

# Pupil premium strategy statement – Battling Brook

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	591
Proportion (%) of pupil premium eligible pupils	17.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Lisa Mathie (Head Teacher)
Pupil premium lead	Robert Dadley
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,225
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£14,210
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£152,435

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining. We aim to accelerate progress in Reading, Writing and Maths to 'diminish the difference' so that the disadvantaged group achieve in line with the National 'Others' group. We will consider the challenges faced by all vulnerable pupils, regardless of whether they are classed as disadvantaged or not and the activity we have outlined in this statement is intended to support their needs.

We aim to ensure that Teaching and Learning meets the needs of ALL pupils; to remove or reduce the barriers to learning. Therefore, high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school based tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure ALL pupils, including the disadvantaged, are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which ALL staff take responsibility for ALL pupils' outcomes, including the disadvantaged, and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest <b>children's 'learning skills'</b> (metacognition and self-regulated learning) are underdeveloped which inhibits their ability to recognise how they learn best and how to challenge themselves.
2	Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language skills and vocabulary</b> gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	<p>External assessments from 2017 -2019 indicate that <b>Maths progress and attainment among disadvantaged pupils</b> is significantly below that of non-disadvantaged pupils and other disadvantaged pupils (national) at KS2</p> <p>Many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>(It also important to note that approximately 1/3 of Pupils in receipt of PP funding are on the SEND register for cognition and learning)</p>
4	<p>Internal and external (2017-2019) assessments indicate <b>that progress and attainment in Writing</b> among disadvantaged pupils is significantly below that of non-disadvantaged pupils at KS2</p> <p>Many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>(It also important to note that approximately 1/3 of Pupils in receipt of PP funding are on the SEND register for cognition and learning)</p>
5	Our assessments, observations and discussions with pupils and families have identified <b>social and emotional issues</b> for many pupils and for a variety of reasons. These challenges particularly affect disadvantaged pupils, including their readiness for learning and therefore attainment. Teacher referrals for support (ELSA, counsellor, nurture groups, other professionals) have markedly increased during the pandemic. Approximately 55 pupils (18 of whom are disadvantaged) currently require additional support with social and emotional needs, all of whom will receive 1:1 or small group interventions throughout the year.
6	Our observations and discussions with pupils and families have identified reduced access to <b>wider enrichment activities</b> , even more so during the pandemic, a lack of opportunities for learning at home, difficulties accessing extra-curricular clubs/activities and access to uniform.

## 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
Improved/effective use of metacognitive strategies	Assessments and observations show that pupils are able to monitor, direct and review their own learning. They think about their own learning more explicitly. Talking about how they learn and themselves as learners is part of everyday classroom culture.
Improved oracy and use of vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Improved attainment in Maths for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes in 2024/25 show that ALL (non-SEN) disadvantaged pupils met the expected standard.
Improved attainment in Writing for disadvantaged pupils at the end of KS2.	KS2 Writing outcomes in 2024/25 show that ALL (non-SEN) disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• consistent and high engagement in lessons (readiness for learning)</li> <li>• fewer referrals to pastoral support team</li> </ul> <p>significant positive impact on progress and attainment data at KS2</p>
To achieve and sustain greater opportunities for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Increased engagement in home learning activities</li> </ul> <p>All children consistently wearing complete school uniform, including PE kit.</p>

## 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: £ 11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training on 'The Learning Power Approach'	<p>There is a large body of international evidence that shows, when properly embedded, these approaches are powerful levers for boosting learning. These strategies can be worth the equivalent of an additional +7 months' progress when used well.</p> <p><a href="#">Metacognition and self-regulated learning EEF Guidance Report</a></p> <p><a href="#">Metacognition and self-regulated learning EEF Toolkit</a></p> <p><a href="#">The Learning Power Approach: Guy Claxton</a></p>	1, 2, 3, 4
Whole school training on 'Botheredness' and developing an engaging curriculum (Hywel Roberts)	<p>Research and practice based ideas for how the curriculum can be adapted to "develop wisdom in children – the capacity to think, to apply knowledge, to empathise, to weigh up evidence, to consider consequences and to make informed choices."</p> <p><a href="#">Book: 'Uncharted Territories' by Hywel Roberts and Debra Kidd</a></p> <p><a href="#">Book: 'Oops! Helping Children Learn Accidentally'</a></p> <p><a href="#">Hywel Roberts: TES</a></p>	1, 2, 3, 4, 5
<p>Maths is made a priority on the BBPIP (School Improvement Plan) for each Phase as a key area for development.</p> <p>Release time for Maths subject leader</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p><a href="#">NCETM Mastery Materials</a></p>	2,3

