West Blatchington Primary and Nursery School
Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	West Blatchington Primary and Nursery School
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	48.8%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governing Board
Pupil premium lead	Russell Brentnall, Amy Myers, Alison Colbran
Governor / Trustee lead	Sara Bonavia

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 141439
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	£141439

Part A: Pupil premium strategy plan

Statement of intent

At West Blatchington Primary and Nursery School we are committed to ensuring that we have high expectations for all our pupils irrespective of their background and in doing so we aim to provide a nurturing and supportive learning environment at the heart of our local community: aiming high and nurturing all. Whilst children are at West Blatchington Primary and Nursery School we aim to develop a lifelong love of learning, where we safeguard the emotional wellbeing of the individual child, develop a strong sense of community, working in partnership with parents and carers to remove barriers and challenges faced by disadvantaged children to ensure the best possible outcomes for all children.

Our aim is that all pupils are able to reach and even exceed age related expectations. We will identify the barriers and challenges faced by disadvantaged children and ensure that support offered helps them to succeed. In order for the pupil premium strategy to be successful, our shared vision is that the whole school community:
- Has a love for learning
- Is proud to be part of the community
- Has ambition
- Believe everyone has a part to play
- Work together in a safe, happy and nurturing environment
- Embrace every opportunity
- Recognise and respect individual needs
- Value, trust and support one another

Challenges

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

Challenge number	Detail of challenge
1-Outcomes	**Parental engagement**- All teachers are committed to engage parents from disadvantaged backgrounds to engage with reading, home learning and community involvement. **Poor understanding of language and communication skills** leading to a high proportion of pupils with Speech, Language and Communication Needs

	High percentage of pupils with multiple vulnerabilities including SEND need (30%), English as an Additional Language (30%) and other disadvantages leading to low attainment and/or slow progress over time in reading, writing and/or maths due to specific needs **Phonics acquisition,** exacerbated by Covid closure. The school was broadly in line with national in 2019 with 81% passing the screening, this was the same as the previous year. Although this improves in Year 2, we are ambitious that all of our children that leave KS1, have a strong grasp of decoding when reading unfamiliar words. Our current spelling programme is now linked directly with the phonics programme that we are using, and as such, we would expect spelling to be stronger once we start to use a consistent SSP. **Development of reading fluency and recall of non-decodable words** supported by an SSP with age-appropriate reading materials that develop a love of reading. **Number sense and maths fluency of core number facts-** Delivering the 'Number sense programme' for EYFS/KS1 and year 3 consistently across classes.
2-SEND	**High percentage of SEND children in the school:** the proportion of children on SEN support or an EHCP compared to national figures are exceptionally high (22.0% - 52 children SEN support vs 14.1% national and 14.4% EHCP- 34 children v 3.0% national). This is compounded by the fact that we are a one form entry and have a disproportionate number of pupils with SEND in each class.
3-Attendance	**Pupils' persistent absence:** this impacts on consistent academic access. Persistent absence continue to be an area of development for pupil premium children.
4-Pastoral	**Safeguarding pupils:** high proportion of the school are on the safeguarding caseload with 4.5% of pupils on a statutory plan. Those on a statutory plan are our most vulnerable children from a social and emotional perspective and have a number of other vulnerabilities within their social network. **High proportion of pupils on behaviour framework for SEMH needs** currently at 4%. A range of social and emotional needs leading to issues such as transition into school; disengagement from the school curriculum; friendship issues; low self-esteem and anxiety. **Lack of opportunities outside school** means that pupils have limited experiences due to a lack of extra income in some families which prevents full engagement with school life e.g. uniform, school residential, trips and clubs

