

Pupil premium strategy statement – Westacre Infant School

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	283
Proportion (%) of pupil premium eligible pupils	16.17% (April 2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr Aidan Edmunds (Headteacher)
Pupil premium lead	Mrs Emma Guest (Deputy Headteacher)
Governor / Trustee lead	Mr Ajay Patel (PP Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,930
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>	£2,415
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£71,345

Part A: Pupil premium strategy plan

Statement of intent

“Learning Together, Growing Together”

Our school values are: Friendship, Honesty, Kindness, Teamwork, Perseverance and Respect. Our intention is that all pupils, irrespective of their background, starting points or the challenges they face, make at least good progress and achieve high attainment across all subject areas. Whilst recognising academic achievement, we also value the importance of meeting the needs of your children as individuals. Our priority is to ensure that all of our pupils enjoy school and feel part of something special. We believe that the following Mission Statement represents everyone involved with our school:

“At Westacre Infant School, we provide a caring, nurturing environment, where every child feels happy, safe and valued. We believe each child should enjoy their educational journey and reach their full potential.”

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

We will consider the challenges faced by our vulnerable children, such as those with SEND and those who have a social worker.

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 disadvantaged attainment gap (gov.uk) 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 approach will be responsive to common challenges and individual needs, based on assessment of our pupils and their families, not assumptions about the impact of being disadvantaged. The approaches we have implemented complement each other to help all pupils to excel both academically and as well-rounded individuals. To ensure that our approaches are effective we will:

- Carefully monitor the attainment and progress of all pupils through: on-going assessment for learning, pupil progress meetings, on-going discussions and communication between practitioners and regular moderation
- Ensure that all pupils are appropriately supported and challenged (including those who are disadvantaged)
- Act early to intervene and support appropriately, at the point need is identified

- Regularly review any additional support, interventions or provision offered to pupils
- Regular updates and communication between the Pupil Premium lead in school (Mrs E Guest) and the Pupil Premium Governor (Mr A Patel)
- Regular updates and communication between the Pupil Premium lead in school (Mrs E Guest) and the Headteacher (Mr A Edmunds)
- Pupil Premium lead accessing support and CPD through the Pupil Premium advisor in the local authority (Laura Jude) and by attending termly Pupil Progress Network meetings
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes 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	Some disadvantaged pupils have little or limited support with learning at home. Parental engagement with school, for some parents, is limited.
2	A significant number of disadvantaged pupils also have Special Educational Needs – these additional needs include pupils with autism, ADHD, speech and language difficulties, hearing impairment and cognitive difficulties (including some pupils who show traits of dyslexia).
3	Assessments, observations and discussions indicate that disadvantaged pupils do not perform as well in Phonics, Reading, Writing and Maths as their peers.
4	Our attendance data shows that attendance of disadvantaged pupils is lower than the figure for those who are not disadvantaged. A higher percentage of pupils in receipt of PP have persistent absences compared to Non-PP pupils
5	Some disadvantaged (as well as some non-disadvantaged) pupils have had limited rich and varied experiences outside of school. This also links to knowledge of the world and vocabulary acquisition being limited.
6	Currently we are all feeling the impact of the cost of living crisis. This is particularly impacting on our disadvantaged families as parents are prioritising spending to ensure that essential basics are provided for their children.

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>Increase confidence of parents to support pupils with Reading and Maths at home.</p>	<p>Analysis of parental attendance at workshops and parents' evenings shows an increase over time with the vast majority (90% + of parents attending by 2025/26)</p> <p>As a result, all pupils engage in regular reading at home and children make regular progress through the bookworm read a rainbow home reading scheme. By 2025/26 all pupils will be reading at home with at least 70% of each Reception to Year 2 cohort completing the scheme each year.</p> <p>Parent surveys and discussions at parents' evenings show that the vast majority of parents (95%+) are confident to support their children with maths learning at home. The vast majority of pupils complete Westacre Warm-ups each week and pupils have some pre-learning of concepts, knowledge, skills and vocabulary for units taught in school.</p>
<p>Provide appropriate support and CPD for all teachers (and support staff) to meet the needs of all learners in their classes.</p>	<p>Staff well-being surveys show that teachers have the confidence, expertise, skills and knowledge to provide appropriate learning opportunities, support/scaffolding and challenge for all pupils.</p> <p>Triangulation of data and monitoring evidence that pupils all make at least expected progress and achieve their full potential to meet targets set.</p>
<p>Improve outcomes in Reading, Writing and Maths for PP pupils</p>	<p>Data, pupil progress meetings, book scans and show that the attainment gap between disadvantaged pupils and their peers narrows over time. Disadvantaged pupils are more confident in their learning (evidenced through Pupil Voice discussions) – they make at least expected progress each term (data analysis) and attain their full potential (targets are met).</p>
<p>To achieve and sustain improved attendance for all pupils, particularly those who are disadvantaged.</p>	<p>Sustained high attendance over time by 2026 is demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate being no more than 4% (at least 96% attendance), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be closed • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged

