

Pupil premium strategy statement – St Hilda’s CE Primary School 2024-25

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	353 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	136 (39%)
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)	2024/25 to 2026/27
Date this statement was published	Dec 2024
Date on which it will be reviewed	Oct 2025
Statement authorised by	Mrs Trish Burton Headteacher
Pupil premium lead	Mrs Asma Khatun Assistant Headteacher
Governor / Trustee lead	Mrs Mel Hmami Pupil Premium Lead Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,500
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£199,500

Part A: Pupil premium strategy plan

Statement of intent

School Context

St Hilda's remains situated in the lowest 10% of the most socially and economically deprived wards in the country (of 7180 wards) in all IMD and IDACI domains on Crime, Employment, Income, Education Skills & Training, and Health. (Oldham Indices of Deprivation 2019).

Despite our FSM6 figures being higher than the local and national averages at 36%, this does not truly begin to reflect the level of need within the school's community. The LSOA in which the school is located is ranked 16th of the 32,844 in England (The English Indices of Deprivation 2019). 70% of all pupils at St Hilda's live in this 10% most deprived LSOA compared to 42% of Oldham Primary School pupils. The IDACI measure for children living in poverty at St Hilda's is 29.5% compared to the Oldham average of 21.2% (LA Datapack 2024). Medium household incomes are ranked in the lowest 1% nationally and the lowest in the Oldham borough (at £14,000). Coldhurst has a low proportion of owner-occupied properties at 39%. The proportion of single parent households is higher than the Oldham average at 35%. 42% of adults have no formal qualifications and only 10% have attended higher education. Coldhurst suffers with higher numbers of adults with limiting long-term ill health and lower life expectancies than the Oldham borough. Crime and anti-social behaviour is 3 times that experienced in the borough (Coldhurst Ward Profile 2019).

Intent

Our ambition at St Hilda's is an all-encompassing desire and aspiration to see all our pupils reach their potential and aid their future success and chances of social mobility despite the challenges of their socio-economic position, presented in the data above. Our internal data indicates that the receipt of pupil premium is not a clear determinant of potential outcomes. A case in point is when - disadvantaged children outperformed our non-disadvantaged children at KS2 in 2022 but not so in 2024. This serves to highlight the comparable disadvantage and vulnerability faced by our non-disadvantaged children, who enter school with low starting points. The crippling effects of the pandemic are still being widely felt, particularly in writing. 98.3% of the schools' pupils come from BME backgrounds compared to the Oldham average of 51.8%. 65.6% of the school population have EAL of which 17% are INA. The school has experienced an aggregated mobility of 92 children in the previous academic year (2023-24). This is an ongoing trend and challenge being faced by the school, where some of our most vulnerable children are transient due to economical, geographical or immigration status reasons.

Objective

The purpose of our pupil premium strategy is not only to support the needs of our disadvantaged pupils but that of all our pupils with their numerous multiple vulnerabilities. This extends to academic support for our higher attaining disadvantaged pupils; to pastoral support for our CLA; pupils who have parents in the armed forces; those that have social workers and

children who are identified as potential carers. It is our imperative that all pupils at St Hilda's are supported to achieve high levels of academic and personal success.

Key Principles

Our strategy is underpinned by the tiered approach to Pupil Premium spending endorsed by the EEF:

1. We aim to prioritise high quality teaching which has the greatest impact for all our pupils. This ensures all our support staff, ECTs, teachers, subject leaders and senior leaders have access to expert training, support and professional development identified in our School Development Plan. The school operates a rigorous evaluation and monitoring schedule undertaken by middle and senior leaders ensuring the delivery of an effective broad and balanced curriculum.
2. Targeted interventions play a vital role in aiding educational recovery and closing the attainment gap for all groups, ensuring children make expected or accelerated progress in all areas. Interventions are identified through comprehensive Progress Review Meetings. Details are outlined in Data Action Plans of 1-1 or small group interventions etc. The impact of interventions is measured through quantifiable robust pre and post assessments and the evaluation of skills being transferred back into the classroom and evidently used in the wider curriculum.
3. The wider strategies address non-academic disadvantages of our school context. Imperatives such as providing our children with a rich and varied cultural capital through enrichment opportunities and educational visits. Safeguarding the children's safety, health and wellbeing, attendance, punctuality and behaviour are non-negotiables. Effectual parent liaison is the cornerstone of our efforts to support parents and families actively engage with the educational offer we provide. In the wake of the Pandemic we now face a rising number of children struggling with SEMH and those in need of behavioural support within the school community.

