

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	Hollywell Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	22.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 To 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Elizabeth Ellis
Pupil premium lead	Elizabeth Ellis
Governor / Trustee lead	Andrew Hoggard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,080
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	£68,080

Part A: Pupil premium strategy plan

Statement of intent

Evidence and fact make it abundantly clear that poverty is the single most important factor in predicting a child's future life chances. The pupil premium is aimed at re-writing the futures of these children by closing the attainment gap between themselves and their peers as well as ensuring that they make expected or better progress. As recognised by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged children.'

The targeted and strategic use of pupil premium supports schools in achieving our vision of helping every child to reach their full potential.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

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". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

School recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals, because of this we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as needing intervention and support.

Our broad and overarching objective for disadvantaged pupils at Hollywell Primary School is that:

- When they leave our school, their attainment is no different to that of non-disadvantaged pupils and as such they are academically ready for the transition to secondary school.
- They lose any reading attainment deficit they have on entry to school and all leave KS2 as fluent and proficient readers.
- To provide support for the health and mental well-being of our pupils to enable them to access learning at an appropriate level.
- They have access to and take up a wide range of enrichment opportunities that enable them to develop cultural capital, life experiences and personal and social skills that are no different to those of other pupils.
- Their absence from school is no greater than non-disadvantaged pupils and is less than all pupils nationally.
- Provide pastoral support for families of vulnerable pupils.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that attainment in R/W/M combined for disadvantaged pupils is lower than that of non-disadvantaged pupils, this is particularly true in writing. Furthermore around 37.5% of our children eligible for pupil premium have also been identified as having additional needs (SEND)

2	<p>Our attendance data over the last year shows that attendance is a challenge for our disadvantaged pupils. Furthermore, our assessments and observations indicate that poor attendance is negatively impacting on progress for some of these pupils. At the end of last academic year (2023/24)</p> <p>12 out of 48 (25%) disadvantaged children in 2023-24 were persistently absent. (90% attendance or lower)</p>
3	<p>Our disadvantaged children do not have the same opportunities to read at home with 41% of our PP children having been monitored as attaining in the bottom 20% of readers in their cohort.</p>
4	<p>Language and vocabulary is a barrier for many of our PP children when starting school and this impacts on their attainment. This has been further exacerbated by the lack of social interaction during the covid pandemic.</p>
5	<p>Our observations, assessments (PP calculator) and discussions show social and emotional issues for many of our disadvantaged children. Disadvantaged children are less likely to partake in enrichment experiences that will positively impact academic achievement, well-being and build cultural capital.</p>
6	<p>In 2023-24 our disadvantaged children at the end of key stage 2 made significant progress gains when compared to non-disadvantaged children, this is largely due to quality teaching, learning and intervention. However, at the end of EYFS and key stage 1 there is a significant gap in attainment between disadvantaged and non-disadvantaged children.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>PP children – who do not have additional needs – achieve similar outcomes to their non-PP peers in end of year assessments.</p> <p>All PP pupils, even those with additional needs, are making progress from their starting points</p>	<ul style="list-style-type: none"> ▪ Assessments in all year groups at the end of the year will demonstrate the proportion of PP pupils, who do not have additional needs, achieving the expected standard in R/W/M is broadly in line with non-PP pupils ▪ PP pupils who have been identified as having additional needs have targeted intervention support based on small step targets
<p>Improve the attendance of PP children</p>	<ul style="list-style-type: none"> ▪ Attendance data will show that all children, including PP children have attendance above 95%. Where falling attendance is identified this is tackled quickly ▪ Attendance champion works with families to overcome barriers ▪ Attendances practices and procedures have been reviewed and monitoring is robust ▪ Parental engagement with school to improve attendance ▪ Daily monitoring and support for attendance is evident alongside support mechanisms
<p>Children make at least expected progress in reading. With 75% PP children, who do not have additional needs, achieving the expected standard in reading for their year group</p>	<ul style="list-style-type: none"> ▪ Intervention in phonics has a positive impact on progress with at least 90% of children passing the phonics screening at the end of Year 1/2