to monitor and evaluate as well as peer and group planning surgeries.	<a href="#">EEF Guidance Report Maths EYFS KS1</a> <a href="#">EEF Guidance Report Maths KS2</a>	
<p>Writing is made a priority on the BBPIP (School Improvement Plan) for each Phase as a key area for development.</p> <p>Release time for Writing subject leader to monitor and evaluate as well as peer and group planning surgeries.</p> <p>Staff training on teaching writing (drafting process)</p>	<p>There is extensive evidence for the impact of teaching writing composition strategies: <a href="#">EEF Guidance Report Literacy KS2</a></p>	2, 4

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

Budgeted cost: £ 99,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistent use of targeted reading, writing and maths interventions in each Phase:</p> <p>EYFS/KS1 – Read, Write Inc. Phonics, Number Stars</p> <p>LKS2 – Moving Reading and Writing On, Gaps in Maths/Rapid Maths</p> <p>UKS2 – Read, Write Inc. Fresh Start, Gaps in Maths/Rapid Maths</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">EEF Toolkit: Teaching Assistant Interventions</a> <a href="#">EEF Guidance Report: Teaching Assistants</a></p>	1, 2, 4
All staff to use online programme 'Eedi' to	Evidence shows that assessment and feedback that moves learning	3, 4

<p>ensure a consistent approach to AfL in Maths (with particular focus on reasoning)</p> <p>Embed use of 'Spelling Shed' and 'Timestables Rockstars' across all year groups to increase engagement with learning spellings and timetables (online technology enables pupils to receive instant feedback and provides formative assessment information for teachers to move learning forward)</p>	<p>forward is effective in raising attainment:</p> <p><a href="#">EEF Guidance Report: Feedback to improve learning</a></p> <p><a href="#">EEF Toolkit: Feedback</a></p>	
<p>In – school Maths Working Party (6 members of staff) investigating a range of Maths Tutoring Programmes to provide a blend of online and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attaining.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3

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

Budgeted cost: £ 41,316

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of 2 ELSAs, a trained counsellor and	There is extensive evidence associating childhood social and	5

<p>the pastoral team to deliver social and emotional learning interventions to targeted individuals/groups of pupils: Before school nurture group, lunchtime nurture group, timetabled intervention groups throughout the school day.</p> <p>2 more ELSAs trained to deliver social and emotional learning interventions to targeted individuals/groups of pupils:</p> <p>Continued investment in 'Jigsaw' PSHE scheme resources.</p>	<p>emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Toolkit: Social and emotional learning</a></p> <p><a href="#">EEF Guidance Report: Improving social and emotional skills</a></p> <p><a href="#">EEF Toolkit: Behaviour interventions</a></p>	
<p>Provide Homework club to support those children who have less opportunity for learning at home</p>	<p><a href="#">EEF Toolkit: Homework</a></p>	<p>6</p>
<p>Trip subsidy for all pupils</p> <p>Subsidy for wider enrichment opportunities and uniform</p> <p>Extra-Curricular lead to identify PP for clubs etc. and invite first.</p>	<p>Evidence suggests that young people who have the opportunity to learn through and about culture are better equipped to achieve across the curriculum, and to take responsibility for their own learning. Attendance, attitude and wellbeing are all improved by engagement with culture.</p> <p><a href="#">Cultural Learning Alliance</a></p>	<p>6</p>

**Total budgeted cost: £ 152,435**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Data headlines

#### EYFS

##### Good Level of Development

**70.0%** of your school's Disadvantaged cohort achieved a good level of development, **7 pupils** out of 10.

This is **0.1%** higher than the **national Non-Disadvantaged** cohort at **69.9%**.

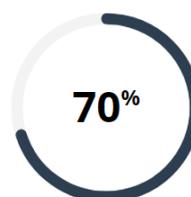
The Disadvantaged pupil(s) in your school are in **percentile 25** for **EYFS good level of development** when compared to other schools.

