidentified or unaddressed speech and language difficulties. Specialist intervention can help turn this around.</p> <p><a href="#">EEF Communication and language approaches</a></p> <p><a href="#">WellComm</a></p> <p><a href="#">Eiklan</a></p> <p>Sutton Trust has found that effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds. By effective use of high quality teaching this will diminish the difference between those disadvantaged children.</p> <p>The EEF makes clear that targeted oracy interventions can have high impact upon the most vulnerable. Up to 6 months progress can be made with purposeful speaking and listening activities.</p>	2
<u><b>Phonics</b></u> <b>Small oral phonics groups and resources</b>	There is good evidence from the EEF that small groups can have a high impact upon attainment. While the cost can be high, if targeted to the most	3



<p><b>provided for children in Reception</b> <b>COST: None</b></p> <p><b>Additional support for teaching phonics in KS2.</b> <b>COST: AS 1 hour a day</b> <b>£2000</b></p> <p><b>KS1 Phonics additional support</b> <b>Cost: JG, KJ, AJ. (1hr, 2 mornings, 1 day)</b> <b>£7000</b></p>	<p>vulnerable the gap can be narrowed significantly.</p> <p><a href="#">High impact phonics EEF</a> <a href="#">Phonics Intervention Evidence EEF</a></p>	
<p><b><u>Well-Being</u></b> <b>Sustain the employment of our ELSA and mental health first aider.</b> <b>COST: ME 50% £13000</b></p> <p><b>Sensory circuits continue to be developed</b> <b>COST: (staff and resources)</b></p> <p><b>Involvement in PINS programme.</b> <b>COST: AS release time</b></p> <p><b>Sustain provision for bereavement counselling including drawing and talking. (ME above)</b></p>	<p>There is a great deal of evidence to suggest that non-cognitive skills are just as important as cognitive in determining academic results. Recent studies have suggested that programmes aimed at improving well-being and pupils' resilience has a significant impact on achievement.</p> <p><a href="#">EEF Healthy Minds study</a> <a href="#">Improving Social and Emotional Learning in Primary Schools EEF</a></p> <p>Evidence shows that bereavement in vulnerable families has a huge impact on their ability to engage in lessons. Our own evidence indicates that our targeted intervention allows the children to return to class settled and engaged in learning.</p> <p>There is strong evidence to suggest that drawing and talking has a high impact on learners who have had disruptions in their development. This can then lead to better oracy skills and their ability to engage in lessons effectively.</p> <p>Children who exhibit anxiety and have difficulty regulating their feelings and emotions struggle to settle to learning and progress therefore is impaired.</p> <p><a href="#">Drawing and talking in education.</a></p>	<p>4</p>

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Attainment</u></b></p> <p><b>Possible investment in Insight to further improve data analysis and identification of key areas.</b> COST: £3000</p> <p><b>Development of Curious Quest writing in Y1.</b> COST: None</p> <p><b>Continue to invite key visitors (poets/authors) to visit</b> COST: Eng budget</p> <p><b>Further promote a love of reading by developing an outdoor space for reading, including a reading shed.</b> COST: £1000</p> <p><b>Continued enrichment of the curriculum</b> COST: (see support section)</p>	<p>Effective analysis of data will enable identification of any key areas and allow gaps to be closed quicker. <a href="#">EEF guidance on improving Literacy in KS1</a></p> <p><a href="#">EEF guidance on improving Literacy in KS2</a></p> <p>Many of our most vulnerable children have limited life experiences due to their socio-economic position. Visits to museums, galleries or other culturally important places are not always part of their family lives. Furthermore, many of the most vulnerable are unable to afford the additional costs of school trips which would allow them to experience what their peers often do. The EEF shows clear evidence that there is an impact upon life skills and therefore upon academic aspiration and attainment.  <a href="#">EEF enrichment evidence.</a></p>	1
<p><b><u>Early Years</u></b></p> <p><b>Improvements made to Nursery and Reception outdoor and role play areas.</b> COST: £6000 – from carry forward</p>	<p>Continuous provision, allowing children to learn as they play, develops their oracy and attainment. Our EYFS areas will be redeveloped to reflect this requiring significant investment in resources.  <a href="#">Oral language interventions (EEF)</a></p>	2