	<ul style="list-style-type: none"> ▪ Every PP child reads at least 3x a week to an adult at school ▪ End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point ▪ Increase in active engagement of parents around reading and read regularly with their children ▪ Phonics catch-up and keep-up sessions support rapid progress in phonics for all pupils where need is identified
<p>Communication and language at the end of EYFS has improved from baseline and is at least in line with national</p>	<ul style="list-style-type: none"> ▪ PP children reach expected standard in communication and language at the end of EYFS ▪ Speech and language intervention has a positive impact on progress ▪ Pupils are engaged with reading and books and can discuss what they hear ▪ Children talk about their learning using full sentence and appropriate vocab
<p>PP children are engaged in a wide range of experiences and activities beyond the classroom e.g. clubs, visits, music lessons and residential.</p>	<ul style="list-style-type: none"> ▪ Improved engagement in a range of extra-curricular activities and experiences. ▪ PP are involved in class visits and residential wherever possible to support their learning ▪ PP children have the opportunity to access enrichment lessons such as music lessons, extracurricular clubs etc ▪ The uptake of PP children participating in sporting events and clubs has increased
<p>Improved attainment for PP pupils at the end of KS1</p>	<ul style="list-style-type: none"> ▪ At the end of KS1 the % of PP pupils reaching the expected standard is broadly in line with their non-PP peers ▪ Evidence the gap is closing when compared to non-disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8798

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding Y3 teacher and Maths Subject Lead release to attend training and for planning/resourcing the programme.</p>	<p>Evidence from the EEF KS2 Mathematics teaching: The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p> <p>EEF Improving Mathematics at KS2</p>	<p>1, 6</p>
<p>Purchase of standardised diagnostic assessments and training for staff to ensure assessments are interpreted and administered correctly.</p> <p>CAT NFER</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Gap analysis gives information on strengths and areas for development and therefore responsive teaching</p> <p>EEF Improving Mathematics at KS2 EEF Improving Literacy at KS2</p>	<p>1, 3, 6</p>
<p>Speech and Language therapist support to work alongside EYFS TA in the Early Years SALT screener to screen children on entry and bespoke programmes for support put in place.</p>	<p>EEF TA Training</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>EEF Communication and Language approaches</p> <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p>	<p>1, 3, 4, 6</p>
<p>Implementation of Wellcomm, a SaL Diagnostic Assessment Tool Kit for EYFS and ages 6-11</p>	<p>EEF Communication and Language</p> <p>Evidence consistently shows that communication and language approaches benefit young children's learning. Using multiple approaches will support the development of children's communication and language.</p> <p>Delayed language skills lead to under-performance later in life. WellComm will assist us to identify our children who are experiencing barriers to speech and language development so that we can support them early in their education journey.</p>	<p>1, 3, 4, 6</p>

<p>Accessing the Open University Reading Schools Programme: Building a Culture of Reading. Whole school initiative to improve our reading for pleasure culture. Now in Y2 of the program, Sustaining and Embedding the R4P Culture Funding Subject Lead release to attend training and for planning the programme.</p>	<p>Research widely recognises that reading for pleasure has the biggest impact on future success and is a social justice issue. OU research and practice - Reading for pleasure OIU Reading for pleasure research and practice</p> <p>EEF Reading comprehension strategies Reading comprehension strategies +6</p>	<p>1,3,4,6</p>
<p>Implementation of Voice 21 Oracy Framework 3-year program</p>	<p>Spoken language skills are one of the strongest predictors of a child's future life chances but too many children are not given the opportunity to develop these crucial skills. Engaging in the 3-year program will support the development of our Oracy Curriculum which in turn will promote and develop oracy skills in the children. Why Oracy Matters - Voice 21 EEF Voice 21: Oracy Curriculum, Culture and Assessment</p>	
<p>Access to online reading scheme through Little Wandle</p>	<p>EEF Effective Parental Engagement +3 By offering online reading material that is matched to our phonics scheme parents can support early reading at home alongside physical reading materials</p>	<p>3</p>
<p>Implementation of Lego Therapy Funding TA release to attend training and for planning/resourcing the programme.</p>	<p>Lego-based Therapy is a dynamic, play-based intervention that leverages the creativity and engagement of Lego building to support children with social communication challenges. It focuses on enhancing collaboration, communication, and problem-solving skills through structured group play. Research and Insight Metadata</p>	

