

Walton CEVC Primary School

'Every Child, Every Chance, Every Day'

Primary Pupil Premium Strategy Statement+



This statement details our school's use of pupil premium 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	Walton CEVC Primary School.
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2024-2027 (3 Year Plan)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Body
Pupil Premium Lead	Kate Tidmarsh
Governor Lead	David Hatrey (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Allocated March 2024 based on Census in October 2023 (£1445 per eligible pupil)	£51060 (2025-2026)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5000 (2024-2025)
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	£ 56060

Part A: Pupil premium strategy plan

Statement of intent

At Walton CEVC we are determined to provide a high quality of education for all our pupils regardless of ability or background to ensure they achieve their potential through high quality teaching, an inspirational and inclusive curriculum and focused pastoral support. We will use this funding to ensure that we understand and meet the needs of all the pupils, but in particular the pupils who are eligible for the Pupil Premium Grant.

We acknowledge, however, that the educational outcomes for children eligible for Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant. With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in both the core areas of Mathematics and English as well as in other areas of their education, including health and wellbeing. We know that high expectations and inclusive teaching are essential. Therefore our classrooms must provide appropriate challenge and support building on trusting and positive relationships.

We will use this grant to ensure that we deliver equality in our curriculum and widen life experiences of our disadvantaged pupils as well as safeguard them by providing social and emotional interventions and programmes.

Challenges

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

Challenge number	Detail of challenge
1	Speech, Language and Communication skills on entry to school can be lower for pupil premium pupils than their peers. This can slow phonic and reading development.
2	A lower starting point in social, emotional and personal development for some pupil premium pupils in comparison to their peers in Year R, can slow academic achievement, as focus initially needs to be on listening, sharing and co-operating skills to ensure a child is ready to learn.
3	Lower attendance rates for some pupil premium pupils in comparison to their peers can affect their attainment and progress rates across all curriculum areas. A few of our disadvantaged pupils have low attendance and are consistently late. This means that they often miss the opportunity to settle and meet and greet their teacher with their peers. They also miss the early morning activities including morning maths, times tables practice and/or phonics input and reading.

4	Across the school a few of our pupil premium pupils are not making the same rates of progress compared to their non-pupil premium peers. This can be due to their lower starting points, low engagement in school, lack of reading fluency and comprehension, poor retrieval skills to remember key number facts and /or lack of fine and gross motor skills which affects handwriting. Being exposed to high quality texts is also a concern that we wish to address with all children.
5	More complex behaviour needs for a very small group of pupil premium pupils can have a detrimental effect on the rate of their academic progress and attainment in comparison to their peers. These pupils can find it difficult to form positive relationships with others and lack the behaviour for learning strategies.
6	Home Learning support for some pupil premium pupils is inconsistent as households are time pressured, educationally less confident and/or do not value homework therefore limiting their children's opportunities to do additional work to consolidate their in school learning tasks.
7	Financial constraints for some families could preclude pupil premium pupils from experiencing activities outside of school that can enrich learning at school.

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>Quality First Teaching (QFT) For all teachers and support staff to know and develop an in-depth knowledge of our PP pupils and use high quality teaching strategies to adapt lessons to ensure these pupils achieve well.</p>	<ul style="list-style-type: none"> • Staff know their PP pupils, their barriers to learning and recognise their strengths using this to plan accordingly and appropriately. • Keep a track of the children's provision. • Challenge more able children to ensure Greater depth is achieved at the end of KS2 in RWM. • Staff have high expectations for all children. • Swift identification of pupils who are falling behind in learning. • Through regular tracking of progress and monitoring the effectiveness of interventions and class based strategies to ensure identified pupils are making at least good progress. • Staff CPD on delivering and implementing high quality teaching to support all learners this will be monitored regularly through learning walks and book scrutiny. • Subject leaders to ensure children are being supported and challenged in individual subject s they lead during Subject leader time. • Specific interventions will be planned and delivered to narrow gaps and ensure pupils keep up. These need to be personalised to pupil's needs and swiftly implemented to ensure gaps are closed in line with national expectations. Where possible interventions are delivered by experienced teachers and support staff in small groups or 1:1.