Challenges

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

Challenge number	Detail of challenge
1	School closures during the Pandemic has dealt a detrimental blow to pupil progress. Internal assessments, observations and discussions with teachers and children are proof of lost learning, children's disconnection with school routines and ordinary life. Some families have become disengaged with importance of regular attendance and punctuality.
2	On early entry assessments i.e. Reception Baseline Assessments and observations identify significant disadvantages for all of our children, including PP children, from their starting points. These include specific issues with underdeveloped oral language skills and extensive vocabulary

	gaps in all subject areas as well as in social interaction and learning. This impacts on the whole curriculum. 39% of children on the SEND register have issues around communication and interaction (2023)
3	98.3% of pupils come from BME background. The proportion of EAL pupils of 65.6% is 30.9% higher than that of the Oldham primary school average of 34.7%. (LA Data pack, 2024). The volume of EAL pupils results in deficient models of spoken English , a limited working lexicon and poor application of syntax affecting their spoken and written English. Increasing number of INA and those through fair access have little to no English when they first arrive.
4	Progress and attainment in writing continues to be an area for development for 2023-24 across school in all year groups. The children's retrieval of anecdotal records of a range of experiences is limited. As a result, the children demonstrate limited vocabulary and imagination and creativity which impacts on reading and writing attainment. Their periphery of cultural capital is sorely narrowed compared to their peers.
5	A vast majority of parents have not experienced the Primary education in UK and are unaware of age-related expectations or how best to support their child. Our most recent survey of parents showed: less than half of parents regard themselves as fluent speakers, readers or writers in English. An even smaller minority (41%) of parents regard themselves as competent at numeracy. Smaller still is the minority of parents who regard themselves as ICT literate.
6	The level of deprivation faced by the Coldhurst community greatly hinders pupil and parental aspirations, engagement and support , understanding around diet (31% Y6 found to be obese and further 9% overweight in the National Child Measurement Programme 2020), general health and wellbeing and pupil attendance (FSM-PA 27.4%, 2024) and punctuality and wider learning behaviours .

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
Diminish the adverse effects of the pandemic for all disadvantaged and non-disadvantaged children by 2027.	Assessment data indicates children are making accelerated progress in all curriculum areas; making headway with missed learning evaluated through observations, book scrutiny, formative assessments and pupil interviews. Their academic and SEMH needs are met through high-quality targeted intervention. Initial and final assessments record the effectiveness of these interventions.
Improved levels of oracy and use of developed working vocabulary amongst disadvantaged and non-disadvantaged children.	Children are able to articulate their ideas, develop understanding and engage with others through spoken language. They demonstrate effective speaking and listening skills and are empowered by a rich and varied vocabulary evident in observations, public performances and pupil interviews.
Improved writing attainment for	Children employ good standards of English in their writing across the curriculum using correct punctuation and grammar

disadvantaged pupils in all year groups.	and well-developed working vocabulary. KS2 Writing outcomes in 2026/27 show that more than 65% of disadvantaged pupils met the expected standard.
Ensure effective curriculum design ; whereby the children have the cultural capital required to succeed in life through the accumulation of knowledge, behaviours and skills.	All children receive an ambitious cumulative curriculum with clearly defined endpoints. The children demonstrate cultural awareness, knowledge and competencies observed in lessons, learning walks, pupil interviews and summative assessments. The gap between disadvantaged and non-disadvantaged in school is fully closed and remains less than 10%, including comparisons with the national 'other' in Reading, Writing and Mathematics.
To achieve and sustain improved wellbeing and exceptional learning behaviours for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: ○ qualitative data from student voice, student and parent surveys and teacher observations. ○ an increase in participation in enrichment activities, particularly amongst disadvantaged pupils. ○ Relational Inclusion to be adopted within the behaviour policy. Sensitive staff responses are tempered to individual cases. ○ Staff have greater awareness of Adverse Childhood traumas ACEs and Attachment styles
Increased levels of parental engagement and support, leading to a better understanding of participation in the whole school offer we provide.	The work of the Parent Support Advisor to promote parent classes such as ESOL classes will bring confidence back to an inward-looking community to seek opportunities outside of their 'comfort zone'. School policies and workshops will re-invigorate home school partnerships, giving parents the confidence to wholly support their child through an unfamiliar educational terrain, evaluated through parent surveys and parent and pupil interactions e.g. reading records.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £34,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritise and embedding classroom talk. Embedding dialogic and exploratory activities across the school curriculum. Equip teachers with the strategies to actively teach pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase resources and fund training and release time for Senior Leaders to undertake this work with teachers. Leading PDM, monitoring and evaluation. Planned events to showcase speaking and listening skills in a range of performances. £2300	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion through structured exploratory talk, are inexpensive to implement with positive effects on pupil confidence and engagement. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4
Purchase of a DfE validated Systematic Synthetic Phonics programme (Supersonic Phonics Friends approved by the DfE) to secure stronger and consistent phonics teaching for all pupils including ongoing staff training. Meet the needs of growing INA numbers in school. Purchase of annual subscription to the online. Intense monitoring and support to secure sound outcomes in Phonics. £2000	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the	1,

