

# Pupil premium strategy statement 2021-24

## End of Summer Term Update

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
Mill Rythe Junior School	
Number of pupils in school	269 (2021-22) 230 (2022-23) <b>243 (2023-24)</b>
Proportion (%) of pupil premium eligible pupils	26% (72) (2021-22) 33% (76) (2022-23) 28% (65) (disadvantaged) <b>28% (67) (2023-24)</b> <b>26% (62) (disadvantaged)</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Academic years September 2021 – July 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Venessa Mott
Pupil premium lead	Venessa Mott
Governor / Trustee lead	Lisa Charlton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,800 (2021-22) £108,865 (2022-23) <b>£99,245 (2023-2024)</b>
Recovery premium funding allocation this academic year	£9,500 (2021-22) £15,474 (2022-23)

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	£94,300 (2021-22) £124,339 (2022-2023) <b>£99,245 (2023-2024)</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Every disadvantaged child will achieve to their full potential both academically and socially/ emotionally so that they are ready for their next stage in education.

We know that high quality first teaching has the largest impact on children's outcomes and we will invest in developing our staff so that all children experience highly effective teaching on a day to day basis. Reading will be prioritised across the curriculum because this is the gateway to future learning. Children will benefit from timely, rigorous and focused small group interventions outside of the school day through our morning mastery sessions to ensure that children have solid foundations in their learning, misconceptions are addressed and children are ready for the next stage. In addition to this, children will access wider interventions within school time where there is an additional need, for example, supporting a child's reading recovery by accessing our morning phonics intervention or accessing speech and language and/or fine and gross motor skills support where there is an identified need.

Children that have experienced disadvantage will benefit from our whole school approach to mental health and well being through our Trick box programme. Where additional support is needed children will be able to access targeted interventions such as Thrive, ELSA, TALA and Time to Talk sessions to support their social, emotional and mental health so that they are ready and able to learn successfully within the classroom.

Disadvantaged children will experience the breadth that our curriculum has to offer which will broaden their horizons and life chances by increasing their cultural capital through both curricular and extracurricular experiences and activities. For example, attending clubs, going to the theatre and experiencing outward bound activities.

