

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data		
School name	Rauceby CofE Primary school		
Number of pupils in school	176 (Oct 2021)	166 (Oct 2022)	167 (Oct 2023)
Proportion (%) of pupil premium eligible pupils	16 (9%) (Oct 2021)	22 (13%) (Oct 2022)	25 (15%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022	2022 – 2023	2023 - 2024
Date this statement was published	December 2021	November 2022	December 2023
Date on which it will be reviewed	October 2022	October 2023	October 2024
Statement authorised by	Mrs Julia Waites		
Pupil premium lead	Mrs Kim Singleton		
Governor / Trustee lead	Mrs Rachael Enstone Nick Dodgson		

Funding overview

Detail	2021-2022	2022-2023	2023-2024
	Amount		
Pupil premium funding allocation this academic year October Census numbers 10 FSM, 2 LAC Since November 2020 we have had a further 2 children eligible for PP but not included within funding amount. <i>(Shown in Proportion (%) of pupil premium eligible pupils)</i>	£1,345 per pupil (FSM) £2,345 per pupil (LAC)	£1383 per pupil (FSM) x 22 pupils £2410 per child (LAC) x 2 pupil	£1455 per pupil x 25 children £2530 Per child x 2 LAC
Recovery premium funding allocation this academic year: October 2020 Census numbers	£145.00 per pupil: £2000 Guaranteed		£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 583.66	£0	£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	£20,723.66	£35,290	£36,000

Part A: Pupil premium strategy plan

Statement of intent

Decisions about Pupil Premium funding are based on the needs of the pupils and their families here at Rauceby C of E Primary school. Recognition is given to the specific needs of our pupils, and reference is made to the EEF research and guidance. Barriers faced by disadvantaged children in our context include: lack of confidence, families with their own educational and emotional needs, and some children who receive PP are also on the SEND register.

Teaching and learning is carefully monitored and EEF guidance is woven in to curriculum development and classroom practice, wherever possible. All teaching staff participate in the analysis of class data and PP data is monitored and tracked by the PP Lead. Classroom planning is carried out in conjunction with the SENCO and members of the senior leadership team, in order to ensure that provision is as personalised and therefore inclusive, as possible.

Ultimate objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- To ensure that all disadvantaged pupils make at least expected progress, based on national data, at the end of Year 6
- For all disadvantaged pupils to have attendance in line with the national average.
- To provide opportunities to ensure that all disadvantaged pupils engage in the wider curriculum.

Key principles

- To ensure that appropriate provision is made for disadvantaged pupils within our setting.
- To ensure that teaching and learning meets the needs of all children within our setting.
- To ensure that all provision is personal and suits the needs of individual children within our setting.

- PP funding can be used to support a pupil, or groups of pupils who have been identified as being disadvantaged, but may not qualify to receive direct funding.
- Due to the limited amount of funding and resources, not all PP children will be in receipt of PP intervention at any one moment of time; needs analysis will be carried out to identify priority classes, groups, or individuals.

Achieving these objectives

- Ensuring all pupils are consistently accessing high quality teaching.
- Use of teacher assessments for reading, maths and writing to provide summative information that can be tracked using INSIGHT
- Allocation of intervention staff to offer 1:1 support, or small group work which directly links to classroom teaching.
- ELSA trained member of staff made available to help develop emotional literacy of pupils most in need and support their emotional development.
- Carefully planned transition from pre-school to primary to secondary, and between classes, so that attainment and progress can be monitored closely and learning time/opportunities are not lost.
- Ensuring all pupils have access to activities, educational visits and residentials.
- Use of teaching assistants to offer 'catch-up' sessions across all classes, for pupils to meet age related expectations.
- Increased time out of class for the PP Lead to monitor and assess the impact on our pupils

Challenges

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

Challenge number	Detail of challenge
1	Improve consistent phonics and reading teaching, with a key focus on Key Stage One
2	To increase reading skills and influence alongside reading for pleasure across the whole school
3	Access to high quality adult support via targeted support
4	Continue to develop Well Being opportunities to support Social, Emotional and Mental Health needs
5	Closing the attainment gap for PP children and non PP in children achieving ARE in writing.

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
For PP pupils, gaps in learning are identified and appropriate intervention is used to address these.	Summative assessment will illustrate that gaps have been addressed and pupils will achieve at least expected progress, with the aim of achieving age related expectations.
Pupils will be exposed to a range of experiences, providing them with first hand opportunities.	Pupils will attend events/activities that they may not necessarily have the opportunity to experience.
Use of emotional Literacy support (ELSA) to address any emotional and/or behavioural needs the children may have.	Children demonstrate a better awareness of mental health and well-being strategies, as evidenced through discussion with children.