*Due to changes to the EYFSP framework this year, trend data will not be available until 2023*

##### GAP TO:

National: Non-Disadvantaged	+0.1%
National: Disadvantaged	+17.9%
School: Non-Disadvantaged	+1.5%

##### SCHOOL: VALUE



#### KS1

##### RWM Expected Standard

**60.0%** of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **6 pupils** out of 10.

This is **1.0%** lower than the **national Non-Disadvantaged** cohort at **61.0%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 38.9%** from **-39.9%** in 2021/22, to **-1.0%** in 2022/23.

Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **increased by 41.8%** from **18.2%** in 2021/22, to **60.0%** in 2022/23.

The Disadvantaged pupil(s) in your school are in **percentile 17** for **Reading, Writing & Maths Expected Standard** when compared to other schools.

##### GAP TO:

National: Non-Disadvantaged	-1.0%
National: Disadvantaged	+19.8%
School: Non-Disadvantaged	+7.3%

##### SCHOOL: VALUE



## Maths Expected Standard

70.0% of your school's Disadvantaged cohort achieved the expected standard in Maths, 7 pupils out of 10.

This is 5.0% lower than the national Non-Disadvantaged cohort at 75.0%.

Your school's gap to Non-Disadvantaged pupils nationally has improved by 39.9% from -44.9% in 2021/22, to -5.0% in 2022/23.

Your Disadvantaged cohort's Maths Expected Standard has increased by 42.7% from 27.3% in 2021/22, to 70.0% in 2022/23.

The Disadvantaged pupil(s) in your school are in percentile 27 for Maths Expected Standard when compared to other schools.

### GAP TO:

National: Non-Disadvantaged	-5.0%
National: Disadvantaged	+14.2%
School: Non-Disadvantaged	+3.8%

### SCHOOL: VALUE



## Writing Expected Standard

60.0% of your school's Disadvantaged cohort achieved the expected standard in Writing, 6 pupils out of 10.

This is 5.0% lower than the national Non-Disadvantaged cohort at 65.0%.

Your school's gap to Non-Disadvantaged pupils nationally has improved by 39.2% from -44.2% in 2021/22, to -5.0% in 2022/23.

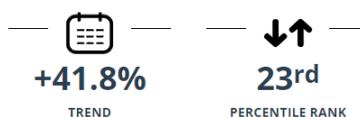
Your Disadvantaged cohort's Writing Expected Standard has increased by 41.8% from 18.2% in 2021/22, to 60.0% in 2022/23.

The Disadvantaged pupil(s) in your school are in percentile 23 for Writing Expected Standard when compared to other schools.

### GAP TO:

National: Non-Disadvantaged	-5.0%
National: Disadvantaged	+15.6%
School: Non-Disadvantaged	-2.2%

### SCHOOL: VALUE



## KS2

### RWM Expected Standard

42.9% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 9 pupils out of 21.

This is 23.0% lower than the national Non-Disadvantaged cohort at 65.9%.

Your school's gap to Non-Disadvantaged pupils nationally has improved by 5.8% from -28.8% in 2021/22, to -23.0% in 2022/23.

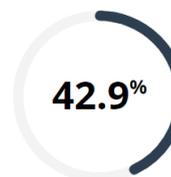
Your Disadvantaged cohort's Reading, Writing & Maths Expected Standard has increased by 6.1% from 36.8% in 2021/22, to 42.9% in 2022/23.

The Disadvantaged pupil(s) in your school are in percentile 51 for Reading, Writing & Maths Expected Standard when compared to other schools.

### GAP TO:

National: Non-Disadvantaged	-23.0%
National: Disadvantaged	-1.1%
School: Non-Disadvantaged	-11.5%

### SCHOOL: VALUE



## Writing Expected Standard

66.7% of your school's Disadvantaged cohort achieved the expected standard in Writing, 14 pupils out of 21.

This is 10.3% lower than the national Non-Disadvantaged cohort at 77.0%.

Your school's gap to Non-Disadvantaged pupils nationally has improved by 17.8% from -28.1% in 2021/22, to -10.3% in 2022/23.

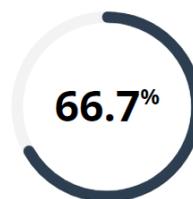
Your Disadvantaged cohort's Writing Expected Standard has increased by 19.3% from 47.4% in 2021/22, to 66.7% in 2022/23.

