

Pupil Premium Strategy Statement



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Our Values



- Selflessness**
- put **children** at the heart of all we do
 - prioritise others and build **healthy teams**
 - **be brave**
- Ambition**
- **work hard**
 - **strive** to be even better
 - be the **best** we can
- Collaboration**
- build **trust**
 - build **strong relationships**
 - be **stronger together**

How will we succeed?



This statement details our school's use of pupil premium for the 2023 to 2024 academic year 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	Marine Academy Primary
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Nicola Keeler
Pupil premium lead	Nicola Keeler/Annette Codner
Governor / Trustee lead	Alasdair Williams

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2023/2024)	£167,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2023/2024) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£167,325

Part A: Pupil Premium Strategy Plan

Statement of Intent

Marine Academy Primary is dedicated to providing the best education for all, and the brightest future. Our mission “To provide an outstanding education that ensures all pupils reach their greatest potential and live by life’s highest values.” is at the heart of everything we do. This is from an inspirational curriculum which gives children experiences on which to base their learning and their future life choices, to a strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members can improve, not because they are not good enough but because they can be even better (Dylan William).

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school’s KPI’s have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don’t believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners’ success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent

routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.

- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged students.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge Number	Detail of Challenge
1	<p>Weak Language and Communication skills.</p> <p>Most children are working below age related expectations, are working at a Blanks level 1 or 2 and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p>
2	<p>Low attainment on entry to the Early Years Foundation Stage in all areas but particularly understanding, listening and attention.</p> <p>Most children are working below age related expectation on entry to Reception and despite making accelerated progress, do not meet the following KPIs: Maintains attention, concentrates and sits quietly during appropriate activity and Listens attentively in a range of situations (ELG).</p>
3	<p>More frequent behaviour difficulties.</p> <p>Disadvantaged pupils are more likely to get an Unacceptable Behaviour Card this has an effect on their academic progress and that of their peers. In 2021-2022 15% of disadvantaged pupils received at least 1 unacceptable behaviour card compared to 6% of non-PP pupils. This gap had closed in 2022-2023 and we would like to ensure that this is embedded for this year and fewer than 22 pupils receive an UBC.</p>
4	<p>Disadvantaged pupils do not maintain positive attitudes to Reading and develop pleasure in reading having a detrimental effect on academic progress in Reading.</p> <p>In 2021, 45% of disadvantaged pupils were read to at home. This is evidenced through the pupil premium survey results.</p>
5	<p>Basic number facts.</p> <p>Knowledge of times tables is lower for pupils eligible for Pupil Premium than for other pupils this is especially evident in the Year 3 and 4 cohort. By the end of year 1 last year, 4/8 PP pupils could not confidently count to and across 100, forwards and backwards from any given number.</p>
6	<p>Progress for pupils working at a greater depth.</p>

	Greater Depth pupils who are eligible for Pupil Premium are not always making the same amount of progress as other greater depth pupils consistently in all year groups
7	Parental engagement and support from home. In 2021, 27% of disadvantaged pupils' parents did not attend parents/carer progress meetings and disadvantaged pupils on average do not bring in their home learning on time. 55% of disadvantaged pupils report that no one ever reads to them at home. 30% of disadvantaged pupils report that they do not read at home 3 times a week.
8	Pupils do not understand what constitutes a healthy diet and do not consume a healthy diet. 25% of disadvantaged pupils report that they do not have a healthy diet.
9	Attendance and Punctuality issues. Attendance figures are currently good for disadvantaged pupils and we would like to maintain this. A higher percentage of disadvantaged pupils are late to school than non-disadvantaged pupils. Although above national at the end of 2022-2023, attendance figures were below non-disadvantaged figures.
10	Complex family situations. Pupils eligible for Pupil Premium at Marine Academy Primary have on average experienced more Adverse Childhood Experiences.
11	Accumulation of skills and experiences needed to improve social capital and life aspirations. In 2021, 77% of disadvantaged pupils did not engage in 38 Things. A small increase in numbers was seen in 2022-2023.