Progress in Reading attainment	Progress in reading stays above the National progress measure (0)
Progress in Writing	Progress in writing stays above the National progress measure (0)
Progress in Maths	A continued increase in pupils achieving ARE and GD
Progress within phonics	All children accessing daily, high quality phonics teaching. Phonic screening at the end of year one stays above national average.
Good progress from starting points in our EYFS provision	GLD achieved within EYFS to stay inline or above national average

Activity in this academic year (2023-2024)

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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching: Ongoing monitoring to keep the consistency of teaching and provision of phonics, reading and writing.</p> <p>Modelling and mentoring of new RWI leaders to ensure they have the skills and confidence to deliver high quality RWI sessions.</p> <p>Access to RWI teaching portal and one training session for RWI lead. Access to Oxford Owl RWI for updated resources, book bag resources and additional sound plans and knowledge.</p>	<p><i>EEF – Tiered approach to teaching</i></p> <p>Termly meeting with RWI leaders to ensure leaders are confident within their teaching of RWI.</p> <p>Termly staff/training sessions to all staff.</p> <p>Children achieving ARE or above for phonics and reading from EYFS and above.</p> <p>RWI leaders delivering high standard, consistent sessions.</p> <p>RWI leaders confidently using up to date resources and additional sound cards.</p> <p>Children making good progress through the scheme. With a reduced number of Year two children accessing RWI sessions by the end of summer term 2024.</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>

<p>2 year commitment working alongside our school consultant to deliver T4W across the school.</p>	<p>English lead to gain support for our T4W consultant regarding gaining consistency whilst teaching non-fiction units across the school.</p> <p>A further increase of children achieving ARE or GD by the end of the year in all areas of writing.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Progress meetings track progress: increased Teaching assistant in class, as appropriate.</p>	<p><i>EEF – targeted academic support</i></p> <p>Identify groups of that have/are falling behind ARE and provide high standard, regular and planned classroom based interventions.</p> <p>An increase in children’s progress across the school year.</p>	<p>5 1 3</p>
<p>To increase the number of children who are consistently reading for pleasure across key stage one and two.</p>	<p>Pupil surveys regarding children views about reading.</p> <p>Promote our reading café to encourage a wider range of children.</p> <p>Class teachers and/or reading leads to support parents who are struggling to provide reading opportunities at home for a number of reasons.</p>	<p>2</p>

	<p>Promote reading through a parent workshop evening.</p> <p>Opportunities throughout the year to raise the profile of reading – reading cafes before and after school, WBD, open evening, information evenings. – Monitor attendance of events.</p>	
<p>Consistent delivery of intervention programs –</p> <p>First move</p> <p>Snip spelling program</p> <p>RWI tutoring</p> <p>IDL</p>	<p>Termly timetables in place after pupil progress meeting after SLT review pupils, including SEN need.</p> <p>RWI tutoring for sound knowledge and fluency.</p>	
<p>To develop the use of virtual RWI videos to support embedding sound knowledge and word blending.</p>	<p>RWI leader to identify children who require addition support and access to sound knowledge.</p> <p>Key stage and EYFS teachers to include RWI portal within their intervention timetable.</p> <p>Key stage one and EYFS teachers to develop children’s independence for accessing video clips.</p>	

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

Budgeted cost: £22,249.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fees paid for class trips and residential trips Essential wrap around care provided	<i>EEF – Outdoor learning shows positive benefits on academic learning and self confidence</i> Pupil surveys reflect a greater enjoyments and engagement in school	4
School uniforms, meals, resources and busses purchased	Increase of attendance and self -confidence	4
Trained member of staff for ELSA	<i>EEF – Social and Emotional learning impacts on attitudes to learning in school, which increases progress in attainment</i> ELSA lead to identify pupils, with support from class teachers, that would benefit from Emotional Literacy support.	3 4

Total budgeted cost: £35,249 from a £36,000 allowance

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 8,000 **6,841.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching: Ongoing CPD to improve the teaching and provision of phonics, reading and writing.</p> <p>2 year commitment working alongside our school consultant to deliver consistent RWI phonic and reading sessions.</p> <p>2 year commitment working alongside our school consultant</p>	<p><i>EEF – Tiered approach to teaching</i></p> <p>Weekly training and support for RWI group leaders</p> <p><i>RWI lead met with leaders at least four times a term to discuss individual children, concerns or feedback from monitoring sessions.</i></p> <p>Termly staff/training sessions to all staff</p> <p><i>Ongoing as staff changes occur</i></p> <p>Children achieving ARE or above for phonics and reading from EYFS and above.</p> <p><i>Year One children achieved 100% pass rate in the National Phonic Screening check June 2023</i></p> <p>English lead monitoring and feedback for increased sequence of writing across the school. An increase of children achieving ARE or GD by the end of the year.</p>	<p>1</p> <p>2</p> <p>3</p>

