

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Goat Lees Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	88 children – 43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic year 2023-2024 Three year plan - 2021-2024
Date this statement was published	09/12/2023
Date on which it will be reviewed	01/10/2024
Statement authorised by	Teresa Adams
Pupil premium lead	Andrea de Roeck
Governor / Trustee lead	Rita Hawes & Jane Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 126, 585
Recovery premium funding allocation this academic year	National Tutoring Program £5,332.50
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	£131,917.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. As a school with above national levels of children from disadvantaged backgrounds, we understand the need to provide a stimulating and exciting learning experience that engages all children in their learning.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At Goat Lees Primary School, we strive to provide good quality teaching experiences for all our pupils. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Objectives of the Pupil Premium Strategy for all our pupils at Goat Lees Primary School are:

- *To narrow the attainment gap between disadvantaged and non-disadvantaged pupils and ensure all pupils make good progress
- *To enhance oral language skills and develop children's wider vocabulary
- *To offer increased reading opportunities, ensuring reading books are matched to our systematic phonics programme and encouraging children to read for pleasure
- *To support or to raise aspirations and challenge preconceived ideas about what children can achieve, irrespective of their needs or background
- *To encourage pupils to engage in all aspects of school life

The range of provision we would consider making for this group include and would not be inclusive of:

- Teaching and learning opportunities that meet the needs of the pupils
- Additional learning support and a range of appropriate interventions
- Curriculum enhancement and a wide range of educational experiences, including support payment for activities, music tuition, educational visits and a residential visit
- Support for home/school liaison and a full time Family Liaison Officer (FLO)
- Enhanced provision for disadvantaged children who also have SEND needs

Challenges

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

Challenge number	Detail of challenge																																								
1	<p>Our assessments and discussions in Pupil Progress Meetings (September 2021) indicate that many of our disadvantaged children have been impacted by partial school closure.</p> <p>Reading, Writing and Maths attainment of disadvantaged is significantly below that of non-disadvantaged children. Historical SATs data also shows that disadvantaged children are below their peers although in 2018 KS2 they performed better in Reading and Writing.</p> <table><tr><th colspan="5">2017 KS1 data Expected Standard + 2018 KS1 data Expected Standard +</th></tr><tr><th></th><th>Reading</th><th>Writing</th><th colspan="2">Maths</th></tr><tr><td>All</td><td>73% 77%</td><td>73% 73%</td><td colspan="2">80% 80%</td></tr><tr><td>FSM</td><td>60% 63%</td><td>50% 63%</td><td colspan="2">60% 75%</td></tr></table> <table><tr><th colspan="5">2017 KS2 data Expected Standard + 2018 KS2 data Expected Standard +</th></tr><tr><th></th><th>Reading</th><th>Writing</th><th colspan="2">Maths</th></tr><tr><td>All</td><td>59% 71%</td><td>71% 82%</td><td colspan="2">59% 74%</td></tr><tr><td>FSM</td><td>43% 80%</td><td>43% 90%</td><td colspan="2">42% 70%</td></tr></table>	2017 KS1 data Expected Standard + 2018 KS1 data Expected Standard +						Reading	Writing	Maths		All	73% 77%	73% 73%	80% 80%		FSM	60% 63%	50% 63%	60% 75%		2017 KS2 data Expected Standard + 2018 KS2 data Expected Standard +						Reading	Writing	Maths		All	59% 71%	71% 82%	59% 74%		FSM	43% 80%	43% 90%	42% 70%	
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2	<p>Our assessments and discussions in Pupil Progress Meetings (September 2021) indicate that many of our disadvantaged children have been impacted by partial school closure. We have noticed that children’s resilience in learning since returning from school closures has become a challenge.</p>																																								
3	<p>Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This impacts on their development as readers (including reading for pleasure).</p>																																								
4	<p>Assessments, discussions with class teachers and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged children on entry into Year R. These are evident through KS2 as well.</p>																																								

	Our discussions and observations have shown 29 pupils are identified as needing additional support with vocabulary (yr 1-6)
5	<p>Our analysis shows that some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>Our attendance data over the last 3 Years indicates that attendance among disadvantaged pupils has been between 3 - 4% lower than for non-disadvantaged.</p> <p>2020 – 2021 = 90% attendance for disadvantaged pupils compared to 94% attendance for non-disadvantaged.</p> <p>2019 – 2020 = 90% attendance for disadvantaged pupils compared to 93% attendance for non-disadvantaged.</p> <p>2018 – 2019 = 95% attendance for disadvantaged pupils compared to 96% attendance for non-disadvantaged.</p> <p>12 families of disadvantaged pupils have been persistently absent compared to 11 families of their peers. (Term 1 September 2021)</p>
6	Our discussions and observations have shown 38 pupils are identified as lacking experiences outside of their immediate community and this has widened due to COVID-19.