	<p>Evidence across a range of sources indicated that language rich environments promote good outcomes.</p> <p><a href="#">DfE Role of language in educational outcomes</a></p> <p><a href="#">Oracy findings. EEF.</a></p>	
<p><b><u>Phonics</u></b></p> <p><b>Additional books to support higher level Sounds Write throughout the school.</b></p> <p><b>COST: Funded from English hub.</b></p> <p><b>Phonics workshops for parents to support learning (Rec/Y1)</b></p>	<p><a href="#">EEF guidance on how to maximise impact of phonics.</a></p> <p><a href="#">EEF Parental Engagement Guidance Report</a></p>	3
<p><b><u>Well-Being</u></b></p> <p><b>Mindfulness sessions timetabled for all cohorts for 1 term each year.</b></p> <p><b>COST: LS £1000</b></p> <p><b>Sensory room established in Nursery and school</b></p> <p><b>COST: f£12000 c/f</b></p>	<p>Enables children to regulate feelings and emotions and understand the importance of creating opportunities for peace and relaxation.</p> <p>Opportunities provided for children with anxiety or who struggle to regulate emotions so that they can then return to class calmer and access their learning more effectively.</p>	4
<p><b><u>Attendance</u></b></p> <p><b>Further development of policy and structures to incorporate fining as per DfE instructions.</b></p> <p><b>Attendance champion in place supported by Sue Gow to identify at risk pupils – intention to close the gap between PP and non-PP pupils’ attendance.</b></p> <p><b>COST: S Gow £1000</b></p>	<p>Research shows a clear link between school attendance and attainment. This was further demonstrated by the impact of Covid upon pupils’ attainment during lockdown.</p> <p>Rapid and targeted interventions are required to reduce the number of pupils who are absent unnecessarily so that they are attending school regularly.</p> <p>Our most vulnerable children in school have a slightly lower attendance rate than those of the non-PP children.</p> <p><a href="#">EEF rapid attendance intervention evidence.</a></p>	5

<p><b>Further development of team to incorporate Hannah Tu.</b></p> <p><b>Regular meetings established as team and with parents</b> <b>COST: TIME</b></p> <p><b>2 x termly meeting with DC LA lead</b> <b>COST: TIME</b></p> <p><b>Early help set up as required.</b> <b>COST; TIME/ME</b></p> <p><b>Weekly reports analysed for awareness of trends</b></p> <p><b>Free/reduced price breakfast club to support punctuality.</b> <b>COST: (see support section)</b></p>		
<p><b><u>Family Support</u></b></p> <p><b>Contingency fund for:</b></p> <p><b>Uniform, residential.</b></p> <p><b>Enrichment.</b></p> <p><b>BAFTA</b></p> <p><b>Food</b></p> <p><b>COST: (Cost £4000)</b></p> <p><b>Continue provision of a uniform swap shop for the most vulnerable families.</b></p>	<p>Many of our most vulnerable children have limited life experiences due to their socio-economic position. Visits to museums, galleries or other culturally important places are not always part of their family lives. Furthermore, many of the most vulnerable are unable to afford the additional costs of school trips which would allow them to experience what their peers often do. The EEF shows clear evidence that there is an impact upon life skills and therefore upon academic aspiration and attainment.</p> <p>Furthermore, many of our most vulnerable families socio-economic position is worsening. In many households families are struggling to provide essentials never mind extras. From last funding we had to support more with basics – food, shoes, clothing than ever before.</p> <p><a href="#"><u>EEF enrichment evidence.</u></a></p>	<p>6</p>

<p><b>Parental Engagement</b></p> <p><b>Reading Breakfasts/cafes for parents across the school.</b></p> <p><b>Phonics workshops for EY/KS1 parents</b></p> <p><b>Top up Reading for Pleasure books (£400 per year group from PTA)</b></p> <p><b>Continued focus on lowest 20% of readers</b></p> <p><b>Formative assessment – gaps addressed</b></p>	<p><a href="#"><u>EEF Parental Engagement Guidance Report</u></a></p> <p>How can Schools Support Parents' Engagement in their Children's Learning? (Sept 2019)</p> <p>Parental engagement improves children's ability to access early reading and phonics.</p>	<p>7</p>
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**Total budgeted cost: £97680**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium strategy had on pupils in the 2023 to 2024 academic year.

Internal progress data shows the following:

Y1 - of the 9 pupil premium pupils 2 were SEND and 2 were EAL.

Reading -89% made at least expected progress (81% non PP)

Writing - 78% made at least expected progress (73% non PP)

Maths - 89% made at least expected progress (90% non PP)

Y2 – of the 8 pupil premium pupils 4 were SEND and 2 were EAL.

Reading – 75% made at least expected progress (92% non PP)

Writing - 75% made at least expected progress (88% non PP)

Maths - 75% made at least expected progress (92% non PP)

These results were impacted by the fact that 50% of the PP group were SEND some with significant behavioural issues.