<p>QFT To improve the achievement and attainment of Pupil Premium pupils in phonics and reading.</p> <p>To increase the number of PP pupils who achieve Age Related Expectation (ARE) or better (GDS) in Reading at end of KS1 & KS2 and Phonics Screening Check in Yr 1.</p>	<ul style="list-style-type: none"> • A clear synthetic phonics program will be consistently taught across Key Stage 1 and into KS2 for those pupils who need additional phonics teaching. • Training will be given to new staff and internal coaching support where needed. • Purchase of new RWI books to support the teaching and refresh any books which have signs of wear and tear. • Interventions will give pupils the opportunities to practice and over learn their phonics to support their phonic recall. • Regular assessment and monitoring of phonics will track pupils' progress. • Accelerated Reader will support pupils who have completed the Read, Write Inc. program to fluently read appropriate texts that support and challenge their reading progress and understanding. • Improvement in comprehension test scores will be compared at measured points throughout the year. Regular AR quizzes taken with scores closely monitored. • Additional reading opportunities will be given daily in school with wide variety of books in each class that support learning and foster reading independence across all Foundation subjects. • Encourage more reading for pleasure with a new Library facility – to be planned and hopefully implemented in 2026-2027 with Somerset Council support.
<p>Pupil Attainment To improve the achievement and attainment for PP pupils in Writing with a specific focus on GPS in KS1 and KS2.</p> <p>To increase the number of PP pupils who achieve Age Related Expectation (ARE) or better (GDS) in Writing/GPS at end of KS1 & KS2</p>	<ul style="list-style-type: none"> • Implementation of two year rolling writing curriculum that focuses on precision teaching of all genres of non-fiction writing, narrative writing and poetry for all pupils ensuring progression of skills in grammar and punctuation as well as writing for different purposes and audiences. Additional support for PP pupils as appropriate and necessary to close attainment gap between PP and non-PP pupils. • Purchase Literacy Tree as a programme to support pupil attainment and support the language development across genres. • Ensure more children are achieving Greater Depth in RWM at the end of KS2 through targeted support and challenge. High quality resources purchased for these children. • Improvement in attainment and progress will be measured through spelling tests, regular writing assessments, verbal feedback and intervention groups for spelling as needed. • Implement a school wide handwriting scheme. • Involve Somerset Inclusivity team to support with staff CPD on mixed age planning.
<p>Pupil Attainment To improve the achievement and attainment for PP pupils in Mathematics with a specific</p>	<ul style="list-style-type: none"> • Number Sense used consistently for teaching fluency in KS1 to support the development of number in EYFS and KS1. • TTRS used at home to support the teaching of times tables in KS2. TTRS Tournaments and Success Certificates to