Mill Rythe Junior School will contribute to, and be supported by the wider community to achieve our aims for disadvantaged children. We will support families through times of hardship and challenge; we will signpost families to additional support through outside agencies as appropriate. We will work with all stake holders to ensure that our children have access to what they need to develop a love of learning and life and be successful members of our wider community.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Inconsistent educational experiences due to the pandemic which has impacted on both academic and social and emotional progress meaning that not all pupils are ready for the next stage in their education.</p> <p>Last year, our disadvantaged pupils achieved less well than all pupils nationally in reading and maths. Last year, our disadvantaged pupils did not achieve results that were in line with their KS1 data at ARE in reading and maths. This is true at ARE and GD.</p>
2	<p>Some pupils need support to become more emotionally literate, recognising and understanding their emotions and developing the strategies to manage their emotions appropriately. This can affect their capacity to sustain learning. The quality of provision needs to be continued and improved upon to ensure that pupils needs are met and they are enabled to access our high-quality teaching provision. 54% of pupils accessing our Thrive interventions are PP.</p>
3	<p>Of the 46 children who have a reading age significantly lower than their chronological age (19.2% of the school) 18 of these children (40%) are Pupil Premium. Having a reading age below their chronological age can be a barrier to accessing learning across the curriculum and narrow later life chances.</p>
4	<p>Some parents receive additional support and guidance as parenting can be challenging. Some parents are not yet confident in being able to support their children with their schooling. This may also include setting expectations, routines and boundaries.</p>
5	<p>Children do not always have access to the breadth and depth of opportunities which would enable them to develop their cultural capital to the same extent as non-disadvantaged children.</p>
6	<p>Attendance. Whole school attendance at the end of the academic year 2022-2023 was 95.6%. This is an increase based on the previous year's data. Non-pupil premium attendance data at the end of last academic year (2022-23) was 96% and pupil premium data was 94.8%. This is an increase based on the previous year, however there is a small gap.</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>When children eligible for pupil premium funding leave MRJS their attainment is in line with KS1 TA and national attainment for disadvantaged children. Where end of key stage attainment is not in line with KS1 TA and national attainment for disadvantaged children, children have made progress that is at least in line with non-pupil premium children from the same starting points.</p>	<ul style="list-style-type: none"> <li>➤ Book monitoring, coaching records and drop ins indicate PP children making good progress from their starting points. Summative assessment data demonstrates good progress and attainment for these children. Pupil conferencing demonstrates that these children have learned the curriculum – there has been a change in long term memory across all subjects.</li> <li>➤ Standardised scores will improve</li> </ul>
<p>The social and emotional needs of our most vulnerable PP children are met effectively through our curriculum, Thrive, TALA and ELSA work and or external support signposted by the school.</p>	<ul style="list-style-type: none"> <li>➤ As a result of the social and emotional learning that takes place in school, children feel safe, make progress against specific targets and in time are able to make and sustain academic progress.</li> <li>➤ Where families would benefit from additional support, this is signposted or accessed for them and with good engagement from families this enables them to support their children socially, emotionally and academically.</li> <li>➤ Parents are well supported by staff at school and outside agencies, when this additional support is signposted, and as a result they are able to support their children socially, emotionally and academically.</li> <li>➤ Less incidents will be evident as a result of intervention</li> </ul>
<p>In class inclusive provision supported by our Thrive practitioners, ESLA and TALA leaders, Inclusion Leader will be bespoke and tailored to children's individual needs.</p>	<ul style="list-style-type: none"> <li>➤ Barriers to education and learning are removed and pupils have access to a high-quality educational provision.</li> <li>➤ Book monitoring, coaching records and drop ins indicate PP children making good progress from their starting points. Summative assessment data demonstrates good progress and attainment for these children. Pupil conferencing demonstrates that these children have learned the curriculum – there has been a change in long term memory across all subjects.</li> <li>➤ Improvement in well-being will be evident through pupil surveys</li> </ul>
<p>There will be an inclusive learning environment and culture providing equality of access and opportunity for all children. Barriers to opportunity will be removed and all children will have equal opportunities to access all curricular and extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>➤ Children will access both curricular and extra-curricular opportunities in line with non-disadvantaged pupils.</li> <li>➤ Children will have opportunity to access additional extra-curricular opportunities supported by the local community to broaden their experiences and develop cultural capital.</li> </ul>

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: £34,522.47 (2021-22)

£28,597 (2022-23)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Coaching to improve the quality of education.</b></p> <p>Members of SLT, subject leaders and other experienced teachers are deployed as teaching and learning coaches across the year. Coaching focuses on pedagogy within class as well as training for individuals, groups and whole staff teams beyond the classroom.</p> <p>Venessa Mott, Assistant Headteacher and Inclusion Leader is deployed to ensure that accurate formative assessment and subsequent planning of individual learning journeys enables SEN children who are working significantly below their peers and engaged in a well sequenced curriculum that enables them to make good progress from their starting points. Regular CPD opportunities are planned for this academic year to support with the intended outcome.</p> <p><b>2023-2024</b> There are 19 pupils on the SEND register. 17 of these are pupil premium. (59%)</p> <p>22% of PP children are on the SEND register. (15 out of 62 pupils)</p>	<ul style="list-style-type: none"> <li>➤ This approach to improving teaching and learning has enabled all children but pupil premium children in particular to make good progress from their starting points when joining MRJS. Over time the gap between PP children and non-PP children's attainment has narrowed. Working alongside staff who have excellent subject and pedagogical knowledge has strengthened the quality of education across the school.</li> <li>➤ Education Endowment Foundation (EEF) recommends high quality CPD to ensure that all teachers are highly skilled. CPD is well informed to be based in latest research and high-quality pedagogy. The EEF states that "Great teaching is the most important lever schools have to improve outcomes for their pupils."</li> <li>➤ EEF's recommendation that "Schools should provide sufficient time for TA training"</li> </ul>	<p>1,2,3,5</p>