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 language and communication skills for pupils eligible for Pupil Premium.	<p>Pupils in all year groups who are eligible for Pupil Premium make rapid progress by the end of KS2 so that all pupils who are eligible for Pupil Premium meet age related expectations at least.</p> <p>Children leaving EYFS will be working at a Blanks level 4 unless a SEND need is identified.</p> <p>During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.</p>
Higher rates of progress across EYFS especially in understanding, listening and attention especially in the following KPIs: Maintains attention, concentrates and sits quietly during appropriate activity and listens attentively in a range of situations (ELG).	<p>Pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys.</p> <p>During observations, pupils will be observed to be concentrating and listening attentively. By the end of EYFS, all PP pupils will have achieved these KPIs unless a SEND need has been identified.</p>
Behavioural issues addressed.	<p>Fewer Unacceptable Behaviour Cards recorded for pupils eligible for Pupil Premium than in 2020-2021 (<15% of PP pupils).</p> <p>All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours.</p>

<p>Pupil eligible for Pupil Premium to maintain positive attitudes to reading and to develop pleasure in Reading especially for poetry.</p>	<p>100% of pupils eligible for Pupil Premium will achieve these two KPIs from Year 1 to Year 6 unless there is a SEN need causing a barrier to reaching potential.</p> <p>All disadvantaged pupils will read regularly at home and in pupil conferencing pupils eligible for Pupil Premium will talk about a love for reading.</p> <p>100% of parents of PP pupils will read with their children at home 5 times a week.</p> <p>PP pupils will make expected progress in reading and will achieve in line or above ARE.</p>
<p>Pupils eligible for Pupil Premium will know their times tables to 12x12 fluently by the end of Year 4.</p>	<p>When tested at the end of Year 4, disadvantaged pupils will know their tables to 12x12 fluently.</p> <p>At the end of Year 1, all disadvantaged pupils will have achieved the KPI: confidently count to and across 100, forwards and backwards from any given number.</p>
<p>Higher rates of progress across KS1 and KS2 for high attaining pupils eligible for Pupil Premium.</p>	<p>Pupil Premium pupils identified as greater depth in KS1 or exceeding in EYFS will make as much progress as 'other' pupils identified as being greater depth/exceeding. This will be measured by TA in Year 1, 3, 4 and 5 and moderated by SLT. Evidence of greater depth learning will be evident in books and will be planned for and seen on teacher's planning. More Pupil Premium pupils will achieve the higher standard in Reading, Writing and Maths at the end of KS2 but especially in Writing.</p>
<p>Increased parental engagement and support from home.</p>	<p>Increase in the number of parents of pupils eligible for Pupil Premium attending parent/carer progress meetings (more than 73%).</p> <p>All Pupil Premium pupils will complete and bring in home learning each week.</p> <p>All Pupil Premium pupils will read at home 5 times a week.</p>
<p>Pupils eligible for Pupil Premium will know what constitutes a healthy diet and their parents will ensure that eat a healthy diet at home.</p>	<p>When surveyed at the end of the academic year, Pupil Premium pupils will be accessing an appropriate healthy diet. Families will feel well informed about what an appropriate healthy diet looks like. PP will be able to identify what is/isn't a healthy diet.</p>
<p>Increased attendance rates and punctuality for pupils eligible for Pupil Premium.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP (<17 pupils).</p> <p>Overall PP attendance continues to be above 95% and reaches 98.5%.</p> <p>Reduce the number of PP pupils late to school (<81 pupils).</p>
<p>Families identified as having complex family situations are supported through a multi-agency approach.</p>	<p>Parent voice will be captured and pupil progress will not be affected by adverse childhood experiences.</p> <p>PP pupils will complex family situations will be supported as part of an EHAT and will meet at least ARE by the end of the academic year.</p>
<p>Pupil Premium pupils to accumulation the skills and experiences needed to improve social capital and life aspirations.</p>	<p>Every PP pupil will attend at least 4 school trips each year.</p> <p>KS2 secondary destination choices more diverse. Reports on whether these children attend university or further education in the future.</p> <p>Over 75% of Pupil Premium pupils will attend an extra-curricular activity.</p> <p>72% of children in KS1 and KS2 will engage with learning an instrument (a high proportion of these will be disadvantaged).</p> <p>More Pupil Premium pupils will complete the 38 Things.</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: £83.662.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining High Quality Teaching	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Using your Pupil Premium Effectively' https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available.</p>	1, 3-6
WALKTHRU CPD and Incremental Coaching	<p>To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo.</p>	1, 3-6
Additional adults in EYFS ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively.	<p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.</p> <p>This guidance from the Sutton Trust shows that on average, that pupils from a disadvantaged background enter Reception 11months behind their peers.</p>	1, 2