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

Budgeted cost: £60,959

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide additional TA support to deliver 1:1 or small group phonic sessions in year R, 1 & 2 and catch-up sessions in Y3-6</p> <p><i>TA NJC17 – 1.5 day TA NJC12 – 2 day TA NJC10 – 1.5 day</i></p>	<p>EEF Teaching assistant interventions +4</p> <p>EEF guidance report 'Making best use of teaching assistants' states that we should 'use teaching assistants to deliver high-quality one to one or small group support using structured interventions.' Our new phonics programme is a structured intervention. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	<p>1, 3, 4, 6</p>

<p>English and Maths small group support and session support for PP children and those identified as at risk of not making expected progress – KS1 <i>TA NJC12 – 1 day</i> <i>TA NJC10 – 1.5 days</i></p>	<p>EEF Teaching Assistant Interventions</p> <p>Targeted interventions where teaching assistants are trained to deliver an intervention to a small group (less than 5) has a higher impact.</p>	<p>1, 3, 4, 6</p>
<p>English and Maths small group support and sessions for PP children and those identified as at risk of not making expected progress – KS2 <i>TA NJC17 – 2 days</i></p>	<p>EEF Teaching Assistant Interventions</p> <p>Targeted interventions where teaching assistants are trained to deliver an intervention to a small group (less than 5)</p>	<p>1, 3, 6</p>
<p>Addressing EYFS language low baseline. Increased TA time to support in YR <i>TA NJC12 – 1 day</i></p>	<p>The reading framework - teaching the foundations of literacy (publishing.service.gov.uk) – section 2 – language comprehension states the importance of talk in developing early language skills. This guidance can be used to model classroom practise that can be used by teacher and TA to develop early reading skills.</p> <p>EEF Oral Language Interventions</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.</p>	<p>1, 3, 4, 6</p>
<p>Boosting with qualified teacher for identified pupils in Y6 in R/W/M. A significant proportion of the pupils who receive boosting will be disadvantaged <i>M6 teacher</i> <i>1day x 15weeks</i></p>	<p>Small group tuition affords the opportunity to directly target specific needs and knowledge gaps. It can be an effective method to support low attaining pupils or those falling behind. EEF Small Group Tuition</p>	<p>1, 3, 4,6</p>

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving life experiences through funding school trips and residential.</p> <p>Participation in after school clubs</p>	<p>EEF Life skills and enrichment</p> <p>Financial support will ensure that PP children participate in enrichment activities that offer children a context for learning and a stimulus to trigger their interests. This is then reflected in the work they produce and their overall progress levels.</p>	2, 5
<p>Music Tuition – one to one with peripatetic music specialist</p> <p>Whole class music instrument provision in KS1 & KS2 to raise aspirations and develop musical understanding and interests as part of GROWTH enrichment</p>	<p>EEF Arts Participation</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.</p> <p>Arts based approaches have shown wider benefits – in particular more positive attitudes to learning and increased well-being. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p>	2, 5
<p>ELSA and Drawing and Talking support across school</p>	<p>EEF Social and Emotional Learning</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	4, 5
<p>Access to the EMET school councillor</p>	<p>EEF Social and Emotional Learning</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health</p>	2,5
<p>Provide breakfast club to identified children who are persistent absentees</p>	<p>EEF Parental Engagement</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. This includes:</p> <ul style="list-style-type: none"> - supporting regular attendance - encouraging positive relationships and communication between home and school - intensive programmes for families in crisis 	2, 5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	2

This will involve training and release time for staff to develop and implement new procedures to improve attendance		
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Total budgeted cost: £79,757

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.

Attendance Data (2023 – 2024):

PP children – 91.8%

Non-PP children – 96.8%

EYFS - GLD

	Achieving GLD
Total % achieving GLD	43%
FSM6 (2)	0%
Non FSM6	50%

KS1

% Exp+	Reading	Writing	Maths
FSM6	33%	33%	33%
Non FSM6	74%	76%	81%

KS2

% Exp+	Reading	Writing	Maths
FSM6	60% (no progress data)	50% (no progress data)	40% (no progress data)
Non FSM6	85% (no progress data)	85% (no progress data)	90% (no progress data)