<p><b>Continuing professional development:</b> 3 staff are taking part in the 'Big Inclusion Project' run by Hampshire local authority which is focusing on tackling educational disadvantaged.</p> <p><b>(2023-2024) – 3 staff are committed to the project.</b> (2022-23 – 3 staff took part 2021-2022 6 staff took part)</p>	<ul style="list-style-type: none"> <li>➤ The Big Inclusion Project identifies that children who attend inclusive schools perform more strongly, are happier, engage more fully, have authentic opportunities and develop their inner confidence because they know they are valued.</li> <li>➤ Work with Havant district to undertake reflection and using TED materials and evidence-based practice to address Whole School culture and Engagement, Access, Equity and Strong Foundations, Expectations, Pitch and Response, Collaboration, Dialogue and Behaviours as detailed in the TED materials and evidence-based practice</li> </ul>	<p>1, 2, 3, 4,6</p>
<p><b>English and Maths Leader Course</b></p>	<ul style="list-style-type: none"> <li>➤ The English and Maths Leaders will attend training and development courses in order to keep their subject and pedagogical knowledge up to date. They will disseminate this through staff meetings and training.</li> </ul>	<p>1,3</p>
<p><b>Courses for new subject leaders e.g. history and Geography</b></p>	<ul style="list-style-type: none"> <li>➤ Teachers who are new the roles of subject leadership this year are given the opportunity to attend a course to develop their subject knowledge and confidence to lead their subject across the school.</li> </ul>	<p>1</p>
<p><b>RE course for RE subject leader in order to implement the new curriculum effectively</b></p>	<ul style="list-style-type: none"> <li>➤ The RE lead is attending courses to ensure she is fully up to date and ready to implement the changes to the RE curriculum.</li> </ul>	<p>1</p>
<p><b>ECT Coach course to fully support the ECT in school</b></p>	<ul style="list-style-type: none"> <li>➤ In order to support and develop the ECT, the DHT is attending the training sessions so that she is best informed to coach and support the ECT over the next two years of induction. There are additional two mentors that have received training.</li> </ul>	<p>1</p>
<p><b>Deployment of leader for reading recovery and vocabulary.</b></p>	<p>A few children in school who are eligible for PP funding, have reading ages that are significantly below their chronological age. This will be addressed through specific intervention and teaching including our chosen phonics intervention programme. For a significant number of PP children, their reading age is in line with their chronological age but their reading pace and fluency together with their breadth (range of) and depth (ability to apply it within the right context) of vocabulary is limited. This will be addressed through teaching of vocabulary and reading in all areas of the curriculum.</p>	<p>3,1, 5</p>

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

Budgeted cost: £54,740.71 (2021-22)

£64,393 (2022-23)

£82,459 (2023-2024)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition (morning mastery sessions) targeting pupils' specific needs as identified through diagnostic assessment for English and maths. These tuition groups are planned by class teachers.</p>	<p>➤ The Education Endowment Foundation indicates that this is one of the most effective approaches for targeted academic support with pupils making on average an additional 4 months of progress. To not disadvantage children by removing them from aspects of the foundation curriculum to complete this work, we are going to work with them before the start of the school day. This is a strategy that has worked successfully in in the last three years for children from across MRJS as indicated by our KS2 data.</p>	<p>1, 3</p>

<p>ELSA, TALA, Thrive and Trick box sessions to support individual children in addressing social and emotional gaps. Trick box teaching for all pupils to support their mental health and wellbeing. Our home school link worker supports families when they are facing more difficult times.</p>	<ul style="list-style-type: none"> <li>➤ Children with social and emotional gaps are less successful in engaging with learning in school. The Education Endowment fund indicates that social and emotional learning has moderate impact for a low cost.</li> <li>➤ Over time we have seen the positive correlation between progress achieved in Thrive, ELSA, and TALA with its wider impact on progress within the classroom.</li> <li>➤ Thrive assessments show the progress against key strands improves following a series of carefully structured sessions.</li> <li>➤ Over time, children receiving Thrive sessions are able to engage better with learning within the classroom and demonstrate good progress from their starting points.</li> <li>➤ Pre and post TALA and ELSA evaluations demonstrate that as a result of the additional support children are able to make good progress in a wide range of subjects.</li> <li>➤ Feedback from parents who have received additional support demonstrates that the additional support provided by school and or outside agencies enables them to better support their children</li> </ul>	<p>2, 4</p>
<p>Read, Write Inc whole school phonics approach and targeted phonics intervention.</p> <p>18 children with pupil premium (27%) are accessing the RWI programme 2023-2024</p>	<ul style="list-style-type: none"> <li>➤ Read, Write Inc is a DfE approved synthetic phonics programme.</li> <li>➤ The reading framework indicates that the only effective way of closing the gap between children who are read to and those that are not is by teaching children to read so that they are no longer reliant on adults.</li> </ul>	<p>3, 1</p>