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
To ensure high quality teaching across the school consistently meets a wide range of complex needs in every class, enabling accelerated progress	100% of all teaching staff are graded as at least 'good' through triangulation and monitoring. The percentage of disadvantaged pupils working at ARE and AAR and the rate of progress to increase through the use of targeted interventions.
To improve the Fluency and stamina in Maths and English for vulnerable groups	100% of pupils attending LSA led maths interventions achieve their personalised targets. 100% of pupils attending teacher led English intervention achieve their personalised targets. 100% of triangulation identifies the teaching of core skills taught throughout the school is 'good' or better.
To develop pupil's understanding of language and communication skills.	100% of pupils achieve their speech and language intervention targets. 100% of classrooms show vocabulary rich washing lines including the use of stem sentences and generalisations and the use of the Word Wall. 100% of planning and teaching shows an increased opportunity for discussion and the promotion of developing oracy skills. 100% of pupils attending BEE club achieve their targets set by the Boxall profiles.
To develop a robust attendance strategy where all stakeholders are involved and accountable, to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	100% of PP children achieve at least 96% attendance by the end of the academic year.
To ensure children have access to a range of extra-curricular experiences and money is not a barrier to this.	Monitoring of clubs and events shows that there is at least 50% of engagement from PP children. 50% of pupils attending residentials are from disadvantaged backgrounds.

To ensure all children read with on a regular basis whether at home or at school, enjoy reading and can talk about books and stories that they love.	100% of PP children read with at least 3 times a week either at home or at school. All PP children can talk about their favourite books and stories.

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: £50274

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School Phonics approach using Read, Write Inc Including leadership of phonics through weekly non-contact time for phonics lead for monitoring, CPD and assessment. Regular training provided for LSAs and class teachers.	Phonics is the prime approach to reading. In order to achieve this, resources and training will be organised for all staff as soon as possible post audit with the English Hub. This will ensure consistency across the school from Nursery to Year 6. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Securing Good to Outstanding Teachers Enabling the school to fund highly skilled practitioners (UPS teachers 1, 2 and 3) for very complex cohorts within a one form entry school. Ensuring part time teachers can attend INSETs for training and development	A belief that all can succeed is fundamental to the success of the pupil premium strategy (Blatchford, 2020) The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils (EEF 2020) https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf	1, 2

Subject leader and school improvement development days		
English Teaching Development (PP) • Class teacher received training on Power of Reading. • Class teachers and LSA received inference training. • Subject Leader implements the training through whole school staff development meetings (including INSET days) • Monitoring, supporting teachers and reviewing the impact of Power of Reading to identify ways forward.	The Power of Reading is the Centre for Literacy in Primary Education's (CLPE) proven resource and training programme which uses quality children's literature and creative teaching approaches to support schools to develop a high quality literacy curriculum and foster a whole school love of reading and writing.	**1, 2**
A love of Reading • Inspiring children to read by ensuring there is a well- stocked and organised library system organised by a librarian. • Investment in books across the school. • Half termly book prize rewards for each class that the children select. • Engaging whole school displays and investment book corners to excite pupils. • Reading diaries	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Research has found that reading storybooks to children is one of the **most important activities for developing the knowledge required for eventual success in reading**. ... In addition, reading to children also stimulates them to read books themselves and further develop their cognitive skills (Canoy et al., 2006) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf Teachers to be readers and model this - to be knowledgeable about children's literature https://www.researchgate.net/publication/227717974_Teachers_as_readers_Building_communities_of_readers	**1, 2, 4**
Dyslexia screening • Dyslexia screening to be completed by a trained member of staff that knows the pupils well. • Teaching strategy suggestions and recommendations provided via written report to accelerate the progress of SEND pupils.	Screening by a known member of staff provides more accurate results in comparison to using an outside agency. Providing teachers with wave 1 strategies to accelerate these pupils will improve the outcomes of the most vulnerable learners.	**1, 2**