We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training for Early Years). Purchase of annual subscription to the online White Rose Maths platform. Improve metacognition through structured planning approach and use of manipulatives to actualise concepts. £3000	Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Ensure all teaching support staff, ECT, teachers and subject leaders receive the necessary professional development to support their delivery of the new devised cumulative curriculum. This includes making necessary developments to the curriculum to maximise its impact for all children. Make changes to the delivery of the curriculum for mixed year group classes, involving all subject leaders. £3,000	Effective professional development is universally recognised as a mechanism which elevates the quality of teaching and this has the 'greatest potential to make the biggest difference to children and young people's learning'. (EEF Guidance) Effective Professional Development The EEF Guide to the Pupil Premium- Autumn 2021	1, 2, 3, 4
Build pedagogical awareness of self-regulation as a key factor of the writing process. Whereby children are taught the importance for the need to improve their work. Release and funding for the Writing and English to attend and deliver PDM. Further training to be provided for teaching staff to attend LA training. Adjustments to the English writing units to meet the needs of mixed year group classes. Release time to rewrite and research materials. £3000	The EEF advise that self-regulation has the potential to have very high impact for very low costs. Children feel they have control over their learning and have a repertoire of strategies at hand which they can use to plan, monitor and evaluate their learning Metacognition and self-regulation	1, 2, 3, 4
Purchase of laptops for teaching staff to support the delivery of high-quality teaching and learning. Replenish/replace existing laptops to support up to date software. £21000	The EEF recommends teaching staff keep up to date with advancing technologies, and enables staff the facilities to implement innovative ways of planning and teaching.	2, 3, 4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £85450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Specialist Speech and Language support assistant to provide early intervention. £15,000 Assistance of teacher of the deaf for children with hearing impairments £3,000	NELI assessments endorsed by the DfE conducted with Reception children highlighted language deficiencies amongst our youngest children. Preparing for Literacy EEF Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 4
Additional FastTrack Phonics sessions targeted at disadvantaged pupils who require further phonics support. Delivery of intervention by trained TAs in all phases. £2250	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5
Reading and writing interventions with children during lunchtimes to be delivered by class teachers.	Evidence from the DfE suggests that children with literacy difficulties need coordinated help in order to catch up with their peers (Brooks, 2007). Pupils with writing difficulties, many of whom have also specific learning difficulties, often struggle with the planning, composing and revising skills which	1, 2, 3, 4

£10,400	are needed for good writing (Mason et al, 2011). The Research Evidence on Writing What is the research evidence on writing?	
25 min Mathematics intervention to develop arithmetic fluency using Fluent in 5 purchased from Third space learning. Delivered by TAs in the morning/ lunchtimes for KS1 and KS2. £4000	EEF advise that well-structured Mathematics interventions should include explicit and systematic instruction, be time limited, consistent implementation, simple fidelity to the scheme and link closely to what is being taught in class. This is demonstrated by the Fluent in 5 approach. Improving Mathematics in Key Stage 2 and 3	1, 2
Additional teacher to provide support to mixed year group classes, when going over number. £28,800	EEF recommends small group tuition which enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. It also provides a higher adult to pupil ratio to consistently delivering high quality pre and post teaching/intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4,
Boosting/software/revision booklets for all year 6 children to facilitate catch-up in Reading, Writing and Mathematics. INA support at lunchtime for children with little spoken English. £2000	The EEF definition being: activities such as 'homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours, and 'flipped learning' models, where pupils prepare at home for classroom discussion and application tasks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 4, 5
1-1 support for the growing numbers of children with complex needs across school. Essential SEND support needed to support children engage with the learning at a personalised level. £20,000	'The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	

