

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Oakfield Junior School
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	6.11.24
Date on which it will be reviewed	Termly
Statement authorised by	Mrs D. Willemse
Pupil premium lead	Mr J. Treen
Governor / Trustee lead	Mrs A. Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,670
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47,670

Part A: Pupil premium strategy plan

Statement of intent

- At Oakfield Junior, we have high aspirations and ambitions for our pupils and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Oakfield, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.
- We offer support and guidance for parents to further improve their knowledge, understanding and skills linked to their child's development.

Disadvantaged pupil performance for 2023-24

Year 6 Progress

All pupils working with significant SEND needs access small group support led by qualified teachers. The other pupils have received booster intervention from the Year 6 teachers. Two of our pupils with EHCPs did not sit any SATS as they would not have been able to access the papers - both went on to specialist secondary schools.

Child	Maths	Reading	Writing	SPAG
A	Expected <i>Working Towards</i>	Expected <i>Expected</i>	Expected <i>Working Towards</i>	Greater Depth
B	Greater Depth <i>Expected</i>	Expected <i>Working Towards</i>	Expected <i>Working Towards</i>	Expected
C	Greater Depth <i>Working Towards</i>	Expected <i>Expected</i>	Expected <i>Greater Depth</i>	Greater Depth
D	Expected <i>Expected</i>	Working Towards <i>Expected</i>	Expected <i>Expected</i>	Expected
E SEMH	Expected <i>Expected</i>	Greater Depth <i>Expected</i>	Expected <i>Expected</i>	Greater Depth
F SEN	Working Towards <i>Expected</i>	Greater Depth <i>Working Towards</i>	Expected <i>Expected</i>	Expected

G SEN EHCP	Working Towards <i>Working Towards</i>	Greater Depth <i>Working Towards</i>	Working Towards <i>P6</i>	Greater Depth
H SEN EHCP <i>Went to specialist secondary schools.</i>	Working Towards <i>Working Towards</i>	Did not take KS2 SATS paper. <i>P6</i>	Did not take KS2 SATS paper. <i>P6</i>	
I SEN+ SEMH EHCP	Did not take KS2 SATS paper. <i>Working Towards</i>	Did not take KS2 SATS paper. <i>Working Towards</i>	Did not take KS2 SATS paper. <i>P6</i>	
J SEN+ SEMH EHCP <i>Went to specialist secondary schools.</i>	Did not take KS2 SATS paper. <i>Working Towards</i>	Did not take KS2 SATS paper. <i>P6</i>	Did not take KS2 SATS paper. <i>P6</i>	

KEY: RAG

Exceeded progress target	Met progress target	Did not meet progress target.
KS 2 Result in blue <i>KS 1 Result in Red</i>	KS 2 Result in blue <i>KS 1 Result in Red</i>	KS 2 Result in blue <i>KS 1 Result in Red</i>

Teaching priorities for current academic year

Aim	Target	Target date
To further improve rates of progress for pupils that are off track in reading, writing and maths.	To accelerate pupils progress in Maths and English through quality first teaching and bespoke interventions	July 2025

Challenges

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

Challenge number	Detail of challenge
1 Outcomes	Lower attainment and slow progress rates made by pupil premium/disadvantaged pupils. Many of which have additional barriers of SEND. Pupils have gaps and misconceptions and find it difficult to retain/recall prior knowledge. <i>(50% of disadvantaged pupils are on the school SEND register. Nov 24)</i>
2 Wellbeing	Pupils and their families have social & emotional difficulties, including medical and mental health issues. (eg: ELSA, Thrive School family support worker or Home School Link Worker)

	Percentage of Pupil Premium pupils: 34% of all pupils receiving additional SEMH support (Nov 24).
3 Enrichment	Pupils have limited experiences beyond their home life and immediate community.
4 Attendance	Low attendance and persistent absenteeism of PP/disadvantaged pupils. Data over the last year indicates that attendance among disadvantaged pupils has been roughly 2% lower than for non-disadvantaged pupils. <i>Attendance figure for the academic year 23-24 - 89.34%.</i> <i>At the end of Autumn1 2024: Disadvantaged pupils have attendance figure of 87.7%.</i>
5 Safeguarding	Some children are more vulnerable than others - we must now systematically and thoroughly consider the digital dimension in their lives to ensure we can better protect them from online risk.