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

Budgeted cost: £41,831.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy	<p>The EEF Toolkit shows that communication and language approaches especially in the early years has high impact for low cost based on extensive research.</p>	1-4

	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>In the last academic year, all children in EYFS being supported by KR met the expected standard in their intervention apart from 3 SEN children who are now accessing support with NHS SALT.</p>	
Reading comprehension strategies (Paws to Read, Whole class reading and DEAR)	<p>The EEF shows on average, reading comprehension approaches deliver an additional six months' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>https://www.theguardian.com/books/2022/sep/02/one-in-five-uk-children-do-not-own-books-of-their-own?CMP=share_btn_tw and is based upon this research from the National Literacy Trust: https://literacytrust.org.uk/research-services/research-reports/5-to-8-year-old-childrens-reading-in-2022/</p> <p>This statistic 'Only 1 in 2 (52.4%) children aged 5 to 8 said that they read daily, while 1 in 13 (7.7%) say they never read at all.'</p>	4
Academic Mentor and Tuition	<p>EEF - There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	4-6
Basic Number Facts and Multiplication Tables	<p>Research on Rosenshine's Principles of Instruction and Willingham's fluency and drilling show that children's confidence and fluency will improve through independent practice as children will need to retrieve the number facts from their long-term memory whilst using Times Tables Rock Stars and Freckle in KS2. Whilst children in EYFS and KS1 will access NCETM's Mastering Number programme.</p>	5

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

Budgeted cost: £41,831.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Survey undertaken by PP pupils in July 2020 showed that a quarter of pupils did not think they had a healthy diet and many more were confused during pupil conferencing about what a healthy diet is.	8

<p>Extra-Curricular Activities and curriculum enrichment</p>	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p>“Intelligence plus character-that is the goal of true education.” — Martin Luther King, Jr.</p> <p>In 2019 PP pupils outperformed non-PP pupils nationally but to build cultural capital, pupils not only need knowledge, they also need attitudes, tastes, values and language. Pupils at Marine Academy Primary need access to experiences to enable them to accumulate these skills.</p>	<p>11</p>
<p>Attendance Engagement Service</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>9</p>
<p>MAST</p>	<p>When behaviour needs cannot be met an universal or targeted level and the school has followed the graduated approach, specialist advice and services can be sought from the MAST team including support at TAMs and EHATS, therapy services and family support for boundaries and appropriate chastisement.</p>	<p>10</p>
<p>Free uniform</p>	<p>Having a school uniform has been shown to have a positive effect on self-esteem, identify and in turn behaviour. Children will know what it means to be ready to learn and will take pride in their appearance.</p>	<p>3,9</p>
<p>TISUK</p>	<p>The ACE’s study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determinant of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that ‘protective factors’, namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health.</p>	<p>3, 9-10</p>
<p>Extended School Day for Year 5 and 6</p>	<p>EEF evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>4-6</p>

Total budgeted cost: £167,325

Pupil Premium Strategy Outcomes

Outcomes for disadvantaged pupils

Primary

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that pupils make accelerated progress by the end of key stage and achieve either in line or above national averages for all pupils. Our disadvantaged students outperform non-disadvantaged pupils.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that disadvantaged pupils out perform all students (school and national) by the end of key stage 2.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance for disadvantaged students is above national averages however this is an area for improvement for the school. Disadvantaged pupils are not disproportionately represented in Unacceptable Behaviour Card data.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our teaching and wider strategies have been particularly successful and we have created an action plan to meet our intended Attendance outcomes. The EYFS and Phonics leader is working closely with the pupil premium leader to ensure that all disadvantaged pupils meet the expected standard for managing feelings by the end of the academic year 2023-2023.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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