The Disadvantaged pupil(s) in your school are in percentile 33 for Writing Expected Standard when compared to other schools.

### GAP TO:

National: Non-Disadvantaged	-10.3%
National: Disadvantaged	+8.6%
School: Non-Disadvantaged	-2.4%

### SCHOOL: VALUE



## Maths Expected Standard

47.6% of your school's Disadvantaged cohort achieved the expected standard in Maths, 10 pupils out of 21.

This is 31.2% lower than the national Non-Disadvantaged cohort at 78.8%.

Your school's gap to Non-Disadvantaged pupils nationally has decreased by 0.7% from -30.5% in 2021/22, to -31.2% in 2022/23.

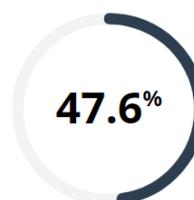
Your Disadvantaged cohort's Maths Expected Standard has increased by 0.2% from 47.4% in 2021/22, to 47.6% in 2022/23.

The Disadvantaged pupil(s) in your school are in percentile 73 for Maths Expected Standard when compared to other schools.

### GAP TO:

National: Non-Disadvantaged	-31.2%
National: Disadvantaged	-11.2%
School: Non-Disadvantaged	-21.5%

### SCHOOL: VALUE



## Challenge 1 – Metacognition and self-regulated learning

- LPA has been refreshed from September 23, with recapping of the fundamentals of it during staff meetings. Staff have kept journals on their learning and have completed short studies before embedding into their daily practice.
- 'Learning muscles' are being referred to and focussed upon in lessons, with class teachers being more aware and deliberate in their focus.
- Leaders have engaged with 'Learning Pioneers' and 'Leadership Mastermind' to further develop their understanding of the LPA by engaging with current research and other colleagues.
- 'Botheredness' CPD with Hywel Roberts. Teachers planned with Hywel to have more of a considered and bothered approach. Some staff got to see

Botheredness in action, observing Hywel delivering lessons using the fundamentals of Botheredness.

- Feedback from teaching staff shows a positive impact on pupils' collaborative learning, engagement ('botherdness') and confidence.

This remains a target for our Pupil Premium Strategy, with a more deliberate focus on the impact for disadvantaged pupils.

### **Challenge 2 – Oral language skills and vocabulary**

This continues to be an area of weakness for many of our pupils. Children entering FS demonstrate poor oral language skills and narrow vocabulary on entry.

- Sentence stems are on display and used across the curriculum and opportunities for high quality talk, with and modelled by the class teacher are built in to lessons.
- Speech and language interventions are run successfully across the school for those pupils who need them and the identification/assessment process in school is efficient.
- Foundation Stage 2 have received 'Talk for Writing' training and have started to use this approach. Staff in FS2 and Year 1 have received training in Drawing Club and this has had a huge impact in developing talk opportunities to support with writing development.
- FS1 are due to receive training in Story Dough which will enhance vocabulary development and oral language skills.
- Now a key priority on the BB PIP across all areas of the curriculum.

### **Next steps**

This remains a target for our Pupil Premium Strategy – Fortnightly CPD will continue for all staff as will fortnightly Learning Pioneers for leaders.

### **Challenge 3 - Maths progress and attainment among disadvantaged pupils**

- Maths is a key priority on the school improvement plan
- Interventions- post-teach/pre-teach in place for disadvantaged pupils not meeting the expected standard in maths (who are not SEN)
- 'Gaps in maths' interventions used to support SEN disadvantaged pupils that are below the expected standard in maths
- Use of TT Rockstars or Numbots (Years 1-6) in all year groups. Upper KS2 use of 'My Maths'. ICT homework club one lunch time a week to help those with difficulties accessing technology at home.
- Additional option of homework club is offered to all pupils during lunchtimes – further investigation into the number of disadvantaged chn who take up the offer is needed, however, class teachers know to target PP chn who NEED this support.

- KS2 using Eedi (Diagnostic Questions) to support AfL,
- Maths leads are attending Maths Hub CPD sessions
- INSETs planned to deliver to staff on maths CPD (subject audit) and the development of fluency lessons around number facts and arithmetic.
- Maths lead has reviewed the calculation policy to ensure it is following a maths mastery approach with clear progression and adherence to the CPA approach.
- Despite the gap narrowing, we are still seeing a considerable gap between Non – Disadvantaged and Disadvantaged groups in KS2 but End of KS1 data suggests that gap will close significantly over the coming years.