<p>focus on rapid recall of number facts and times tables to improve fluency, problem solving and reasoning.</p> <p>To increase the number of PP pupils who achieve Age Related Expectation (ARE) or better (GDS) in Mathematics</p>	<p>raise profile of learning key facts and applying them in Mathematics.</p> <ul style="list-style-type: none"> • Improvement in attainment and progress measured through end of unit assessments. • Increase the number of children achieving 25/25 in the MTC in June. • Intervention Groups used as appropriate with start and end points measured with comparisons made between PP and non-PP pupils.
<p>Curriculum</p> <p>To develop an inspiring, inclusive, broad and balanced curriculum with a clear intention to support all pupils in knowing more and remembering more through development of skills, knowledge, understanding and vocabulary. This approach will aim to engage fully PP pupils in learning, to ensure they achieve and make progress across all curriculum areas in line with their non-PP peers.</p>	<ul style="list-style-type: none"> • Whole School two year rolling curriculum implemented and designed to engage and motivate all learners. • Access to high quality texts and schemes for Quality First Teaching to support learners. High Quality Schemes of learning purchased – Kapow, Literacy tree, Twinkl, Charanga, White Rose Maths, Jigsaw. • Each subject area has a clear Intent, Implementation and Impact outline, updated regularly by Subject Leaders. • Teachers plan, implement and evaluate different activities and recording methods, including IT to capture pupil’s knowledge, skills and understanding to enable all pupils to have ‘hands on’ experiences. • The curriculum will be enhanced by a range of different experiences including school trips, visitors to school, forest school and Subject Specific Weeks e.g Arts Week, Science Week. • Wider learning opportunities including community links e.g. leading church services, Wellbeing Ambassadors organising Happy Cafes, singing at church coffee mornings, Nativity and KS2 Musical productions, County Dancing, Sports Leagues.
<p>Personal Development</p> <p>To ensure that social, emotional and behavioural barriers to learning are reduced.</p>	<ul style="list-style-type: none"> • Staff to develop effective relationships with pupils that build on the school’s Christian vision and values. • A clear positive behaviour policy is implemented and delivered by all. • Staff will teach strategies to enable pupils to become independent, determined, resilient, determined and responsible learners. • Use of School Council (Years 2-6), House Captains (Year 6), Playground Buddies (Year 6) and Wellbeing Ambassadors (Year 6) to foster a sense of responsibility, pride, and sense of community across the whole school. PP pupils to have representation in these groups. • Targeted interventions and effective support ensure that barriers to learning are overcome through the use of targeted ELSA support, high quality Speech and Language programmes and tailored 1:1 support. • Use of PFSA that fosters positive academic achievement alongside emotional wellbeing by providing good communication lines between home and school.

	<ul style="list-style-type: none"> • Progress reports sent home in Autumn and Spring terms, including attendance, to support communications with home and school. • Parent information given out at the first September Parents evening to highlight key areas of learning to support links with home.
<p>Personal Development To closely monitor and improve in attendance patterns for specific PP pupils.</p>	<ul style="list-style-type: none"> • Clear process is in place for supporting vulnerable families/PP pupil families with strategies for improvement in attendance and punctuality. The use of ELSAs, SENCo and PFSA to support with this. • Termly analysis of Pupil attendance across the whole school with particular groups of pupils highlighted including PP pupils and SEND etc. Report to Governors to monitor and evaluate. • Attendance for specific PP pupils is improved to at least national expectation by the end of the academic year. • CPD for staff delivering ELSA to ensure best practice and latest resources being used.
<p>Cultural Capital To offer a range of opportunities to increase cultural capital to PP pupils who have limited experiences due to financial constraints.</p>	<ul style="list-style-type: none"> • PP pupils are able to access residential trip and educational off-site visits. • PP pupils also participate fully in sporting, music and arts activities. • Access to homework support in the school day where this is challenging at home. • PP pupils have access to uniform through pre-loved or funded uniform to ensure a sense of community and belonging.

Activity in this academic year

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

Teaching

Budgeted cost: £ 34827

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring all pupils receive quality first teaching. This will be done through</p> <ol style="list-style-type: none"> 1. CPD impacts quality first teaching 2. Whole school systems that ensure a consistent approach to Teaching and Learning 3. Ensure children are actively engaged in lessons building in meta-cognition. 4. English and Maths leaders will provide effective CPD to ensure there is clear progression across the curriculum. Monitor carefully the progress of all pupils especially those who are eligible for PP Grant funding. 5. Invest in high quality texts and schemes to support the teaching of subjects. 6. Invest in a Library area to promote the love of reading and books. 	<p>Ensuring an effective teacher is in front of every class, that every teacher is supported to keep improving, is a vital key to a successful school and should be a top priority for pupil premium spending.</p> <p><u>Improving Literacy in Key Stage 2 EEF</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 4</p>
<p>Focus on vocabulary in all subjects when planning, implementing and assessing impact of learning.</p>	<p>Evidence suggests that communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p><u>Communication and Language Approaches EEF</u> https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	<p>1, 4</p>
<p>Full time Teaching Assistant Support across the school to address children's misconceptions and specific learning needs providing high quality interventions to ensure all pupils make good progress from their starting points. Targeted support will be given to PP pupils' learning.</p>	<p>Evidence suggests that pupil premium pupils were the most affected by the school closures that is why it is important to have high quality support to address pupils' gaps in learning and allow them to catch up with their non PP peers.</p>	<p>1, 4</p>