Intended Outcome	Success Criteria	21-22	22-23	23-24
Improved language and communication skills for pupils	Pupils in all year groups who are eligible for Pupil Premium make rapid progress by the end of KS2 so that all pupils who are eligible for Pupil Premium meet age related expectations at least.		R W M	

eligible for Pupil Premium.	Children leaving EYFS will be working at a Blanks level 4 unless a SEND need is identified.			
	During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.			
Higher rates of progress across EYFS especially in understanding, listening and attention especially in the following KPIs: Maintains attention, concentrates and sits quietly during appropriate activity and listens attentively in a range of situations (ELG).	Pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress.		R	
			W	
			M	
	The number of pupils who are GLD by the end of Reception will be in line or above non-PP pupils nationally.			
	During observations, pupils will be observed to be concentrating and listening attentively.			
	By the end of EYFS, all PP pupils will have achieved these KPIs unless a SEND need has been identified.			
Behavioural issues addressed.	Disadvantaged pupils will be observed to be following the school Positive Behaviour Management Policy during learning walks and will not be disproportionately represented in UBC figures in comparison to non disadvantaged pupils (15% or less disadvantaged pupils receiving an UBC).			
	All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours unless a SEND need is identified.			
Pupil eligible for Pupil Premium to maintain positive attitudes to reading and to develop pleasure in Reading especially for poetry.	100% of pupils eligible for Pupil Premium will achieve these two KPIs from Year 1 to Year 6 unless there is a SEN need causing a barrier to reaching potential.			
	All disadvantaged pupils, in pupil conferencing, will talk about a love for reading.			
	100% of PP pupils will read at least 5 times a week and 3 of these will be at home. All Pupil Premium pupils will complete and bring in home learning each week.			
	PP pupils will make expected progress in reading and will achieve in line or above ARE.			
Pupils eligible for Pupil Premium will know their times tables to 12x12	When tested at the end of Year 4, disadvantaged pupils will know their tables to 12x12 fluently.			
	At the end of Year 1, all disadvantaged pupils will have achieved the KPI: confidently count to and across 100, forwards and backwards from any given number.			

fluently by the end of Year 4.				
Higher rates of progress across KS1 and KS2 for high attaining pupils eligible for Pupil Premium.	Pupil Premium pupils identified as greater depth in KS1 or exceeding in EYFS will make as much progress as 'other' pupils identified as being greater depth/exceeding. This will be measured by TA in Year 1, 3, 4 and 5 and moderated by SLT. Evidence of greater depth learning will be evident in books and will be planned for and seen on teacher's planning.			
	More Pupil Premium pupils will achieve the higher standard in Reading, Writing and Maths at the end of KS2 but especially in writing.			
Increased parental engagement and support from home.	Increase in the number of parents of pupils eligible for Pupil Premium attending parent/carer progress meetings (more than 73%).			
	More pupil premiums pupils will complete and sign up for '38 Things'.			
Pupils eligible for Pupil Premium will know what constitutes a healthy diet and their parents will ensure that eat a healthy diet at home.	When surveyed at the end of the academic year, Pupil Premium pupils will be accessing an appropriate healthy diet. Families will feel well informed about what an appropriate healthy diet looks like. PP will be able to identify what is/isn't a healthy diet.			
Increased attendance rates and punctuality for pupils eligible for Pupil Premium.	Reduce the number of persistent absentees among pupils eligible for PP (<17 pupils).			
	Overall PP attendance continues to be above 95% and reaches 98.5%.			
	Reduce the number of PP pupils late to school (<81 pupils).			
Families identified as having complex family situations are supported through a multi-agency approach.	Any Pupil premium pupils identified as having 3 or more ACES and very few protective factors will be accessing support from MAST. These families will also either be accessing a TAM or an EHAT.			
Pupil Premium pupils to accumulation the	Every PP pupil will attend at least 4 school trips each year.			

skills and experiences needed to improve social capital and life aspirations.	KS2 secondary destination choices more diverse. Reports on whether these children attend university or further education in the future.			
	Over 75% of Pupil Premium pupils will attend an extra-curricular activity.			
	72% of children in KS1 and KS2 will engage with learning an instrument (a high proportion of these will be disadvantaged).			
	17% peripatetic take up.			
	More Pupil Premium pupils will complete the 38 Things.			

Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started
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Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia Core 5 Reading	Lexia UK
Freckle	Renaissance
Widgit	Widgit Software Ltd

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Themed books Forces Friends Links with British Legion Military Kids Club
What was the impact of that spending on service pupil premium eligible pupils?	All children with a close family member in the services are offered a place at Forces Friends Club. The school have purchased a number of books which are used to support children who are struggling with a parent's deployment. Through our links with the British legion, MAST, NFS and other charities we have been able to offer key worker support to families in need whilst on deployment or on the lead up to a deployment.

Further Information (optional)

We use school funds in addition to our pupil premium funding allocation to resource the above strategies.