### **Next steps**

- investigate alternatives to MyMaths as a lot of the feedback we have received from parents and children is that it isn't representative of how maths is taught in school.
- Investigate alternative intervention to Gaps in Maths following data scrutiny into progress and attainment and consultation with staff delivering.

### **Challenge 4 – Progress and attainment in Writing**

- The drafting process is now consistently used across KS2, with elements being incorporated in Year 2.
- In Year 1, Drawing Club has been introduced to bridge the gap between and build on the strong work around oracy and early writing in FS2. Staff report (as do the children in pupil voice) that attitudes to writing are far more positive and children are writing because they want to rather than feeling they have to.
- TAFs introduced in all year groups (1-6) based on year 2 and year 6 statutory TAFs and the national curriculum. When teachers have done some cross-school moderation within the TELA network, judgements have been supported.
- Writing leads are attending Writing Hub CPD sessions
- Interventions are planned to take place, extra to English lessons, in all year groups throughout the day. These are mostly for pupils with SEN and focus heavily on phonics. Further investigation was planned but is still needed to ensure support is provided for disadvantaged pupils where necessary. Unfortunately, due to staff issues, these interventions have been inconsistent so the impact is difficult to measure.
- The writing team are currently looking at providing children with regular access to scaffolds/prompts/writing tool kits, to allow disadvantaged and SEN children to progress in writing and to encourage more independence.
- Now the drafting process is embedded, leaders are working to further refine the redrafting process to ensure that it is addressing the needs of the class as well as covering year group objectives.
- Staff training has been given and writing lead makes time to ensure any new staff are aware of training and resources to help them. Further CPD is needed for TAs and Cover Supervisors to ensure that there is a consistent approach and message from all adults within school.
- Writing is now taught 'Whole-class' apart from in Year 6 where a qualified teacher leads a small group. This ensures that children have the same writing 'diets' and collaborating and engaging in high quality talk with the class teacher

and their peers. It is still in its infancy however early indications suggest it is having an impact on all groups.

- Data shows significant improvement in attainment and progress across KS1 and KS2.

### **Next steps**

This challenge remains a target for our Pupil Premium Strategy and will focus on the consistent and effective use of interventions, particularly for disadvantaged pupils. Further CPD is required of TAs and Cover Supervisors to ensure absolute consistency.

### **Challenge 5 – Supporting pupils with social and emotional issues**

Social and emotional health and wellbeing continues to be a challenge for many of the pupils of our school following the impact of Covid, where socialising was restricted particularly in our younger children but not excluding some of our older children.

We now have 2 new ELSAs trained to effectively and consistently deliver interventions with our existing ELSA in response to the needs of individual children across the school as and when it is required. It is too early to see the full impact of this as they only received training in October/November. The counsellor we have in school is able to offer consistent support to a regular list of pupils and the impact is positive.

Lunchtime/nurture groups are run successfully and offer pupils a calm space and structure to their free time where it is needed. Equally, the nurture group before school ensures a calm start to the day for those who need it.

The Jigsaw scheme continues to ensure the regular (weekly) and consistent approach to the teaching of PSHE. It has had a positive impact on relationships and behaviour amongst pupils and has improved children's understanding of emotional issues such as bullying and celebrating differences as well as showing a variety of cultures and ways of living. It encourages open discussion and expressing opinions, broadening the minds of the children who often come from a White British, non-diverse upbringing and background.

### **Next steps**

This challenge remains a target for our Pupil Premium Strategy and will need to focus on the consistent and effective use of ELSA interventions and supporting and integrating the new ELSAs into their roles.

### **Challenge 6 – Wider enrichment activities**

Trips and uniform subsidy is vital in supporting families and ensures a positive impact for Disadvantaged children being able to access the same opportunities as other children.

Homework club runs successfully for KS2 and teachers have supported all pupils (including Disadvantaged) to attend should they struggle to complete the work at home.

There are many extra-curricular clubs available at school but very few PP pupils attend (despite funding being available). Consultation with PP families and greater advertisement is planned later this academic year.

### **Next steps**

This challenge remains a target for our Pupil Premium Strategy and will particularly focus on uptake of our PP pupils to the different extra-curricular activities.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
ELSA	Leicestershire Educational Psychology Service

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*