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><i>At Oakfield Junior, we have high aspirations and ambitions for our pupils and we believe that all learners should be able to reach their full potential.</i></p> <p>Rates of progress for Off Track, SEND and Disadvantaged pupils in Reading & Writing improve. Teaching of reading, writing and phonics/spelling for Pupil Premium pupils is systematic and of high quality. Monitored by Maths, English, SENDCo and PP leaders.</p>	<p><i>Disadvantaged pupils' attainment from previous year has improved resulting in progress gap narrowing</i></p>
<p><i>Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Oakfield, we are determined to provide the support and guidance they need to help them overcome these barriers.</i></p> <p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. To ensure that disadvantage pupils achieve the highest standards in personal development, behaviour, attitude and attendance by providing targeted support.</p>	<p><i>All forms of monitoring; surveys, ELSA and Thrive reports etc., demonstrate that the highest possible standards in personal development, behaviour and attitude are being achieved by pupils.</i></p> <p><i>Attendance</i> <i>Pupils achieve whole school attendance target of 96.5%</i></p> <p><i>Behaviour</i> <i>A decrease in the number of incidents of negative behaviour. (% of negative incidents decreased as evidenced on CPOMS)</i></p> <p><i>Parents report positively on the high levels of support from the ELSAs, Thrive Practitioners, SENDCo, Staff, School Family Support Worker HSLW and PP Lead.</i></p>

<p><i>We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.</i></p> <p><i>In addition to this, we aim to provide pupils with access to a variety of exciting opportunities and a rich and varied curriculum.</i></p> <p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum. Pupils have opportunities for leadership roles within the school.</p>	<p><i>Attendance by disadvantaged pupils:</i></p> <ul style="list-style-type: none"> • Clubs: 100% • School trips: 100% • Residential: 90% <p><i>Pupils have meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society</i></p> <ul style="list-style-type: none"> • Eco-warriors • School Council • Physifun • Sports Crew • Buddies • Techies • School monitors <p><i>Pupils' develop skills beyond just the academic.</i></p>
<p>LAN Centre: To ensure that disadvantage pupils access a bespoke personalised curriculum.</p> <p>To ensure that disadvantage pupils achieve the highest standards in personal development, behaviour, attitude and attendance by providing targeted support.</p>	<p><i>Rates of progress for disadvantaged pupils within the LAN Centre in Reading & Writing & Maths have increased from the previous year. Tracked using small steps progress tracker BSquared</i></p> <p><i>All forms of monitoring, surveys and reports etc., demonstrate that the highest possible standards in personal development, behaviour and attitude are being achieved by disadvantaged pupils within the LAN Centre.</i></p>

Activity in this academic year

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

Targeted academic support

Budgeted cost: £ 31,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>At Oakfield Junior, we have high aspirations and ambitions for our pupils and we believe that all learners should be able to reach their full potential.</i></p> <ul style="list-style-type: none"> • <i>All pupils in receipt of PP funding have access to inclusive quality first teaching which is at least good and in most cases outstanding. All adults are acutely aware of the disadvantaged pupils within their classes and work closely with them</i> 	<p>EEF: Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>1</p>