	pupils being no more than 1% higher than their peers
Over their time at Westacre, all pupils have access to a wide range of rich and varied experiences through “Westacre Wonders”. No pupils are excluded from these opportunities due to financial issues.	Analysis of attendance at clubs, trips and visits shows that all pupils in receipt of pupil premium access all clubs, trips and visits offered to them by 2026. Qualitative data from Pupil Voice, parent surveys and teachers observations show high levels of well-being for all pupils (including those who are disadvantaged). Pupils engage fully in activities offered to them and show high levels of enjoyment and interest which inspires their learning.
Children will be equipped with the tools to support the development of their personal, social, health and well-being through the development of emotional literacy and strategies to identify, express and deal with different feelings and emotions.	Observations and assessments in PSHE show that the vast majority of pupils are meeting age-related expectations in terms of the three programmes of study identified by the PSHE Association: Health and Wellbeing, Relationships and Living in the Wider World. Pupil Voice surveys as well as day-to-day observations by leaders and responses to parent surveys tell us that pupils feel happy and safe in school.

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: £20,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the RWI synthetic phonics scheme across school. All children will have daily access to texts matched to their current phonics ability. Book Bag reading books will be sent home linked to current in-class phonics teaching sessions to	DEF states that: <i>“What’s important is that schools take an approach that is rigorous, systematic, used with fidelity.”</i> The Education Endowment Foundation’s ‘Improving Literacy in KS1’ report 2020 states that: <i>‘Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the</i>	1, 2, 3

<p>support children in becoming fluent readers. Reading Leader to continue to regularly monitor the quality and fidelity to RWI provision across school. The Reading Leader will provide weekly coaching and mentoring sessions for all reading teachers (teachers and teaching assistants).</p>	<p><i>curriculum, enabling students to discover and pursue their individual talents and interests.'</i></p> <p>Specifically in relation to phonics teaching the EEF recommend that:</p> <p><i>'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.'</i></p>	
<p>Purchase further and updated RWI texts for reading in Phonics lessons in class and for home reading so that all children have access daily to a range of quality de-codable texts matched to their phonic abilities.</p>	<p><i>'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.'</i> EEF</p> <p><i>"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds"</i> EEF</p>	<p>1, 2, 3</p>
<p>Purchase further books - liked to topics - to enhance provision and promote reading across the curriculum. Promote reading for pleasure through offering a range of texts.</p>	<p>The Education Endowment Foundation's 'Improving Literacy in KS1' report 2020 states that:</p> <p><i>'Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests.'</i></p>	<p>2, 3</p>
<p>The basis for all of our writing activities is through developing communication and</p>	<p>The EEF publication guidance on "Improving Literacy in Key Stage 1" stresses the importance of developing children's oral language. It states that,</p>	<p>2, 3</p>

<p>language and collaborative learning. Following CPD for writing lead teachers from Reception, Year 1 and Year 2 in “Talk for Writing” and Reception teachers training in “Drawing Club” (Early Years Writing Programme), disseminated training in these writing programmes (including “Squiggle While You Wiggle”) will be delivered to all staff. The EYFS and English Leads will closely monitor the implementation of these programmes across school. Leaders will then provide coaching and mentoring for staff through a planned programme of support.</p> <p>In addition, pupils who need additional support will receive this through scaffolding (including appropriately adapted resources and adult support).</p>	<p><i>“Communication and language provide the foundations for learning, thinking, and wellbeing,” and that this should be prioritised.</i></p> <p>Other recommendations include:</p> <p><i>“Teach pupils to use strategies for planning and monitoring their writing.</i></p> <p><i>Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling.”</i></p>	
<p>Facilitate relevant CPD and external support/networking for teaching and support staff working with pupils with additional needs. This includes a significant number of disadvantaged pupils also have Special Educational Needs. CPD will include training of scaffolding strategies to support developing pupils’ independence in learning.</p>	<p>The EEF’s evidence brief on Pupil Premium tells us that:</p> <p><i>‘Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.’</i></p> <p>It goes on to explain that:</p> <p><i>‘Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating</i></p>	