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

Budgeted cost: £ 37708

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality Teacher led Literacy Intervention for KS2 • Small group targeted English groups (following the literacy session taught in class) working on personalised targets and learning styles. • Reading and oracy interventions • Conferencing around individual targets • Developing the teaching of spelling and improving the progress.	The main reasons why small group teacher led interventions are successful include: develops confidence; increases participation from more reluctant learners; allows learning to be personalised; a greater opportunity for a VAK approach; boosts critical thinking skills; develops learning behaviours further; improves oracy skills and enables regular, precise and individual feedback to be given. Feedback appears to be more effective when it is specific, highlights how and why something is correct or incorrect and compares the work to students' previous attempts (Higgins et al., 2017). Feedback is most likely to be beneficial if used sparingly and for challenging or conceptual tasks, where delayed feedback is beneficial (see Soderstrom & Bjork, 2013).	**1, 2**
Maths LSA (Grade C) led Same and Next Day Intervention in years 2. • Enables pupils to receive follow up support in a timely manner. • There will be regular children attending these but there is flexibility depending on the need for the day's lesson. • Pre-teaching. • Targeted fluency support e.g. timetables.	Many well-established learning hubs including the National Centre for Excellence in the Teaching of Mathematics (NCETM) support the implementation of Same Day Intervention as a strategy to raise progress. The aim is that misconceptions are "nipped in the bud" at the point where they occur. More deep-rooted difficulties should be addressed through a structured intervention programme which provides pupils with additional learning opportunities.	**1, 2**

Maths LSAs (Grade B) Success@artithme-tic intervention Number Sense and 'Close your eyes and you can see it'. • Enables KS2 children to develop their maths fluency skills and understanding of number for the four operations. • Regular training for the LSAs • Targeted support on children's gaps.	Over 13,000 pupils in Years 3 to 11 have been supported by Success@Arithmetic in 2,000 schools. • They made an average Number Age gain of **14.5 months in 4 months** – over 3 times the expected progress. • **91% of them showed more confidence and interest** in learning mathematics in class after Success@Arithmetic.	
RWI Reading Intervention led by LSA for Year 2 • To use regular RWI assessments to identify children with complex reading needs. • To provide targeted sessions including phonics teaching to accelerate reading and close gaps.	Reading fluency aids comprehension and develops automaticity and reduces cognitive load. Over 1000 pupils have now taken part in the KS2 Reading Fluency Project. On average, in just 8 weeks, pupils have made 2 years and 3 months' progress in reading comprehension age*. *As measured by the YARC assessment tool. Data reviewed by Institute for Effective Education. https://the-iee.org.uk/what-we-do/innovation-evaluation-grants/reading-fluency/ http://timrasinski.com/presentations/article_why_fluency_shd_be_hot__rt_may_2012.pdf	**1, 2**
RWI: Fresh Start for Y5 • To use regular RWI assessments to identify children with complex reading needs. • To provide targeted sessions including phonics teaching to accelerate reading and close gaps.	Being able to read is the biggest factor in determining access to all other subjects. This catch-up programme ensures that gaps in reading and spelling make a difference to all children.	**1, 2**
Speech and Language Intervention for identified SEND pupils. 1: 1 or small group intervention using speech therapist intervention plan and materials provided.	EEF: The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	**1, 2**

	The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts. https://speechandlanguage.info/	
EMAS support package • Support provided from reception to Year 6 dependent on need. • Weekly 1:1 bi-lingual support provided in class to facilitate learning. • Specific targets identified and worked on using EAL steps criteria or national curriculum descriptors. • Pre-teaching. • Fluency spelling, reading and writing skills.	Jim Cummins: Language power and pedagogy (2000) Vygotsky (1978) reminds us that learning happens through interaction and dialogue with a more-expert other. Paulin Gibbons (2012): Scaffolding language, Scaffolding learning: teaching second language learners in the mainstream classroom. EMAS specialist teachers work to the pedagogy and evidence based five key principles for learning language across the curriculum: language and concepts are organised in disciplines; scaffold language to support learning; prioritise vocabulary; talk before writing; learning is collaborative.	**1, 2**