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

Budgeted cost: £ 22,294

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing of the Read Write Inc phonics programme.</p>	<ul style="list-style-type: none"> <li>➤ Reading is essential to children being able to access the curriculum. Phonological awareness is a key component of early reading.</li> </ul>	<p>3, 1</p>
<p>Fun Club</p>	<ul style="list-style-type: none"> <li>➤ Children who are identified as being the most vulnerable in school are supported in building relationships with each other and staff within a fun and engaging environment. Some of these pupils are identified as young carers.</li> </ul>	<p>4, 5</p>
<p>Home School Link Worker</p>	<ul style="list-style-type: none"> <li>➤ Family support worker works with parents with attendance, behaviour and mental health and well-being. We have seen the positive impact of this with both parental engagement and children's engagement within the classroom.</li> </ul>	<p>4</p>

Fair Share Additional Food Support	<ul style="list-style-type: none"> <li>➤ We have supported 11 pupil premium families with additional food bags during school holidays and when self-isolating.</li> </ul>	4
Funding of school trips, residentials and before/after school clubs.	<ul style="list-style-type: none"> <li>➤ We support any family who cannot contribute to school trips, events or residentials. No pupil would miss out on an opportunity due to financial hardship.</li> <li>➤ The school also funds some enrichment opportunities itself e.g. Diwali celebrations, Love Days.</li> </ul>	5

**Total budgeted cost: £102,573.73 (2021-22)**

**£110,666 (2022-23) Contingency of £13,673**

**£ 104,752 (2023-24) Contingency of £5,507**

## **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 2022 to 2023 academic year.

**Intended Outcome A:** When children eligible for pupil premium funding leave MRJS their attainment is in line with KS1 TA and national attainment for disadvantaged children. Where end of key stage attainment is not in line with KS1 TA and national attainment for disadvantaged children, children have made progress that is at least in line with non-pupil premium children from the same starting points.

**Success Criteria** Book monitoring, coaching records and drop ins indicate PP children making good progress from their starting points. Summative assessment data demonstrates good progress and attainment for these children. Pupil conferencing demonstrates that these children have learned the curriculum – there has been a change in long term memory across all subjects

At the end of KS1, disadvantaged pupils were performing less well at ARE and GD than non-disadvantaged pupils in all subjects but the gaps were widest in reading and maths. Now, writing is the area with the largest gap between disadvantaged and non-disadvantaged pupils.

At the end of the Summer term:

- The gaps between disadvantaged and non-disadvantaged have increased in all areas since KS1, but have decreased since the Spring term.
- The percentage of disadvantaged pupils attaining ARE and GD in reading, writing and maths has increased since the Spring Term.

At the end of KS1, disadvantaged pupils were attaining less well than non-disadvantaged pupils in all subjects at ARE but these gaps were widest in writing and maths. At GD there is a similar picture in reading and writing although the gap is less significant than at ARE.

At the end of the Summer term:

- The gaps between disadvantaged and non-disadvantaged have remained much the same as in the Spring term, although still slightly wider than compared to end of KS1.
- The percentage of disadvantaged pupils attaining ARE and GD has increased in all subjects (apart from GD in writing where it has remained the same) since the Spring term.

At the end of KS1, disadvantaged pupils were attaining less well than non-disadvantaged pupils in all subjects at ARE and GD, with the exception of GD in reading.