	<p><i>teachers, developing teacher techniques, and embedding practice.'</i></p> <p>And that:</p> <p><i>'Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology'</i></p>	
<p>Facilitate workshops for parents within each year group in Phonics/Reading and Maths.</p>	<p>EEF research into parental engagement found that:</p> <p><i>'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'</i></p> <p>They also state that:</p> <p><i>'Levels of parental engagement are consistently associated with improved academic outcomes.'</i></p>	1, 3
<p>Purchase diagnostic assessments in Maths so that assessments are completed at the end of each block of learning and at the end of each term.</p> <p>Maths lead to provided training for staff to ensure that outcomes from assessments are utilised effectively to impact on future learning and address any gaps for individual pupils within their classes.</p>	<p><i>"When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups."</i></p> <p>(EEF, Diagnostic Assessment, Evidence Insights)</p>	3
<p>Purchase resources to support development of fluency in Maths. Ensure that an element of fluency is part of every Maths session.</p> <p>Provide CPD for staff in how to teach for fluency and ensure that pupils develop a deeper sense of number.</p>	<p><i>"Mathematics plays a key role in a child's development."</i></p> <p>EEF recommends that it is important to develop practitioners' understanding of how children learn mathematics and also that teaching should build on what pupils already know.</p> <p>(Improving Mathematics in the Early Years and Key Stage 1)</p>	3
<p>Purchase access to on-demand White Rose Maths Mastery approach CPD for all</p>	<p><i>"Children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts."</i> NCETM</p>	3

<p>teaching staff. Maths leader to access CPD through the Local Authority focused on calculation and to disseminate this to staff. Maths leader to deliver bespoke support and training, as appropriate.</p>	<p><i>Maths Mastery has a significant, positive impact. The approach is helping teachers develop their knowledge and skills, and children are learning maths more securely.</i> NCETM</p> <p><i>“White Rose Maths On-demand CPD package makes our high quality, research-informed training available to school teams in an instant. Crafted by our expert teachers and delivered in bite-sized chunks, we make learning easy and flexible”</i> White Rose Maths.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £43,042

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that all disadvantaged pupils (including those who are more able) are given quality first teaching through pre-teaching activities delivered by their class teachers to prepare them and give scaffolding for whole class lessons (including appropriate challenge).</p>	<p>Rationale for this approach comes from research from the Pre-teaching Autism hub and Reading Centre: <i>‘Pre-teaching is a strategy that involves teaching students concepts or skills prior to a lesson or subject ... Pre-teaching can provide students with more knowledge and confidence when approaching a new topic. This can help to increase engagement and reduce frustration.’</i></p> <p>The Education Endowment Foundation also promotes the use of and effectiveness of small group and 1:1 teaching and recommends this in supporting the aims of the Tutoring Programme. <i>‘Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.’</i></p> <p>In an action research study into working with vulnerable children in 2018 Ruth Trundle found that:</p> <p><i>‘Pre-teaching was most effective when run by the class teacher: This was the main finding in terms of the success of pre-teaching. The children and class teacher have a shared experience, which gives them a shared understanding and common references</i></p>	<p>1, 2, 3</p>

	<i>that they take into the whole-class lesson. There was a sense of the children wanting to work hard in the lesson because they had been given the extra small group time with the teacher..... This had an impact on participation.'</i>	
Track pupils working below age-related expectations and Reading Leader to facilitate tailored workshops for parents of these children, providing information how they can support their children further with phonics learning at home.	<i>'Levels of parental engagement are consistently associated with improved academic outcomes' (EEF)</i> Recommendations from EEF research asks us to: <i>'Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions'</i>	1, 2, 3
Through regular RWI assessment, identify children who require further support and provided this through 1:1 fast track teaching and small group interventions in additional phonics/reading.	In the EEFs recommendations on targeted academic support we are advised that: <i>'Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.'</i>	2, 3