Y3 – of the 13 pupil premium pupils 1 was EHCP with global delay. 2 families with twins had attendance issues, and 4 were EAL.

Reading - 69% made at least expected progress (80% non PP)

Writing - 69% made at least expected progress (76% non PP)

Maths – 85% made at least expected progress (87% non PP)

These were predominantly impacted by the attendance issues.

Y4 – of the 13 pupil premium pupils 1 was EHCP, 8 were EAL 1 family with serious attendance issues.

Reading – 77% made at least expected progress (93% non PP)

Writing – 85% made at least expected progress (91% non PP)

Maths – 100% made at least expected progress (95% non PP)

3 children did not make the required progress, 2 of whom were EAL.

Y5 – of the 9 pupil premium pupils 1 was EHCP with global delay. 2 families with twins had attendance issues, and 3 were EAL.

Reading – 100% made at least expected progress (88% non PP)

Writing – 66% made at least expected progress (75% non PP)

Maths – 78% made at least expected progress (79% non PP)

PP Progress in Y5 was very mixed with regard to reading and writing. 3 children did not make appropriate progress in reading, but a different 2 did not make it in writing.

Y6 – of the 16 pupil premium pupils 1 was EHCP suffering with chronic anxiety (school refusing 54% attendance), 1 was placed for 16 weeks in a PRU, 5 were SEND (1 elective mute) and 8 EAL. The SATs results were as follows:

SPAG – 69% achieved expected in SATs (82% non PP)

Reading - 63% achieved expected in SATs (86% non PP)

Writing - 63% achieved expected in SATs (84% non PP)

Maths - 69% achieved expected in SATs (89% non PP)

Whilst the gaps between PP and non PP were more than we had hoped, high percentages of PP pupils had made good progress 75%-95%.

Although we saw a significant improvement in our PSC outcomes this year (80%), Reading and Phonics will continue to be a focus for 2025-26. One of the OFSTED points was that the new scheme would need time to embed as they visited just at it had been introduced. Of the 9 pupil premium children, 2 were SEND and 2 EAL. 66%(6) passed the screening, compared to 82% non PP. Of the three that didn't all were SEND and one has a significant speech difficulty. There is no doubt that making more people available to lead phonics groups and to work on phonics intervention had a positive impact overall. As such we will continue with robust monitoring and will put additional support into Y1 phonics this year.

There was a significant improvement in the percentage of pupils hitting the Early Learning Goals with 77% of the cohort reaching the expected level. With regards to the PP pupils (9) 66% achieved GLD. Of the 3 that did not achieve 2 were SEND with EHCPs and profound needs. The Language and Communication support has been invaluable in Early Years as has the development of high quality interactions with the children.

TT Rockstars continues to have a very positive impact upon multiplication tables outcomes across the year groups. The children love it. This year we had great success in the outcomes of the MTC where 75% of our children achieved scores of 24 or 25. In terms of scoring 25 54% of the 13 pupil premium children achieved this figure compared to 52% non PP.

We invested heavily in metacognition training, linking with 'Thinking Matters'. This was not as successful as we had hoped. Whilst the thinking frames were beneficial and are being widely used by staff the training was very repetitive and did not really engage the staff thus it did not have the impact that we had hoped for, as indicated by the EEF information.

The on-going deployment of a mental health first aider and ELSA has continued to have a very positive impact. It has allowed us to provide a range of support on a needs driven basis across the school. Daily, children "check in" on a board in their classroom and the pupil premium children's responses in the "positive" emotions improved over the year. This more positive outlook on school has been reflected in attendance and our more robust systems have also assisted with this. Our meetings with the LA attendance officer were very positive in all aspects and we were told that we were doing well with some very difficult cases. The attendance gap between the PP and non-PP children has reduced and the pupil premium children achieved an attendance of 91.4% for the year, this data is now broadly in line with national statistics. Whilst attendance remains lower than for their non PP peers, the gap has narrowed and it remains on our agenda going forward.

The contingency fund we put in place has allowed all families with limited funds to access the visits arranged by school. This included taking part in events within school where costs needed to be subsidised by parents. It also allowed access to the year 6 residential trip, and meant that all PP pupils who wanted to attend could do so, giving them the opportunity to take part in adventurous activities and team-building skills.

We have continued to run our uniform swap shop which has been welcomed by parents. This year we noticed a significant increase in families struggling to afford food and have used some of this money to purchase vouchers in order to support them. It is important for the children to be well-fed if they are to be successful in their learning.

## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Other information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*