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

Budgeted cost: £79750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved Social, Emotional and Mental Health of pupils to be met by access to school trained Counsellor e.g. to deal with engagement, behaviour support, bereavement, Adverse Childhood Experiences ACEs etc. £7500 This includes training for all staff to raise awareness of the importance of maintaining pupil and staff wellbeing during these extraordinary times. SENDCo to attend training and deliver PDMs and promote the work of the Mental Health Champions. £1400	There is extensive evidence associating childhood social and emotional skills (SEL) with increased positive pupil behaviour, improved mental health and wellbeing and better outcomes at school. The EEF reports stress the importance this plays for children from disadvantaged backgrounds and other vulnerable groups, who on average, have weaker SEL skills. Prioritise social and emotional learning	1,2, 5, 6
All staff to access Relational Inclusion training to collective practise and embed strategies to be adopted in the Behaviour Policy. Staff to be more aware of trauma informed experiences of Adverse Childhood Experiences. Develop and awareness of forming authentic relationships and managing behaviours that maybe an expression of underlying need. £3500	Making sure pupils feel seen, understood, and safe is a crucial starting point for helping to regulate their behaviours. The EEF strongly recommends effective teaching and learning requires positive relationships and interactions between teachers and pupils. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils	1, 5, 6
Parent classes to help build self-confidence with literacy, IT skills etc. Parent workshops held by class teachers to establish practical strategies, tips and resources parents can use to support their child's learning at home. £3,000	There is strong EEF evidence that educational disadvantage is widen due to home conditions but can be mitigated by positive parental involvement and formal and informal parental intervention. Parental Engagement It is incumbent on schools to support parents to create a regular routine and encourage good homework habits, and	1, 3, 5, 6

Tailored communications mediums to keep parents fully informed through the website, parenthub, £4200 Work of the PSA to engage parents. Foster positive dialogue about learning and engage hard to reach parents. Signposting local services; completing forms; providing intensive support where needed. £10000 The intense involvement of the DSL and SENDCo in Team Around the Family TAF as a new LA Universal Help initiative (as support is devolved and placed on schools). (supporting 2 of our current families) £7,800	for young children, promoting play and shared book reading. Working with Parents to support Children's Learning	
Improve and maintain attendance through targeted monitoring and early intervention by the Attendance Officer. £15,000 Encouragement of targeted children to attend Breakfast Club, to improve punctuality. A free breakfast to be provided for all children who attend. Staffing of the breakfast club has needed to be increased due to volume, supplementing the secured Greggs funding. £8,000	DfE guidance requires use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance Improving School Attendance	1, 6
Subsidised educational trips and visits and residentials to build the children's culture capital and build confidence and self-esteem. Linking projects with another school of contrasting socio-economic demographics to build cultural understanding. £14,000	There is a wide evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3, 5, 6

Contingency fund for acute issues. £5350	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	Contingency fund for acute issues.
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Total budgeted cost: £ 199,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of our disadvantaged pupils for the academic year: 2023 to 2024.

KS2 data was in line with LA outcomes for Reading and Writing and even exceeded significantly in Maths and GPS.

KS1 school data lagged behind the local authority equivalent for PP children for Reading, Writing and Maths. This is also true for the Y1 Phonics Screening test.

Internal data outcomes for 2022-23 suggests our disadvantaged pupils have underperformed compared to our non-disadvantaged pupils in Year 3 and Year 5. The usual trend is for gaps between PP and non-PP to close higher up in school, but the Year 3 and 5 results present an anomaly. This will need to be closely monitored as the children move higher up into school. Similarly, this is the case for Year 1 reading and writing.

Local Authority Comparison for KS1 and KS2 (LA Data Pack 2024)

gap- more than 10% below non PP (other)

gap- more than 10% above non PP (other)