to deliver T4W across the school.	<p>English monitoring still ongoing to secure our writing sequence within fiction writing is consistent.</p> <p>An increase in children achieving ARE in Key Stage one and two over the last twelve months. A reduction in the % of children achieving ELG is due to the small cohort of children this year.</p> <table border="1" data-bbox="640 434 1590 638"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">ARE</th> <th colspan="3">GD</th> </tr> <tr> <th>EYFS</th> <th>KS1</th> <th>KS2</th> <th>EYFS</th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>68%</td> <td>47%</td> <td>45%</td> <td>0</td> <td>2%</td> <td>6%</td> </tr> <tr> <td>2022-2023</td> <td>57%</td> <td>69%</td> <td>55%</td> <td>14%</td> <td>0</td> <td>6%</td> </tr> </tbody> </table>		ARE			GD			EYFS	KS1	KS2	EYFS	KS1	KS2	2021-2022	68%	47%	45%	0	2%	6%	2022-2023	57%	69%	55%	14%	0	6%	
	ARE			GD																									
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,000 **£12,689.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress meetings track progress: increased Teaching assistant in class, as appropriate.	<p><i>EEF – targeted academic support</i></p> <p>Identify groups of that have/are falling behind ARE and provide high standard, regular and planned classroom based interventions.</p> <p>3 pupil progress meetings completed with all teachers and HT/AH/SEN to discuss progress of all children, with a focus on FSM children and children who are not achieving ARE.</p> <p>SEN Co has lead staff meetings regrading first class quality teaching.</p> <p>SEN Co support in place for class teachers to help raise confidence in planning for children who are not achieving ARE.</p>	5 1 3

	<p>Further support for ECT and recently qualified teachers over the next 12 months.</p> <p>An increase in children’s progress across the school year</p> <table border="1" data-bbox="741 320 1532 587"> <thead> <tr> <th colspan="3">EYFS – Year 6 FSM children</th> </tr> <tr> <th></th> <th>Autumn ARE %</th> <th>Summer ARE %</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27</td> <td>62</td> </tr> <tr> <td>Writing</td> <td>35</td> <td>38</td> </tr> <tr> <td>Maths</td> <td>27</td> <td>69</td> </tr> </tbody> </table> <p>There has been an increase within the percentage of children working at ARE who are classed as disadvantaged over the year but there is still an increase in the number the children who are still working below.</p>	EYFS – Year 6 FSM children				Autumn ARE %	Summer ARE %	Reading	27	62	Writing	35	38	Maths	27	69	
EYFS – Year 6 FSM children																	
	Autumn ARE %	Summer ARE %															
Reading	27	62															
Writing	35	38															
Maths	27	69															
<p>Raise profile of Reading for Pleasure in and out of school</p>	<p>Pupil surveys Not achieved</p> <p>Pupils attending our reading cafes throughout the year. The reading café has been provided at different times throughout the year. Children from across the school have had the opportunity to attend.</p> <p>The reading café held an afternoon event for parents during the Spring term.</p> <p>An increase with parental participation of reading both phonic level and pleasure books. – RWI and English lead completing regular checks across the school. Class teachers and/or reading leads to support parents who are struggling to provide reading opportunities at home for a number of reasons.</p> <p>Reading leaders monitoring home reading. Children who are not regularly reading at home are flagged at RWI meetings. This is</p>	<p>2</p>															

	<p>passed over to class teachers initially to hold a conversation with parents.</p> <p>The children who we have been identified as not accessing reading out of school have been given the opportunity to read as part of in-class reading interventions.</p> <p>Opportunities throughout the year to raise the profile of reading – reading cafes before and after school, WBD, open evening, information evenings. – Monitor attendance of events.</p> <p>Parental update meeting focusing on reading.</p> <p>EYFS phonics and reading evening.</p> <p>After school reading café.</p>	
<p>Consistent delivery of intervention programs –</p> <p>Dyslexia gold</p> <p>Precision teach</p> <p>Fresh start</p> <p>Sound linkage</p> <p>EAL support - occurred in EYFS/Year One within the classroom</p>	<p>Termly timetables in place after pupil progress meeting after SLT review pupils, including SEN need.</p> <p>Termly meeting with HT and SEN Co to organise interventions throughout each term.</p> <p>RWI tutoring occurring weekly for those children identified through termly assessments.</p>	