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

Budgeted cost: £7,866

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide free milk daily for disadvantaged pupils.	Providing milk ensures that children have an importance source of valuable nutrition.	6
Provide free places on trips and experiences for disadvantaged pupils. Offer a range of after school club activities over the year with free places for all children in Reception and KS1.	<i>'Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning.'</i> (EEF PP guidance)	3, 5, 6
Develop and embed a range of strategies to	<i>'Covid has potentially reversed a decade of progress in closing the</i>	3, 4

<p>raise the profile of the importance of regular attendance to school, including reward systems in school and communication with parents.</p> <p>Senior Leaders to closely monitor and track attendance of all pupils weekly to identify pupils whose attendance is of concern and to offer support to pupils of families that may be experiencing difficulties.</p>	<p><i>attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic.’ (EEF guide to Pupil Premium)</i></p> <p>Attendance data shows that our disadvantaged pupils have a higher absence rate than their peers (% compared to % for all children). Also a higher percentage of pupils in receipt of PP have persistent absences compared to Non-PP pupils.</p> <p>Improving attendance for all pupils will impact on learning outcomes, but particularly those who are disadvantaged.</p> <p>EEF research found that: <i>‘There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.’</i></p>	
<p>Continue to embed the Jigsaw PSHE programme across school. As well as a structured progressive and spiritual/mindfulness PSHE programme, this scheme impacts positively on pupil’s well-being and provides opportunities for pupils to express themselves in a safe and comfortable learning environment with their peers and teacher.</p>	<p><i>‘Jigsaw PSHE perfectly connects the pieces of Personal, Social, Health and Well-Being Education.</i></p> <p><i>The programme teaches children and young people emotional literacy, social- and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner. Jigsaw gives children and young people the tools to have the best possible life.</i></p> <p><i>The programme equips them for happier and healthier lives, giving them agency to make their way through the world.’ (Jigsaw PSHE website)</i></p>	5

Total budgeted cost: £71,333

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Investment in phonics CPD, phonics resources across school, coaching for all phonics teachers and fast track intervention has resulted in significantly improved outcomes in the phonics screening check this year, with 83.3% of the Year 1 cohort meeting the standard in the phonics screening check.

Our data analysis and outcomes in Summer 2023 evidence that teaching priorities for the year to facilitate at least expected progress for all pupils and to narrow the gap between disadvantaged and non-disadvantaged pupils has been successful for some pupils.

10 pupils out of the 49 pupils in receipt of this funding were identified as having additional needs.

4/16 of the pupils in Year 2, in receipt of PP, were identified having additional needs.

5/ 22 of the pupils in Year 1, in receipt of PP, were identified as having additional needs.

1/11 of the pupils in Reception, in receipt of PP, were identified having additional needs.

6/10 (60%) of the Reception PP pupils, who are not SEN, achieved a GLD.

13/17 (76.5%) of the Year 1 PP pupils, who are not SEN, met the phonics screening threshold.

6/12 (50%) of Year 2 PP pupils, who are not SEN, achieved at least expected standard in Reading.

5/12 (42%) of Year 2 PP pupils, who are not SEN, achieved at least expected standard in Writing.

7/12 (58%) of Year 2 PP pupils, who are not SEN, achieved at least expected standard in Maths.

Outcomes July 2023

Reception

75% of all Reception pupils achieved a Good Level of Development (GLD). This is 7.7% higher than the National average of 67.3%.

54.5% of our disadvantaged Reception pupils achieved a Good Level of Development (GLD), compared to 78.3% of non-disadvantaged pupils. Compared to the National disadvantaged cohort (with 52.1% achieving GLD) our disadvantaged pupils performed better (2.4% higher GLD). Our disadvantaged in-school gap of 23.8% is wider than the National gap of 17.8%.

Narrowing the Gap in EYFS - % of pupils achieving a GLD

Disadvantaged Pupils at Westacre	All Other Pupils in Wolverhampton LA	All Other Pupils Nationally
54.5%	66.0%	69.9%
	(Gap 11.5%)	Gap (15.4%)

Phonics Outcomes

83.3% of all Year 1 pupils achieved the expected standard in Phonics, 13.3% higher than last year and 5% higher than the National average of 78.3%.