		Reading			Writing			Maths		
		≥Expected	Exceeding		≥Expected	Exceeding		≥Expected	Exceeding	
	LA comparison	Sch	LA		Sch	LA		Sch	LA	
Year 6 KS2 SATs	PP	55%	61%	16%	55%	56%	3%	68%	58%	23%
	Non PP	66%	75%	21%	69%	71%	10%	72%	78%	17%
Year 5	PP		40%	5%		40%	0%		40%	0%
	Non PP		63%	22%		44%	3%		54%	19%
Year 4	PP		48%	11%		47%	0%		69%	16%
	Non PP		36%	12%		28%	0%		48%	12%
Year 3	PP		55%	9%		43%	0%		70%	9%
	Non PP		66%	19%		59%	0%		75%	19%
	LA comparison	Sch	LA		Sch	LA		Sch	LA	
Year 2 KS1 SATs	PP	33%	59%	8%	29%	43%	0%	37%	57%	8%
	Non PP	52%	69%	6%	37%	62%	0%	51%	70%	6%
Year 1	PP		44%	9%		44%	0%		62%	0%
	Non PP		60%	19%		56%	4%		55%	11%
Reception	PP		50%	-		50%	-		50%	-
	Non PP		31%	-		31%	-		31%	-

	PP Met	LA PP Met
Y1 Phonics Screening test	47%	71%
Y6 GPS test	71%	61%

Attendance figures for 2023/24 are in the table below. The overall attendance figures were similar for disadvantaged Ever FSM children, compared to the whole school community and other. Persistent absence of PP was slightly above the other.

2023/24	Attendance	Persistent Absence
All pupils	92.82%	22.25%
Disadvantaged	92.89%	26.23%
Other	92.78%	25.89%

Evaluation of intended outcomes of 3-year plan (2021-2024)

Our key initiatives over the course of the previous 3 years have been as follow:

High quality teaching

- Professional development for all staff (subject expertise, metacognition, self-regulation, pedagogy)
- Prioritising the development of Oracy
- Employment of Synthetic phonics
- Effective Mathematic approaches
- Curriculum development
- Changes to curriculum and human resources to facilitate mixed year group classes

Targeted academic support

- Speaking and listening – Speech and Language TA (NELI, BLAST)
- Fast track phonics interventions
- Reading, Writing and Mathematics interventions within the school day (before, after and at lunchtime all within directed time)
- Teacher to support transition of INA in Robins
- Purchase of quality teaching resources and assessment materials
- 1-1 support for children with complex SEND needs in EYFS and Y1

Wider strategies

- Escalation of SEMH support- aftermath of the pandemic, social and emotional, behaviour bereavement -training Mental Health Champions
- Parent support from PSA- parent classes, SHAFLA
- Sustained communication with parents
- Facilitating TAF meetings – work of the DSL and SENDCo
- Attendance strategies and monitoring
- Staffing and providing Breakfast club facilities – encouraging good punctuality
- Subsidising trips and visits/school linking e.g. Robinwood – wider experiences
- Contingencies

The above strategies have experienced high levels of success in a very transient environment. The need to continue these into the next cycle remains a high priority to facilitate the needs of our school community and overcome the barriers our children face.

Externally provided programmes

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

Programme	Provider
White Rose Maths	White Rose Maths
Fluent in 5	Third Space Learning
Phonics	Supersonic Phonics Friends
Phonics Interventions	FastTrack Phonics
Speech and language programmes: Wellcomm BLAST Time to Talk Black Sheep Lego therapy	GL Assessment BLAST ITS Black Sheep Press Bea Inclusive
Times tables	TTRockstars
Grammar, Punctuation and Spelling	SPAG.com
Music	Sparkyard
Spanish	Primary Languages Network
PHSE	Jigsaw
Understanding Christianity (RE)	RE Today
The Power of P.E.	The Power of P.E.

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**

Last year school supported a family of service children who arrived recently to the UK and have little English, with accessing and signposting them to a range of services. Some of our service children have demonstrated complex medical needs including mobility concerns and degenerative conditions and speech, social and communication needs. This has involved the work of the SENDCo to facilitate additional support to meet these specific needs.

The impact of that spending on service pupil premium eligible pupils

- PSA maintains regular communications with the parent who does not speak English. Emails are used to keep in touch with the parent who works away for the armed forces.
- An EHCP is in the process of being acquired for the current Y3 child. This child is receiving 1-1 support as a result. A risk assessment has been put in place to safeguard the child's movements around school. Due to his limited mobility on uneven surfaces, he is escorted by an adult during transitions and is supervised when on the playground.
- The current child is being supported with sensory and physical support. The child has their own workstation in class to support fine motor development and has acquired hearing aids with school intervention. Speech and Language services are being accessed for the child.
- A specialist from the hearing impairment team visits him regularly and provide specialised support.
- The school-initiated TAF meetings to support the family are now not required.
- Teachers continue to monitor the wellbeing of the children.
- Assessments demonstrate good progress for the sibling who was able to access the curriculum (is now Y7).