<p><i>to ensure that they make equal or better progress than their peers.</i></p> <ul style="list-style-type: none"> • <i>High quality additional support is provided in every Maths and English lesson by experienced teachers and/or learning assistants most of which have gained the higher level teaching assistant status</i> • <i>Disadvantaged pupils are prioritised for all interventions. As a school a significant amount of resources are dedicated to providing targeted, high quality and well-structured interventions to these pupils across the whole school. For example, booster sessions lead by class teachers who know their children well in year 6; small group English and Maths sessions lead by specialist teachers in Years 5 & 6; additional support staff are employed Year 3 and 4.</i> • <i>Tried and Tested intervention programmes for English; Read Write Inc., Fresh Start, Mighty Writer and inference support children across the school. The vast majority of these run in the morning before school.</i> • <i>Tried and Tested intervention programmes for Maths; First Class @number and Success @arithmetic support children across the school.</i> • <i>The school has invested in high quality engaging online learning programs to further support and motivate pupils learning at home. E.g. Doodle Learning</i> • <i>LAN Centre teacher employed to allow SENDCo time to monitor and support mainstream SEN pupils.</i> • <i>A significant amount of financial resources are set aside to further improve staff effectiveness. This will further enhance the quality of teaching and learning the school can offer.</i> • <i>A key school priority is to deliberately increase the chances of learning through adaptive teaching</i> • <i>Ensure teaching staff have the pedagogical knowledge, time to plan and implement strategies to deliberately increase the chances of learning through adaptive teaching</i> • <i>-Subject leaders to identify and share subject specific adaptive teaching strategies which must be implemented</i> • <i>-Area/Subject leaders to support staff by providing resources or support to ensure effective adaptive strategies are in place</i> • <i>Inclusive Classroom Practice inset</i> • <i>-Tom Sherrington's Walkthru training materials used with a focus on staff developing their explaining and modelling strategies (one agreed whole school focus per term</i> 	<p>Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p> <p>There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress.</p> <p>Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.</p> <p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Oakfield, we are determined to provide the support and guidance they need to help them overcome these barriers.</p> <p><i>Personal development is exceptional with pupils accessing a wide range of rich and varied experiences.</i></p> <p><i>High quality pastoral support includes: Two ELSAs and two Thrive practitioners employed to work with pupils to ensure they achieve optimal social and emotional development.</i></p> <p><i>Home School Link Worker (HSLW) employed to provide high quality pastoral support for pupils and their families. (Targeted Support)</i></p> <p><i>New LAN Centre teacher employed to allow SENDCo time to monitor mental health provision.</i></p> <p><i>As a school we have worked hard to establish a learning environment which provides safety and security for all pupils. Careful use of resources has allowed the provision of a Thrive room, several rooms for boosters and a sensory room will soon be added. We will be furnishing and equipping our new sensory room to provide support for pupils with emotional and sensory needs.</i></p> <p><i>As a school, we offer support and guidance for parents to further improve their knowledge, understanding and skills linked to their child's development.</i></p> <ul style="list-style-type: none"> • <i>To provide a programme of support and guidance for parents to further improve their knowledge, understanding and skills linked to their child's development</i> -workshops input from outside professionals (supporting children with anxiety workshop lead by Janet Lo, supporting Neurodiverse children workshop lead by Laura Kirby etc.) -weekly drop in sessions lead by school family support worker and SENCo -parents who are supporting pupils with additional needs are signposted to relevant training/support available in newsletters/emails/meetings -subject/area leaders lead workshops ensuring parents have a good understanding of how best to support their children across the curriculum (e.g. maths timetable workshop) - supporting pupils who are struggling to attend school with Elysian therapeutic sessions, and Nudge sessions. 	<p>EEF:</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to pupils and young people even if it does not translate to reading, writing or maths scores.</p> <p>While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>https://educationendowmentfoundation.org.uk/</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>1,2 & 4</p>
<p><i>To further improve school attendance by:</i></p> <ul style="list-style-type: none"> - <i>introducing a number of initiatives e.g. informing parents half termly in planner, at parent consultations, letters, issuing certificates, weekly attendance award</i> - <i>Liaising regularly with inclusion officer and parents of pupils who are classed as persistently absent</i> - <i>Ensuring appropriate support is in place for parents e.g. HSLW, School Family Support Worker and pupils e.g. ELSA, Thrive practitioners applying EBSNA strategies</i> 	<p>Pupils and young people with mental health problems are more likely to miss school – this can be for a variety of reasons. But research has shown a clear link between school absence and academic attainment. Pupils and young people who regularly miss school may also feel more socially isolated as a result.-</p> <p>www.mentallyhealthyschools.org.uk</p>	<p>1 & 4</p>