Evaluation of 2023-24 PP strategy

Intended Outcome	Success Criteria	Impact 2023 -24
<p>PP children – who do not have additional needs – achieve similar outcomes to their non-PP peers in end of year assessments.</p> <p>All PP pupils, even those with additional needs, are making progress from their starting points</p>	<p>Assessments in all year groups at the end of the year will demonstrate the proportion of PP pupils, who do not have additional needs, achieving the expected standard in R/W/M is broadly in line with non-PP pupils.</p> <p>PP pupils who have been identified as having additional needs have targeted intervention support based on small step targets.</p>	<p>18 out of 48 PP children also have SEN.</p> <p>In 2023-24 PP children who are also SEN: 5 x year 6 2 x year 5 4 x year 4 2 x year 3 2 x year 2 2 x year 1 1 x year R</p> <p>End of KS2: this cohort do not have progress data as they were Y2 during lockdown 2020. However, of the PP (non-SEN) children: 4/5 children attained ARE in reading (80%) 4/5 children attained ARE in writing (80%) 4/5 children attained ARE in maths (80%)</p> <p>Of the 9 PP children in Y2, 2 have SEN. Of the remaining 7, 4/7 (57%) had attained GLD and went on to attain ARE in RWM at Y2. The rest made appropriate progress from their starting points. The 4 PP children in YR, although not achieving GLD, also made good progress from their starting points. Data shows all PP children with SEN are making progress but not always as quickly as non-SEN PP pupils.</p>

Year group	Reading		Writing		Maths		Combined	
	PP (not SEN)	Not PP	PP (not SEN)	Not PP	PP (not SEN)	Not PP	PP (not SEN)	Not PP
1 (PP=6)	100%	68%	75%	64%	50%	68%	50%	64%
2 (PP=9)	43%	86%	43%	76%	43%	81%	43%	76%
3 (PP=5)	50%	81%	25%	69%	75%	81%	25%	69%
4 (PP=9)	75%	88%	50%	62%	50%	62%	50%	62%
5 (PP=5)	67%	88%	67%	64%	67%	80%	67%	64%
6 (PP=11)	80%	85%	80%	85%	80%	80%	80%	75%

Lesson observations and pupil book study show PP SEN pupils engaged in their learning and able to recall key knowledge. Termly pupil progress meetings highlight interventions and support.

Through regular discussions with SLT and SENCO it is clear teachers have a good understanding of the individual needs of SEN PP pupils and target support effectively.

Improve the attendance of PP children

Attendance data will show that all children, including PP children have attendance above 95%. Where falling attendance is identified this is tackled quickly.

Attendance champion works with families to overcome barriers.

Attendances practices and procedures have been reviewed and monitoring is robust.

Parental engagement with school to improve attendance.

This remains an area of focus as, for some PP pupils, attendance remained a challenge. However, improvements were evident.

YR –90.9%
 Y1 –90.6% (+0.6% on previous year)
 Y2 –92.8% (-0.7% on previous year)
 Y3 –94.3% (+1.1% on previous year)
 Y4 –91.7% (+0.2% on previous year)
 Y5 –89.5% (-1.6% on previous year)
 Y6 –93.7% (+1% on previous year)

PP attendance 2023-24 = 91.9%
 PP attendance 2022-23 = 92.7%
 PP attendance 2021-22 = 94.75%
 PP attendance 2019 -20 = 95.27%
 PP attendance 2018-19 = 91.05%

Attendance monitored monthly and bespoke actions used as per our attendance policy. Daily monitoring of children not in school. Phone calls, and text messages are used to follow-up on attendance. Regular meetings take place where attendance drops.

Attendance information has been shared with parents and daily monitoring is evident on the school gate and absenteeism is followed up by phone calls home. Where necessary children are collected from home. HT regularly checks in with key parents and bespoke packages of support are put in place. Where necessary families are referred for enforcement through the EHAF process.