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

Budgeted cost: £15,000 **£17,418**

Activity	Evidence that supports this approach	Challenge number(s) addressed																																												
Fees paid for class trips and residential trips Essential wrap around care provided	<p><i>EEF – Outdoor learning shows positive benefits on academic learning and self confidence</i></p> <p>Pupil surveys reflect a greater enjoyments and engagement in school All children have taken part in residentials and/or class trips, if they have chosen to.</p> <p>Wrap around care provided for welfare</p>	4																																												
School uniforms, meals, resources and busses purchased	<p>Increase of attendance and self -confidence</p> <table border="1"> <thead> <tr> <th>FSM6</th> <th></th> <th></th> <th>All</th> <th>R</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>FSM6</td> <td>27</td> <td>School</td> <td>92.8%</td> <td>91.7%</td> <td>91.7%</td> <td>93.5%</td> <td>93.6%</td> <td>94.0%</td> <td>94.5%</td> <td>91.5%</td> </tr> <tr> <td></td> <td></td> <td>FFT National</td> <td>91.3%</td> <td>89.4%</td> <td>90.6%</td> <td>91.4%</td> <td>91.7%</td> <td>91.7%</td> <td>91.6%</td> <td>91.6%</td> </tr> <tr> <td></td> <td></td> <td>Difference</td> <td>+1.6%</td> <td>+2.3%</td> <td>+1.1%</td> <td>+2.2%</td> <td>+1.9%</td> <td>+2.3%</td> <td>+2.8%</td> <td>-0.1%</td> </tr> </tbody> </table>	FSM6			All	R	1	2	3	4	5	6	FSM6	27	School	92.8%	91.7%	91.7%	93.5%	93.6%	94.0%	94.5%	91.5%			FFT National	91.3%	89.4%	90.6%	91.4%	91.7%	91.7%	91.6%	91.6%			Difference	+1.6%	+2.3%	+1.1%	+2.2%	+1.9%	+2.3%	+2.8%	-0.1%	4
FSM6			All	R	1	2	3	4	5	6																																				
FSM6	27	School	92.8%	91.7%	91.7%	93.5%	93.6%	94.0%	94.5%	91.5%																																				
		FFT National	91.3%	89.4%	90.6%	91.4%	91.7%	91.7%	91.6%	91.6%																																				
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Trained member of staff for ELSA	<p><i>EEF – Social and Emotional learning impacts on attitudes to learning in school, which increases progress in attainment</i></p> <p>ELSA lead to identify pupils, with support from class teachers, that would benefit from Emotional Literacy support.</p> <p>Consistently in place with regular children accessing support as and when it is needed.</p>	3 4																																												

Total budgeted cost: £35,290 £36,948.00 (Spent)

Externally provided programmes

<p><i>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</i> Programme</p>	<p>Provider</p>
<p>TT Rockstars</p>	<p>Magic Circle</p>

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> Measure</p>	<p>Details</p>
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Our service pupil premium funding last year was used to support our curriculum across the school. Included within this</p> <ul style="list-style-type: none"> - Teacher CPD, with particular focus on subject leadership - Increasing Forest School provision (Key stage one/EYFS) - Mental wellbeing - Music service - TT Rock stars - Edshed resources - Parental engage activities
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The impact on the pupils from the spending was that they receive a refined curriculum, with clear progression of knowledge and skills. This enabled children to achieve highly in their end of year assessments.</p> <p>All children received a well-planned and progressive music curriculum which has been appropriately resourced and taught by a music specialist.</p> <p>Children within EYFS, Year 1 and 2 all received 3 terms across the year of Forest School. This has led to a significant increase of enjoyment at being outdoors and within the children’s knowledge of the environment, fire safety, and managing their own risks.</p>

Key stage 2 children had the opportunity throughout the year to use the Forest School area for a lunch club with their year groups. Whilst in the summer term all military children were invited to cook their lunches on the campfire as a military family.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,000 £3,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching: Ongoing CPD to improve the teaching and provision of phonics, reading and writing.</p>	<p><i>EEF – Tiered approach to teaching</i></p> <p>Ensure all key stage one and Early Years teacher has received training to deliver our RWI phonics teaching. After receiving official training in July 2002, KS lead whole school training for Phonics September 2022</p> <p>84% of pupils passed PSC</p> <p>RWI lead to provide training and support for teaching assistants. Weekly CPD sessions started for all RWI group leaders in September 2022</p>	<p>1</p> <p>2</p> <p>3</p>

	Time out of the classroom for English and RWI lead to monitor teaching and learning of phonics and reading across the whole school. Limited to constraints of staffing and illness	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,000 **£9,572**