At the end of the Summer term:

- The gaps between disadvantaged and non-disadvantaged achieving ARE remain higher than at the end of KS1, however the gap has reduced in writing and maths since the Spring term. The gap between disadvantaged and non-disadvantaged pupils achieving GD has decreased since the Spring term in all areas although remains higher than at the end of KS1.
- The percentage of pupils achieving ARE and GD in reading, writing, maths, SPAG and combined have increased since the Spring term (apart from GD reading)

At the end of KS1, disadvantaged pupils were attaining less well than non-disadvantaged pupils in all subjects at ARE and GD.

At the end of the Summer term:

- The gaps in attainment since the end of KS1 have decreased in writing and maths at ARE, and in all subjects at GD.
- The percentage of disadvantaged pupils attaining ARE in writing at the end of year has significantly increased since KS1. (47% to 78%)
- More disadvantaged pupils are now working at GD in maths.

In year 6, the gap has decreased in Writing significantly, but increases in maths and reading.

This suggests the following foci for next academic year:

The attainment of our disadvantaged pupils across the school and in all subjects needs to be a high priority next academic year to ensure we begin to close the gaps in attainment between our disadvantaged and non-disadvantaged pupils.

**Intended Outcome B:** The social and emotional needs of our most vulnerable PP children are met effectively through our curriculum, Thrive, FEIPS and ELSA work and or external support signposted by the school.

**Success Criteria**

- As a result of the social and emotional learning that takes place in school, children feel safe, make progress against specific targets and in time are able to make and sustain academic progress.
- Where? families would benefit from additional support, this is signposted or accessed for them and with good engagement from families this enables them to support their children socially, emotionally and academically.
- Parents are well supported by staff at school and outside agencies, when this additional support is signposted, and as a result they are feel they are able to support their children socially, emotionally and academically.

**2022-23**

**Autumn**

The level of pastoral need has increased post COVID as the needs of the school community have also changed and increased. The need to focus on mental health has been identified by the Education Endowment Fund (EEF) which states that the pandemic has had an impact on children’s mental health.

In the Autumn Term, 208 pupils attend extra-curricular club spaces, 55 of these are occupied by pupil premium pupils. 74% of our pupil premium pupils access an extra-curricular club.

13 pupil premium pupils attend Fun Club once a week, which is a club primarily for young carers and vulnerable pupils.

21 pupil premium pupils receive either Thrive, TALA or Time to Talk sessions in order to support their social, emotional and mental health development. This means that 28% of pupil premium children access SEMH support in school.

13 children in school access Thrive support, 9 of these are pupil premium (69%)

### **Spring:**

In the Spring term, 188 pupils attended an extra-curricular club, 64 of these were occupied by disadvantaged pupils. 47% of our pupil premium pupils (36 pupils), and 46% of disadvantaged pupils (30 pupils) attended an extra-curricular club in the Spring term. This is less than compared to the Autumn term-why is this?

13 pupil premium pupils attend Fun Club once a week.

### **Summer:**

In the Summer term, 109 pupils attended an extra-curricular club, 44 of these were occupied by disadvantaged pupils. 68% of our pupil premium pupils attended an extra-curricular club in the Summer Term.

13 pupil premium pupils attend Fun Club once a week.

6 pupil premium pupils receive either Thrive, TALA or Time to Talk sessions in order to support their social, emotional and mental health development.

**Intended Outcome C:** In class inclusive provision supported by our Thrive practitioners, ELSA and FIEPS leaders, behavioural lead, mental health and wellbeing leads and SENDCo will be bespoke and tailored to children's individual needs.

### **Success Criteria**

- Barriers to education and learning are removed and pupils have access to a high-quality educational provision.
- Book monitoring, coaching records and drop ins indicate PP children making good progress from their starting points. Summative assessment data demonstrates good progress and attainment for these children. Pupil conferencing demonstrates that these children have learned the curriculum – there has been a change in long term memory across all subjects.
  - Disadvantaged pupils are well supported in class as well as through out-of-class interventions such as ELSA, TALA and Thrive. Book sampling and pupil conferencing always includes at least one PP child; evidence shows that the standard of work in PP books is in line with non-PP children. See evidence of book sampling and pupil conferencing.
  - All pupils access the TrickBox wellbeing programme through whole class lessons every week. This is also followed up through regular whole school assemblies and supported by all staff and our Trick Box Ambassadors.