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

Budgeted cost: £ £ 53457

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Support Welfare Manager (full time)employed to manage the safeguarding caseload and work alongside SENCo to ensure improved outcomes for children with multiple vulnerabilities: • Monitor and respond to welfare concerns • Attend multi-agency meetings including network meetings, core groups,	Internal case studies demonstrate that meetings to discuss and address issues can make a significant difference as can securing external agency support for them. Internal data supports the schools emphasis on the need to provide early help to families who are needing over and above what universal services can provide. Those families who are receiving early help support, have a number of organisations who make up the team around the family	**2, 4**

looked after children meetings, previously looked after children meetings, case conferences; strategy meetings	Internal tracking of the safeguarding caseload illustrates a significant reduction in the number of children requiring a child protection plan due to the high investment in early help support with the Welfare Manager taking the lead. (see monthly safeguarding caseload review between 2016-2021)
• Manage a complex caseload of pupils who are on a statutory plan but are also requiring a single agency response from an academic, pastoral and wellbeing perspective to ensure safeguarding remains robust.	
• Onward referrals/consultation requests with external organisations such as BHISS; Educational Psychologist; Seaside view	
• Liaison with organisations where English is not the first language to enable all families to be able to understand the support available to them	
• Take the role of designated safeguarding lead for the school	
• co-ordinate and complete the annual safeguarding audit and regularly review the associated action plan	
• Take the role as Attendance Lead for the school, in partnership with the SLT	
• prepare paperwork and attend meetings in relation to Children Missing Education; Behaviour and Attendance	
• Take the lead in ensuring all pupils on a reduced timetable are appropriately safeguarding and policy and procedures are followed.	
• to report to the SLT and FGB at the relevant meetings	

Play Therapist Play Therapist (1.5 days) help children to make sense of difficult life experiences, or complex psychological issues through play. This involves: • supporting key children who are experiencing difficulties with their social and emotional wellbeing which is impacting on their learning and development in the classroom • to support and encourage pupil voice in the area of social and emotional wellbeing • to co-ordinate and respond to referrals from the staff team • to communicate with parents and carers • to promote social and emotional wellbeing across the school • to evaluate impact of interventions using qualitative and quantative data, including pupil, staff, parent/carer voice • to provide reports to the SLT and FGB relating to impact of play therapy for individuals and as part of a wider SEMH strategy for the school	How Play Therapy can support children's mental health & emotional wellbeing report states: m Established in 2000, Play Therapy UK are the largest and most progressive organisation governing therapeutic play and play therapy in the United Kingdom. Their latest research shows that between 74% and 83% of children receiving play therapy, delivered to PTUK/PTI standards, show a positive change. The more severe the problems the greater percentage of positive change (74% for those with slight/moderate problems, 83% for those with severe problems). Age also has an effect on improvement: the younger the child the greater the percentage positive change: 80% at age 6 - 71% at age 12.	**1,4**
Targeting absences and persistent absentees through Attendance rewards and admin • Daily tracking of attendance through Arbor and School Information Management System (SIMS)	EEF - 'increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.' Having a dedicated person for attendance ensures that good communication and relationships are developed quickly - particularly for the most vulnerable. Early support can be given asap.	**1, 3**

• Fortnightly screening by attendance lead and relevant letters sent to parent/carer. Benchmark is 94.4% • Parents/ carers supported to attend support meeting for when attendance is 92% and below. • Fortnightly targets are set within ASM these are reviewed and parents are informed via letter. • Information sharing with class teachers and key stage leads following each fortnightly screening • Fortnightly pupil voice via School Council • Tracking of all pupils accessing off site provision • Attendance newsletter articles to report class attendance data: class teachers • Individual rewards given to classes where there has been 100% attendance in that week. • Weekly class attendance trophy • Termly attendance rewards for consistently high attendance and improved attendance. • Termly link meetings with access to education team and termly link meeting with attendance governor. • Safe guarding audit carried out annually and action plan reviewed termly: section on attendance		**1, 4**
Behaviour support through strong nurture provision that meets the complex	Children who attended a Nurture Group had a significant chance of improving their learning skills (Gerrard, 2005), including language and literacy skills (Hosie, 2013) and their academic attainment improved, even over the course of just one year (Sloan et al 2016, Reynolds et al	**1, 4**