<p><i>Promote positive mental health and well-being for the whole school community in order to develop everyone's capacity to respond positively to challenges</i></p> <p><i>To provide Mental Health support for pupils in school</i></p> <ul style="list-style-type: none"> -ensure the social, emotional and mental health register is reviewed and updated regularly at least termly -provide accurately identified pupils with appropriate mental health support e.g. Thrive, Calm Club, ELSA, HSLW, Learning space -measure impact of Thrive and ELSA (emotional and social interventions) ensuring pupils are given time to independently apply strategies and further develop their resilience -empower pupils to communicate their feeling and make appropriate choices in specific situations by using zones of regulation and strategies learnt in Thrive and ELSA sessions -train pupils in order for them to be able to provide effective peer support e.g. Well-Being Ambassadors, Peer Mediation -embed pupils resilience through growth mindset activities e.g. assemblies, displays, workshops, curriculum <p><i>Continue to maintain standards of excellence in pupils personal development</i></p> <ul style="list-style-type: none"> -Meet standards as outlined in the new Health Schools Framework e.g. PSHE leader x3 training days -Achieve Gold Well-being Award -Train senior mental health lead -Introduce therapy dog support -Utilize sensory room more fully following training 	<p>Health and educational professionals should be aware that pupils with poor attendance may be experiencing emotional ill health, regardless of absence type. The absence may provide a useful tool to identify those who require additional mental health support. Findings highlight the widespread burden of emotional disorder and the need to support those with emotional ill health in continuing to access education.</p> <p><i>Finning, K., Ford, T., Moore, D.A. et al. Emotional disorder and absence from school: findings from the 2004 British Child and Adolescent Mental Health Survey. Eur Child Adolesc Psychiatry 29, 187–198 (2020). https://doi.org/10.1007/s00787-019-01342-4</i></p>	
<p><i>At Oakfield Junior, we recognise clearly that for our pupils, the Internet and other digital devices already play a huge role in their lives.</i></p> <p><i>While every child and young person's experience of the online world is unique to them, based on research, there are some online risks that disadvantaged children and those with SEND may be more likely to experience</i></p> <p><i>These risks can include:</i></p> <ul style="list-style-type: none"> • <i>Exposure to age inappropriate or distasteful content</i> • <i>Harm from interactions with other people online</i> • <i>Harm from trusting non-credible sources online</i> <p><i>In the past, we have delivered e-safety lessons on a termly basis and through elements of PSHE and our computing lessons. We now feel that to address the growing risks that the online world poses, we must rethink our curriculum.</i></p> <p><i>We aim to support our disadvantaged pupils in the digital world.</i></p> <p><i>We will provide;</i></p> <ul style="list-style-type: none"> -<i>a focus on ensuring that disadvantaged children our focus during e-safety lessons.</i> -<i>computing lead to meet with PP pupils.</i> -<i>organise workshops for the parents of disadvantaged and SEND.</i> 	<p>'The support networks around vulnerable children have not yet caught up with the reliance many of them have on their devices and the connectivity it brings them. Although it is readily accepted that some children and young people are more vulnerable than others we must now systematically and thoroughly consider the digital dimension in their lives to ensure we can better protect them from online risk.'</p> <p><i>Vulnerable Children in a Digital World Adrienne Katz & Dr Aiman El Asam, in partnership with with Internet Matters (2020)</i></p>	5

<p><i>We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.</i></p> <p><i>In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.</i></p> <p><i>To continue to provide well planned, rich experiences within the curriculum, and through extra-curricular activities, including residential & day trips that nurture pupils all round development and support the effective delivery of the curriculum</i></p> <ul style="list-style-type: none"> <i>- ensure clear and timely communication with parents regarding costs</i> <i>-evaluate all extra-curricular activities to ensure: value for money, affordability/access for all, enrichment experience</i> <i>-seek opportunities to sustain school budget yet still support disadvantaged pupils in accessing extra-curricular activities e.g. hardship fund</i> <i>-support disadvantaged and SEND pupils in developing life skills e.g. Cooking Enrichment Sessions</i> <i>-introduce new fund raising activities in each year group to support extra-curricular activities</i> 	<p>Provision of a range of initiatives to extend pupils's experiences see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. Education Endowment Trust Toolkit</p>	<p>3</p>
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Total budgeted cost: £47,670

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our aim: Disadvantaged pupils' attainment from previous year has improved resulting in progress gap narrowing.