- The SLT place high priority on our pupils' wellbeing so that they are in the best place to learn and succeed. Teachers adapt lessons and create tailored learning journeys **LLP report November 2021** *'The SENCO has a strong strategic role within the leadership team and all leaders are ambitious for all pupils. Leaders promote an inclusive culture which is underpinned by a commitment to securing high quality, inclusive teaching in all classrooms.'* In our Autumn term pupil survey 90% of children felt that their teachers helped them to do their best in every / or most lessons.
- All pupils, including disadvantaged pupils, have access to a high quality of education. **LLP Report October 2019** *Observations of science, geography, history and PE during the afternoon provided evidence that the curriculum intentions are implemented. Provision was equitable for all groups of children. Children were all engaged in thoughtful and relevant tasks that built on their knowledge and understanding, including overlearning so children could remember key knowledge and concepts*
- Staff Meeting held in the Autumn term with a focus on in-class provision for pupils with behaviours, SEMH needs. Teachers are now using a wider range of strategies and resources to better support their pupils in class e.g. traffic light cards, calm trays, now and next cards, fiddle toys etc.
- Art of Brilliance workshops held in the Autumn term to support pupil's mental health and wellbeing and promote positivity and wellbeing.

#### **Intended Outcome D:**

There will be an inclusive learning environment and culture providing equality of access and opportunity for all children. Barriers to opportunity will be removed and all children will have equal opportunities to access all curricular and extra-curricular activities.

#### **Success Criteria**

- Children will access both curricular and extra-curricular opportunities in line with non-disadvantaged pupils.
- Children will have opportunity to access additional extra-curricular opportunities supported by the local community to broaden their experiences and develop cultural capital.

#### **2022-23**

- In the Autumn Term, 208 pupils attend extra-curricular club spaces, 55 of these are occupied by pupil premium pupils. 74% of our pupil premium pupils access an extra-curricular club. This is an increase since last year of 24%.
- 13 pupil premium pupils attend Fun Club once a week, which is a club for young carers.

In the Spring term, 188 pupils attended an extra-curricular club, 64 of these were occupied by disadvantaged pupils. 47% of our pupil premium pupils (36 pupils), and 46% of disadvantaged pupils (30 pupils) attended an extra-curricular club in the Spring term. This is less than compared to the Autumn term-why is this?

13 pupil premium pupils attend Fun Club once a week.

#### **Summer:**

In the Summer term, 109 pupils attended an extra-curricular club, 44 of these were occupied by disadvantaged pupils. 68% of our pupil premium pupils attended an extra-curricular club in the Summer Term.

13 pupil premium pupils attend Fun Club once a week.

26 disadvantaged received either Thrive, TALA or Time to Talk sessions in order to support their social, emotional and mental health development.

- The school ensures that all school trips and events such as visiting theatre groups are accessible to our disadvantaged pupils. We ask for contributions from all families towards the cost of these trips and events but where a family is unable to contribute financially, the school will cover this cost. The pupil will never miss out on an opportunity to engage with these sorts of events due to financial hardship.
- Fun Club is held every week, giving disadvantaged pupils, with a particular focus on Young Carers, the opportunity to take part in fun and engaging activities each week. These have included fun science experiments, baking and arts and crafts. The Fun Club Leader has also engaged with the local Lions club to take part in trips such as Flip Out (July 2022) and seeing a pantomime at the Mayflower theatre (December 2022)
- The school seeks help and support from the local Lions club to support our disadvantaged families with Christmas gifts and food boxes.
- Only 10 families did not attend parents evening in the Autumn Term in the whole school and of these 10 families, only 4 of them were pupil premium families. All families have been contacted to invite them in to school for a meeting with their child's class teacher.

## 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*

<b>Programme</b>	<b>Provider</b>
The Thrive Approach (2021-22) (2022-23) (2023-2024)	Thrive
Times Table Rock Stars (2021-22) (2022-23) (2023-2024)	Maths Circle
Trick Box (2021-22) (2022-23) (2023-2024)	Trick Box
Read, Write Inc (2021-22) (2022-23) (2023-2024)	Read, Write Inc