SEMH needs of the children on the behaviour framework and other vulnerable pupils: • BEE group: Blatchington Environmental Enrichment • Nurture breakfast club	2009); https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Support to attend clubs including breakfast club and after school clubs	Children can attend clubs and feel part of the whole school community and offer up other options, especially if they do not access these through parental support/ability to access. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	**4**
Strategic planning of the Pupil Premium spends • Devising the strategy of expenditure. • Triangulation the monitoring and impact. • Leadership time for key leads including Finance Manager, Head Teacher, Assistant Head, SENDCo and Welfare Manager.	https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability	**1, 2 , 3, 4**
Inclusion Support Welfare Manager (full time)employed to manage the safeguarding caseload and work alongside SENCo to ensure improved outcomes for children with multiple vulnerabilities: • Monitor and respond to welfare concerns • Attend multi-agency meetings including network meetings, core groups,	Internal case studies demonstrate that meetings to discuss and address issues can make a significant difference as can securing external agency support for them. Internal data supports the schools emphasis on the need to provide early help to families who are needing over and above what universal services can provide. Those families who are receiving early help support, have a number of organisations who make up the team around the family Internal tracking of the safeguarding caseload illustrates a significant reduction in the number of children requiring a child protection plan due to the high investment in early help support	**2, 4**

looked after children meetings, previously looked after children meetings, case conferences; strategy meetings • Manage a complex caseload of pupils who are on a statutory plan but are also requiring a single agency response from an academic, pastoral and wellbeing perspective to ensure safeguarding remains robust. • Onward referrals/consultation requests with external organisations such as BHISS; Educational Psychologist; Seaside view • Liaison with organisations where English is not the first language to enable all families to be able to understand the support available to them • Take the role of designated safeguarding lead for the school • co-ordinate and complete the annual safeguarding audit and regularly review the associated action plan • Take the role as Attendance Lead for the school, in partnership with the SLT • prepare paperwork and attend meetings in relation to Children Missing Education; Behaviour and Attendance • Take the lead in ensuring all pupils on a reduced timetable are appropriately safeguarding and policy and procedures are followed. • to report to the SLT and FGB at the relevant meetings	with the Welfare Manager taking the lead. (see monthly safeguarding caseload review between 2016-2021)	

Play Therapist Play Therapist (1.5 days) help children to make sense of difficult life experiences, or complex psychological issues through play. This involves: • supporting key children who are experiencing difficulties with their social and emotional wellbeing which is impacting on their learning and development in the classroom • to support and encourage pupil voice in the area of social and emotional wellbeing • to co-ordinate and respond to referrals from the staff team • to communicate with parents and carers • to promote social and emotional wellbeing across the school • to evaluate impact of interventions using qualitative and quantative data, including pupil, staff, parent/carer voice • to provide reports to the SLT and FGB relating to impact of play therapy for individuals and as part of a wider SEMH strategy for the school	How Play Therapy can support children's mental health & emotional wellbeing report states: m Established in 2000, Play Therapy UK are the largest and most progressive organisation governing therapeutic play and play therapy in the United Kingdom. Their latest research shows that between 74% and 83% of children receiving play therapy, delivered to PTUK/PTI standards, show a positive change. The more severe the problems the greater percentage of positive change (74% for those with slight/moderate problems, 83% for those with severe problems). Age also has an effect on improvement: the younger the child the greater the percentage positive change: 80% at age 6 - 71% at age 12.	**1,4**
Targeting absences and persistent absentees through Attendance rewards and admin • Daily tracking of attendance through Arbor and School Information Management System (SIMS)	EEF - 'increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.' Having a dedicated person for attendance ensures that good communication and relationships are developed quickly - particularly for the most vulnerable. Early support can be given asap.	**1, 3**