Activity	Evidence that supports this approach	Challenge number(s) addressed																									
Pupil Progress meetings track progress of PP: Phonics, Reading and Writing interventions as appropriate.	<p><i>EEF – targeted academic support</i></p> <p>Identify small groups within reading and writing that have/are falling behind ARE.</p> <p>Interventions sessions carried out throughout the year</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5">2021-2022</th> </tr> <tr> <th></th> <th colspan="2">K1 SATs ARE or +</th> <th colspan="2">KS2 SATS – ARE or +</th> </tr> <tr> <th></th> <th>FSM (2 pupils)</th> <th>All other pupils</th> <th>FSM (1 pupil)</th> <th>All other pupils</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>0%</td> <td>71%</td> <td>100%</td> <td>96%</td> </tr> <tr> <td>Reading</td> <td>0%</td> <td>71%</td> <td>100%</td> <td>96%</td> </tr> </tbody> </table>	2021-2022						K1 SATs ARE or +		KS2 SATS – ARE or +			FSM (2 pupils)	All other pupils	FSM (1 pupil)	All other pupils	Maths	0%	71%	100%	96%	Reading	0%	71%	100%	96%	5 1 3
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Maths	0%	71%	100%	96%																							
Reading	0%	71%	100%	96%																							

	<table border="1"> <tr> <td data-bbox="730 193 875 272">Writing</td> <td data-bbox="875 193 1032 272">0%</td> <td data-bbox="1032 193 1200 272">66%</td> <td data-bbox="1200 193 1357 272">0%</td> <td data-bbox="1357 193 1536 272">84%</td> </tr> </table>	Writing	0%	66%	0%	84%	
Writing	0%	66%	0%	84%			
Introduction of Fresh start across KS 2	<p>English Lead out of class to ensure first class interventions are delivered</p> <p><i>EEF – targeted academic support</i></p> <p>High quality daily sessions delivered by trained staff</p> <p>Started March 2022</p>	<p>2</p> <p>3</p>					
Raise profile of Reading for Pleasure	<p>Pupil surveys – On going</p> <p>Change in timetable in KS 2 to include pleasure reading daily (15 mins)</p> <p>Classroom across the school have developed reading areas to reduce the cognitive load when choosing books.</p> <p>Development of school library including new furniture and fixings.</p> <p>Pupils attending our reading cafes – Weekly sessions accessed by the whole school. High attendance throughout the year</p> <p>Purchase of new class novels in KS 2 – A selection of new novels purchased</p>	<p>2</p>					

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

Budgeted cost: £2,500 **£7,602**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fees paid for class trips and residential trips</p>	<p><i>EEF – Outdoor learning shows positive benefits on academic learning and self confidence</i></p> <p>Pupil surveys reflect a greater enjoyments and engagement in school</p> <p>All children able to attend school trips, residential, swimming lessons</p>	<p>4</p>
<p>School uniforms, resources and busses purchased</p> <p>Wrap around care funded where needed</p> <p>Hot school meals provided for those who requested them.</p>	<p>Increase of attendance and self -confidence</p> <p>In regular contact with families regarding school uniform and travel arrangements, especially towards the end of the summer term in preparation for September</p>	<p>4</p>
<p>Trained member of staff for ELSA</p>	<p><i>EEF – Social and Emotional learning impacts on attitudes to learning in school, which increases progress in attainment</i></p> <p>ELSA lead to identify pupils, with support from class teachers, that would benefit from Emotional Literacy support.</p> <p>A consistent program carried out with all identified pupils through out the year.</p>	<p>3</p> <p>4</p>

Total budgeted cost:

£20,500

Total spent September 2021 – September 2022 : £20,849

Externally provided programmes

<i>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</i> Programme	Provider
TT Rockstars	Magic Circle

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our service pupil premium funding last year was used to support and embed our new curriculum across the school. Included within this <ul style="list-style-type: none">- Teacher CPD, with particular focus on subject leadership- New curriculum resources for all subjects- Forest School provision (Key stage one/EYFS)- Mental wellbeing- Music service- TT Rock stars- Edshed resources- Parental engage activities
What was the impact of that spending on service pupil premium eligible pupils?	The impact on the pupils from the spending was that they receive a refined curriculum, with clear progression of knowledge and skills. This enabled children to achieve highly in their end of year assessments.

	<p>Year six children had a high percentage of PP children, and they received a yoga package to support their mental health during a challenging year after COVID.</p>
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To support mental health, well being and socialisation in Key Stage and EYFS, the implantation of a new forest school provision has enabled all children to have a wider experience beyond the classroom.

All children now receive a well planned and progressive music curriculum which has been appropriately resourced.