	<p>It is also suggested that interventions when working alongside high quality teaching are part of an effective pupil premium strategy.</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.</p> <p><u>Special Educational Needs in Mainstream Schools EEF</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p><u>Making the Best Use of Teaching Assistants EEF</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
<p>CPD for Staff focused on behaviour.</p>	<p>We will also be working providing in-house and outside agency led effective CPD to ensure the behaviour systems are consistently applied and staff understand more complex behaviours and use different strategies appropriate to the child's needs and the impact it has on others.</p> <p>The evidence suggests that approaches such as improving teachers' and support staffs' behaviour management and pupils' cognitive and social skills are effective.</p> <p><u>Behaviour Interventions EEF</u> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>2,5</p>

<p>Continuing to develop a culture of reading for pleasure and ensure that all PP pupils are exposed to a range of high quality reading texts through our reading and writing curriculums.</p>	<p>Evidence suggests that children who read for pleasure is the single most indicator of a child's future success (OECD, 2002) and there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011).</p> <p><u>Reading Communities: why, what and how? - Open University</u></p> <p>https://www.open.edu/openlearn/education-development/language-literacy-and-literature-hub/reading-communities-why-what-and-how</p>	<p>1,4</p>
<p>Ensuring our pupils in all groups have access to effective IT to access online learning platforms to improve access to the curriculum.</p>	<p><u>Special Educational Needs in Mainstream Schools EEF</u></p> <p>Evidence suggests that IT can improve the impact of learning for pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1,4,7</p>
<p>Improving writing across the whole school with particular focus on GPS. Linking the development of writing with other curriculum areas, support PP pupils with this priority.</p>	<p><u>EEF Improving Writing in KS1 and KS2 Summary of Recommendations</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Literacy Tree</p>	<p>1, 4</p>

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

Budgeted cost: £ 9200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language and Communication interaction using trained support staff to deliver interventions such as Speech and Language 'Talk Boost' Programme in KS1.</p>	<p>Oral language interventions emphasise the importance of spoken and verbal interaction in the classroom. Comprehension and reading skills benefit from explicit discussion. 'Talk Boost' Groups to be delivered by specifically trained KS1 support staff.</p> <p>Studies of communication and language approaches consistently show positive benefits for younger children's learning, including their spoken language skills, for their expressive vocabulary and their early reading skills.</p> <p><u>EEF Communication and Language Approaches</u> https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2, 5</p>
<p>Pre-teaching and post teaching interventions and strategies to ensure pupils are catching up and gaining greater confidence in their learning.</p>	<p>Evidence suggests that small group and 1:1 interventions can be a powerful tool although they must be used carefully to ensure maximum effectiveness.</p> <p><u>Special Educational Needs in Mainstream Schools</u> <u>EEF</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>4</p>
<p>Reading Interventions linked to Read Write Inc. Phonics program in KS2 e.g. Fresh Start and 1:1 daily reading.</p>	<p>High Quality tailored interventions meet the specific needs of the pupils. Reading Interventions will be delivered by trained and experience teachers and support staff to ensure PPG pupils have secure phonics and comprehension knowledge. Daily Reading to ensure all PPG pupils not heard daily at home are heard in school.</p> <p><u>EEF Phonics Teaching</u> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>3, 4</p>