End of KS2 data (School Assessment)

Attainment Last 5 years

Year	19 - 20		20 - 21		21 - 22		22-23		23-24	
	Teacher Assessment		Teacher Assessment		Validated		Validated		Validated	
Cohort	8 Pupils (1 SEND)		6 Pupils (0 SEND)		7 Pupils (2 SEND)		11 Pupils (7 SEND including 5 with EHCPs. 5 pupils with SEMH needs)		10 Pupils (5 SEND including 4 with an EHCPs 2 SEND pupils with SEMH needs. And one pupil on our SEMH register)	
	Achieved Age related expectations ARE	Greater Depth	Achieved Age related expectations ARE	Greater Depth	Achieved Age related expectations ARE	Greater Depth	Achieved Age related expectations ARE	Greater Depth	Achieved Age related expectations ARE	Greater Depth
Maths	100	13	89	22	71%	29%	54%	9%	50%	20%
Reading	100	63	67	11	71%	43%	36%	18%	60%	30%
Writing	100	38	78	11	71%	14%	36%	0%	60%	0%

Progress

2024

Year 6 PP (10 pupils) <i>Excludes Lan Centre</i>	End of KS1			End of KS2		
	Working Towards	Age Related Expectations ARE	Greater Depth	Working Towards	Age Related Expectations ARE	Greater Depth
Maths	6	4	0	5	3	2
Reading	6	4	0	4	3	3
Writing	6	3	1	4	6	0

50% met ARE for reading, writing and maths combined. 30% of our pupils made better than expected progress in maths and writing. 40% of our pupils made better than

expected progress in reading. Progress was limited by pupils SEND and SEMH needs and their barriers to learning.

2023

Year 6 PP (6 pupils) <i>Excludes Lan Centre</i>	End of KS1			End of KS2		
	Working Towards	Age Related Expectations ARE	Greater Depth	Working Towards	Age Related Expectations ARE	Greater Depth
Maths	3	5	1	3	5	1
Reading	3	5	1	5	2	2
Writing	3	5	1	5	4	0

36% met ARE for reading, writing and maths combined. 9% of our pupils made better than expected progress on Reading. Progress was limited by pupils SEND and SEMH needs and their barriers to learning.

2022

Year 6 PP (6 pupils) <i>Excludes Lan Centre</i>	End of KS1			End of KS2		
	Working Towards	Age Related Expectations ARE	Greater Depth	Working Towards	Age Related Expectations ARE	Greater Depth
Maths	2	3	1	1	3	2
Reading	1	4	1	1	2	3
Writing	2	3	1	1	4	1

83% met ARE for reading, writing and maths. 33% of our pupils made better than expected progress on Reading and Maths, whilst 17% made better than expected progress in writing.

2021

Year 6 PP (6) <i>Excludes Lan Centre</i> 2 of the 6 pupils also EAL	End of KS1			End of KS2		
	Working Towards	Age Related Expectations ARE	Greater Depth	Working Towards	Age Related Expectations ARE	Greater Depth
Maths	0	6	0	0	6	0
Reading	2	4	0	0	6	0
Writing	3	3	0	1	5	0

The data clearly shows the positive impact of teaching for disadvantaged pupils at Oakfield Junior.

100 % of our pupils met ARE in Reading and Maths. Whilst 83% met ARE for writing. 33% of our pupils made better than expected progress on Reading and Writing.

2020

Year 6 PP (8) <i>Excludes Lan Centre</i> 1 of the 8 Pupils also EAL	End of KS1			End of KS2		
	Working Towards	Age Related Expectations ARE	Greater Depth	Working Towards	Age Related Expectations ARE	Greater Depth
Maths	2	6	0	0	8	0
Reading	0	8	0	0	8	0
Writing	1	7	0	1	7	0

Teacher assessment. School closures due to Covid. Pupils still met expected progress, 25% of pupils made greater than expected progress in maths.

2019

Year 6 PP (8) <i>Excludes Lan Centre</i> 2 SEND Pupils	End of KS1			End of KS2		
	Working Towards	Age Related Expectations ARE	Greater Depth	Working Towards	Age Related Expectations ARE	Greater Depth
Maths	0	6	3	1	6	2
Reading	2	6	1	3	4	2
Writing	1	8	0	2	7	0

Of our two SEND pupils both had complex social and emotional needs which resulted in major barriers to learning.

Further information (optional)

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