<p>Children make at least expected progress in reading. With 75% of non-SEN PP children achieving the expected standard in reading for their year group</p>	<p>Intervention in phonics has a positive impact on progress with at least 90% of children passing the phonics screening at the end of Y1 & 2</p> <p>Every PP child reads at least 3x a week to an adult at school</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p> <p>Increase in active engagement of parents around reading and read regularly with their children.</p> <p>Phonics catch-up and keep-up sessions support rapid progress in phonics for all pupils where need is identified</p>	<p>76% of pupils passed the phonics screening in Year 1 in 2024</p> <p>67% of PP pupils passed their phonics screening in Y1 2024. This represents a decrease but accounts for the high level of need within the cohort.</p> <p>93% of pupils had passed the phonics screening by the end of Year 2 2024.</p> <p>89% PP children passed their phonics screening by the end of Year 2 2024.</p> <p>PP passports and in school monitoring demonstrate that PP pupils read to an adult at least 3x a week where reading fluency and comprehension is still needed.</p> <table border="1" data-bbox="675 636 1469 779"> <thead> <tr> <th colspan="5">% EXP+ Reading</th> </tr> <tr> <th>KS1</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>PP (not SEN)</td> <td>33%</td> <td>50%</td> <td>60%</td> <td>43%</td> </tr> <tr> <td>Non-PP</td> <td>68%</td> <td>62%</td> <td>59.1%</td> <td>86%</td> </tr> </tbody> </table> <table border="1" data-bbox="675 810 1469 994"> <thead> <tr> <th colspan="5">% EXP+ Reading</th> </tr> <tr> <th>KS2</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>PP (not SEN)</td> <td>60%</td> <td>89%</td> <td>87.5% (+1.8 progress)</td> <td>80% (no progress data)</td> </tr> <tr> <td>Non-PP</td> <td>81%</td> <td>81%</td> <td>81.8% (+1.9 progress)</td> <td>85% (no progress data)</td> </tr> </tbody> </table> <p>Monitoring of reading diaries indicates that parents are actively involved in supporting reading. This has steadily increased over the last academic year but remains inconsistent in our PP pupils' diaries.</p> <p>Phonics interventions across school have been successful and teachers report that children are no more confident in reading and writing. The phonics provision was judged to be strong at our recent Ofsted inspection in June 2023.</p>	% EXP+ Reading					KS1	2021	2022	2023	2024	PP (not SEN)	33%	50%	60%	43%	Non-PP	68%	62%	59.1%	86%	% EXP+ Reading					KS2	2021	2022	2023	2024	PP (not SEN)	60%	89%	87.5% (+1.8 progress)	80% (no progress data)	Non-PP	81%	81%	81.8% (+1.9 progress)	85% (no progress data)
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<p>Communication and language at the end of EYFS has improved from baseline and is at least in line with national</p>	<p>PP children reach expected standard in communication and language at the end of EYFS.</p> <p>Speech and language intervention has a positive impact on progress.</p>	<p>Regular speech and language interventions have enabled all children in EYFS to make progress from starting points. 50% of PP children in EYFS accessed SaLT. 43% of cohort attained GLD at the end of the year. No PP children attained GLD at the end of the year. This is unusually low, reflecting the high level of need within the cohort.</p> <p>Monitoring by reading lead and Head teacher shows evidence of children discussing books with confidence.</p>																																								

<p>PP children are engaged in a wide range of experiences and activities beyond the classroom e.g clubs, visits, music lessons and residential.</p>	<p>Improved engagements in a range of extra-curricular activities and experiences.</p> <p>PP are involved in class visits and residential wherever possible.</p> <p>PP children have the opportunity to access enrichment lessons such as music lessons.</p>	<p>All PP pupils were offered the opportunity to join in extra-curricular activities. 13/48 took up the offer (27%) with many of the 13 attending multiple clubs. There was a wide variety of clubs on offer including sports, music, arts.</p> <p>97.9% of PP pupils participated in a sporting club at lunchtime.</p> <p>All PP children were offered the opportunity to attend the residential in Y4,5,6. 8/10 Y6 PP attended the visit to Walesby Forest 5/5 Y5 PP attended the visit to Beaumanor Hall 5/7 Y4 PP attended the visit to Whitemoor lakes.</p> <p>3 PP children took part in a range of peripatetic music tuition throughout the school year and either performed or had the opportunity to do so, in the termly celebration assemblies for parents.</p> <p>All PP children have participated in our GROWTH enrichment programme, engaging in: Ukelele tuition Wheelchair basketball Adapted Multi-sports Forest School Ice Skating Healthy Cooking Film Making Community Action Projects (charity fundraising)</p> <p>5 PP children took up the opportunity to book a HAF place with our provider for the school holidays. 1 PP child has weekly breakfast club provision funded to help with attendance and interaction with peers.</p> <p>PP children in Y 2 & 5 completed first aid training.</p>
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Externally provided programmes

Programme	Provider
TT Rockstars	
Synthetic phonics programme	Little Wandle – Letters and Sounds
OU Reading Schools programme: Building a culture of reading.	Open University
Oracy Framework	Voice 21