<p>Targeted Spelling Interventions. Training of staff in use of Spelling Detectives interventions. Purchase of spelling resources to supplement current spelling scheme used and R,W, Inc. Phonics.</p>	<p>High Quality tailored interventions meet the specific needs of the pupils. Interventions will be delivered by trained and experienced teachers and support staff to ensure PPG pupils have secure phonics and spelling and vocabulary knowledge</p> <p>EEF Phonics Teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>4</p>
<p>Targeted Maths Interventions focusing on Number. Training of staff in use of Number Sense and Number Detectives interventions.</p>	<p>High Quality tailored interventions meet the specific needs of the pupils. Interventions will be delivered by trained and experience teachers and support staff to ensure PPG pupils have secure knowledge of number bonds in KS1 and in Year 3 & Year 4 secure knowledge of multiplication facts.</p> <p>EEF Improving Mathematics in EY & KS1 and KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>3, 4</p>
<p>Focused Feedback PPG pupils</p>	<p>1:1 feedback and discussion on their individual learning for PPG pupils with teacher in addition to regular class feedback (termly).</p> <p>EEF Teaching and Learning Toolkit: Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>2, 4</p>
<p>Weekly session of Therapy Dog for specific PP pupils focusing on individuals emotional, social, mental health and wellbeing needs.</p>	<p>Evidence suggests that there is a link between pupil health and wellbeing and attainment. Promoting this in schools has a positive impact on all pupils. The greater the health and wellbeing, the better academically and better the behaviour.</p> <p>EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2, 5</p>

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing daily ELSA sessions for specific pupils focusing on their emotional health and wellbeing that will support their social interaction and behaviour.</p>	<p>Evidence suggests that there is a link between pupil health and wellbeing and attainment. Promoting this in schools has a positive impact on all pupils. The greater the health and wellbeing, the better academically and better the behaviour.</p> <p><u>EEF Social and Emotional Learning</u> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p><u>EEF Improving Behaviour in Schools</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p><u>Public Health England- The link between Pupil Health and Wellbeing and Attainment</u></p>	<p>2, 3, 5</p>
<p>Plan a range of parent engagement activities including Reading/Phonics workshops, Consultation Evenings and Pupil led open afternoons. Developing high quality Homework tasks.</p>	<p>Providing a range of high quality home task opportunities for pupils to further and consolidate their learning and to close gaps between PP pupils and non-PP pupils. PP Pupils unable to access this at home are given opportunity to do tasks with support staff in school.</p> <p><u>Working with Parents to support Children's Learning</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>6</p>
<p>Arts Enrichment across the whole school PPG pupils will form part of the school Arts Council enabling them to participate in fully funded visits such as art exhibitions.</p> <p>Music Lessons to learn an instrument with Louise Palmer</p>	<p>Providing effective arts educational promotes well-being and sense of self-worth as well as giving opportunities for developing wider curriculum skills and knowledge.</p> <p>Full Participation in Arts Week (Architecture & Interior Design Jan 2024 / Music and Dance Art Festival Planned for June 2025)</p> <p><u>EEF Arts Participation</u> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2, 7</p>

<p>Residential Trips partially funded for PPG pupils</p> <p>Purchase of School Hoody to participate in residential.</p>	<p>There is limited evidence that this high cost strategy has big impact but it is important that the expense of residential trips does not exclude PPG pupils from taking part.</p> <p><u>EEF Outdoor Adventure Learning</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>7</p>
<p>Any issues with attendance are addressed rapidly through support from School Leaders, ELSAs, PFSA and other intervention services as appropriate.</p>	<p>Regular and rigorous monitoring of attendance across the school, particularly with PPG pupils. Non-attendance addressed rapidly and support given to families as appropriate.</p> <p><u>EEF Improving Attendance</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	<p>3</p>

Total budgeted cost: £ 56060

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

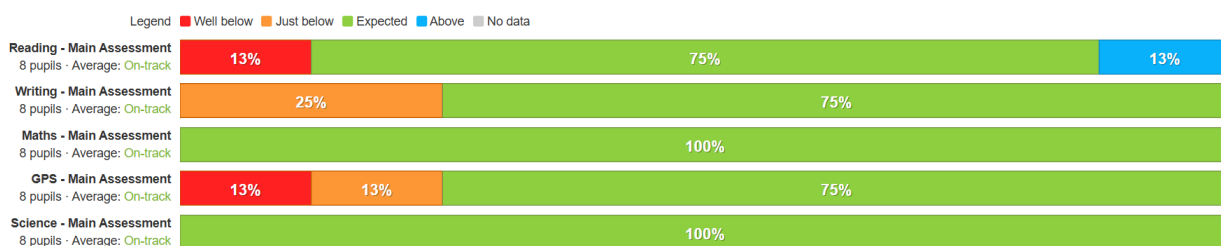
- Targeted timetabled support from teaching assistants in KS1 and KS2. This was to provide focused interventions in phonics, writing and mathematics to targeted PPG pupils