• Fortnightly screening by attendance lead and relevant letters sent to parent/carer. Benchmark is 94.4% • Parents/ carers supported to attend support meeting for when attendance is 92% and below. • Fortnightly targets are set within ASM these are reviewed and parents are informed via letter. • Information sharing with class teachers and key stage leads following each fortnightly screening • Fortnightly pupil voice via School Council • Tracking of all pupils accessing off site provision • Attendance newsletter articles to report class attendance data: class teachers • Individual rewards given to classes where there has been 100% attendance in that week. • Weekly class attendance trophy • Termly attendance rewards for consistently high attendance and improved attendance. • Termly link meetings with access to education team and termly link meeting with attendance governor. • Safe guarding audit carried out annually and action plan reviewed termly: section on attendance		

Total budgeted cost: £ 141,439

Part B: Review of outcomes in the previous academic year

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	Review
To ensure high quality teaching across the school consistently meets a wide range of complex needs in every class, enabling accelerated progress	100% of all teaching staff are graded as at least 'good' through triangulation and monitoring. The percentage of disadvantaged pupils working at ARE and GDS and the rate of progress to increase	At the end of July, 100% of all teaching staff are graded as at least 'good' through triangulation and monitoring. The percentage of disadvantaged pupils working at ARE and GDS and the rate of progress to increase
To improve the Fluency and stamina in Maths and English for vulnerable groups	100% of pupils attending LSA led maths interventions achieve their personalised targets. 100% of pupils attending teacher led English intervention achieve their personalised targets. 100% of triangulation identifies the teaching of core skills taught throughout the school is 'good' or better.	100% of pupils attending LSA led maths interventions achieve their personalised targets. 100% of pupils attending teacher led English intervention achieve their personalised targets. 100% of triangulation identifies the teaching of core skills taught throughout the school is 'good' or better.
To develop pupil's understanding of language and communication skills.	100% of pupils achieve their speech and language intervention targets. 100% of classrooms show vocabulary rich washing lines including the use of stem sentences and generalisations and the use of the Word Wall. 100% of pupils attending BEE club achieve their targets set by the Boxall profiles.	Reviews show 100% of pupils achieve their speech and language intervention targets. Monitoring shows 100% of classrooms show vocabulary rich washing lines including the use of stem sentences and generalisations and the use of the Word Wall. 100% of pupils attending BEE club achieve their targets set by the Boxall profiles.
To develop a robust attendance strategy where all stakeholders are involved and accountable, to ensure the attendance of pupils in receipt of pupil premium is in	100% of PP children achieve at least 96% attendance by the end of the academic year.	100% of PP children achieve at least 96% attendance by the end of the academic year.

line with those of peers, reducing the proportion classed as persistent absentees.		
To ensure children have access to a range of extra-curricular experiences and money is not a barrier to this.	Monitoring of clubs and events shows that there is at least 50% of engagement from PP children. 35% of pupils attending residentials are from disadvantaged backgrounds.	Monitoring of clubs and events shows that there is at least 43% of engagement from PP children.
To ensure all children are read with on a regular basis whether at home or at school, enjoy reading and can talk about books and stories that they love.	100% of PP children are read with at least 3 times a week either at home or at school. All PP children can talk about their favourite books and stories.	100% of PP children are read with at least 3 times a week either at home or at school. All PP children can talk about their favourite books and stories. *Progress has been made in this area but remains a focus for 2024-25.*

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

We have a pupil premium tracker that identifies individual children. This is used in pupil progress meetings so that we can identify what the barriers are to children's learning. It shows that the issues are wide and varied and different for different children. This information is gathered and used, alongside whole school monitoring and whole school trends, to look at what the focus for PP children needs to be. This information is then gathered together by the Pupil Premium lead and used to form whole school policy.