86.5% of our end of KS1 cohort achieved the expected standard in Phonics. 8.1% higher than the National average of 78.4%.

60.9% of disadvantaged Year 1 pupils achieved the expected standard in Phonics, compared to 38% in 2021-22 (an uplift of 22.9%). There is a gap of 30.1% compared to non-disadvantaged pupils. This has narrowed by 7.9% compared to last year.

Narrowing the Gap in Year 1 Phonics- % of pupils meeting the expected standard

Disadvantaged Pupils at Westacre	All Other Pupils in Wolverhampton LA	All Other Pupils Nationally
60.9%	82.6%	82.2%
	(Gap -21.7% compared to a gap of -43.3% in 2021-22)	(Gap -21.3% compared to a gap of -43.4% in 2021-22)

End of KS1 Outcomes

Reading

67.8% of all end of KS1 pupils achieved the expected standard in Reading, broadly in line with the National average of 68.3%.

37.5% of disadvantaged pupils at the end of KS1 achieved the expected standard in Reading, an in-school gap of 36.8% compared to non-disadvantaged pupils.

Writing

56.7% of all end of KS1 pupils achieved the expected standard in Writing, 3.5% lower than the National average of 60.2%

31.3% of disadvantaged pupils at the end of KS1 achieved the expected standard in Writing, an in-school gap of 30.9% compared to non-disadvantaged pupils.

Maths

63.3% of all end of KS1 pupils achieved the expected standard in Maths, 7.2% lower than the National average of 70.5%

43.8% of disadvantaged pupils at the end of KS1 achieved the expected standard in Maths, an in-school gap of 23.8% compared to non-disadvantaged pupils.

	Disadvantaged Pupils at Westacre % at EXS (GDS in brackets)	All Other Pupils in Wolverhampton LA% at EXS (GDS in brackets)	All Other Pupils Nationally % at EXS (GDS in brackets)
Reading	37.5% (6.3%)	70.9% (20.1%) Gap -33.4% (-13.8%)	72.8% (21.8%) Gap -35.3% (-15.5%)
Writing	31.3% (6.3%)	63.5% (11%) Gap -32.2% (-4.7%)	65.0% (9.7%) Gap -33.7% (-3.4%)
Maths	43.8% (6.3%)	74.1% (19.0%) Gap -30.3% (-12.7%)	75.0% (19.0%) Gap -31.2% (-12.7%)
Combined RWM	25.0% (6.3%)	61.2% (8.9%) Gap -36.2% (-2.6%)	61.0% (7.4%) Gap -36.0% (-1.1%)

Attendance

Whole school attendance for 2022-23 was 93.6%, an increase of 0.3% from 93.3% in 2021-22. Attendance for Pupil Premium pupils was 91.71% and increase of 1.41% compared to 2021-22. The gap between attendance for disadvantaged pupils and their non-disadvantaged peers is -2.27% Attendance will continue to be a focus for our next strategy plan.

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.

Programme	Provider
Jigsaw PSHE	Jigsaw
Purple Mash Computing	2 Simple

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***

A small percentage of our investment in the Jigsaw PSHE programme funded release time for our PSHE lead to further embed and monitor the scheme across school. This programme supported all children, including our one service pupil premium eligible pupil. In addition, this pupil was in receipt of pre-teaching in a small group with their class teacher twice each week (alongside all other pupil premium pupils).

The impact of that spending on service pupil premium eligible pupils

All pupils (including the one pupil eligible to receive service pupil premium) were given the opportunity to engage in structured weekly PSHE sessions with a progressive and spiral scheme of learning. Of particular benefit were the opportunities for open discussions in a safe learning environment with their peers and class teacher on topics including 'Hopes and Dreams, Celebrating Differences', 'Relationships' and 'Changing Me'. In addition, children benefitted from opportunities to reflect on themselves, their learning, their feelings and their relationships using mindfulness techniques. The one pupil eligible for service pupil premium made at least good progress in all areas of the curriculum, met the standard in the phonics screening check and is on track to reach at least age-related expectations in Reading, Writing and Maths at the end of Year 2.

Further information (optional)

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