Pupil Data

Y6 2025

Attainment Overview for Pupils who are disadvantaged, in Year 6 - 2024-2025 Summer

Print



YR

Attainment Overview for Pupils who are disadvantaged, in Reception - 2024-2025 Summer

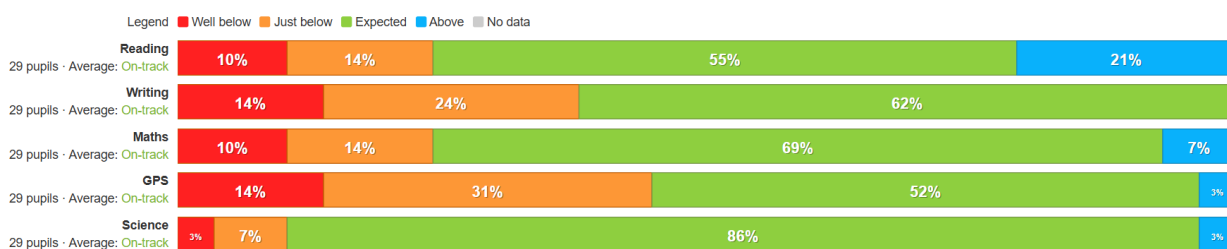
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Y1-6

Attainment Overview for Pupils who are disadvantaged, in Years 1-6 - 2024-2025 Summer - Main Assessment

Print



Activities	Evaluation
ELSA Provision for five afternoons a week across the whole school to further develop emotional health and well-being.	PPG pupils were provided with emotional support and counselling strategies to deal with anxiety and stresses and consequently any behavioural issues were addressed,

	particularly friendships and behaviours for learning during 2023-2024
Financial support for residential visit.	No Year 6 PPG pupil missed out on the Residential Trip or any class trips that took place.
Additional basic needs for PPG funded pupils and their families were supported	The school continued to work with PP families to ensure that food vouchers were easily accessible, the food bank accessed and that other needs were supported as much as we could. Mental health and wellbeing of children (and adults) continued to be a priority throughout 2024-2025. The PFSA supported three families throughout the academic year. All these families were eligible for Pupil Premium Funding Grant.
Arts Enrichment for developing Health and Wellbeing and promotion of achievement in all curriculum areas. PPG pupils will form part of the school Arts Council enabling them to attend Arts After School Club and participate in fully funded visits such as art exhibitions.	Pupil Premium children all participated during the Arts Week in June. They undertook a variety of Arts projects including working with Professional Artists and Designers. PPG pupils also represented the school at Music workshops and Concerts, took lead roles in the KS2 Musical Production and were part of the Arts Council as well as Wellbeing Ambassadors and House Captains.

Externally provided programmes

Programme	Provider
Read, Write Inc.	Ruth Miskin
Accelerated Reader	Renaissance
White Rose Maths	White Rose Hub
Charanga	Charanga
Kapow	Kapow
Number Sense	Number Sense Maths

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service children are prioritised for emotional support when they need it and resources are purchased and used for pupils to access either in class or through ELSA support. This support will be given in a timely way and enables the child to feel secure and safe with strategies to cope if their parent is absent through service duty.
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

All plans focus on Health and Well-Being, Routines, Relationships and developing further all skills in Reading, Writing and Mathematics for all pupils, including PPG pupils. All linked into the School Improvement Priorities of 2024-2025 and will continue into 2025-2026.