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 Reading, Writing and Maths attainment for disadvantaged pupil (non-SEN) at the end of KS2.	<p>KS2 Reading, Writing and Maths outcomes in 2024/5 show that more than 73% of disadvantaged pupils (Non SEN) meet the expected standard.</p> <p>2022</p> <p>Reading - 65% Non FSM, 50% FSM</p> <p>Writing – 61% Non FSM, 38% FSM</p> <p>Maths – 71% Non FSM, 50% FSM</p> <p>2023 - 4 children who didn't achieve are SEN with significant needs. 2 additional children, persistent absence (one medical.)</p> <p>Reading - 63% Non FSM, 47% FSM</p> <p>Writing – 73% Non FSM, 71% FSM</p> <p>Maths – 57% Non FSM, 53% FSM</p>


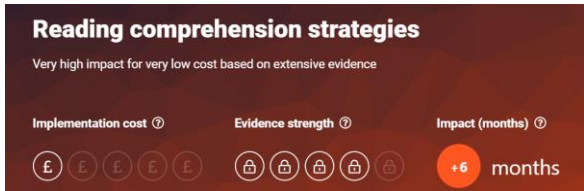
Early reading is made a priority so all pupils read fluently by the end of KS1. Reading for pleasure is something that is instilled in pupils before they leave.	<p>KS1 phonics assessment scores reduce the attainment gap between disadvantaged pupils and non-disadvantaged.</p> <p>2021 data = 64% disadvantaged 87% non-disadvantaged.</p> <p>2022 data = 56% disadvantaged 77% non-disadvantaged.</p> <p>2023 data = 39% disadvantaged, 39% non-disadvantaged.</p>
Improved resilience in learning in pupils including disadvantaged pupils.	Observations in lessons, engagement in lessons, book scrutiny and ongoing formative assessment shows more resilience for disadvantaged pupils in their learning. Pupils are able to talk about a number of strategies they can use if they find something difficult (qualitative data supports this.)
Improved oral language and vocabulary skills among disadvantaged pupils.	Assessments and observations indicate significant improvement in oral language among disadvantaged pupils. Neli programme assessments supports this.
Achieved and sustained improved attendance and those arriving late to school for all pupils particularly disadvantaged pupils.	<p>Sustained high attendance (2024/2025) disadvantaged pupils is above 96%.</p> <p>The number of families who fall in the persistently absent category is decreased.</p>
Disadvantaged pupils are exposed to a range of social/cultural and sporting experiences in order to raise aspirations and an enjoyment for education.	Qualitative data supports pupil voice and classroom observations to show disadvantaged children engaged in learning across the curriculum and are able to speak about the wider experiences they have enjoyed.

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use of standardised tests to track disadvantaged pupils – interventions put in place following reports.</i></p>	 Diagnostic_Assessment_Tool.pdf EEF report Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning and the support they will need in class and intervention groups.	1 2 3 4
<p>Embedding Little Wandle <i>Professional development –</i> <i>*New staff to be trained in using Little Wandle.</i> <i>*All staff to have refresher training.</i></p> <p><i>Phonics lead has dedicated subject leader time to observe, train and coach.</i></p> <p><i>Regular data meeting to ensure Catch Up is used well to stop children from falling behind.</i></p>	<p>EEF (+5) Teaching & learning toolkit – Phonics</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p>	1 3
<p><i>Change from guided reading to whole class reading.</i> <i>*Staff training</i> <i>*Program of shadowing to be put in place to ensure consistency and provide feedback.</i> <i>*Teaching reading comprehension strategies in a whole class situation.</i> <i>*Termly staff meetings to look at improving</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>  <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of</p>	1 2 3 4

<p><i>comprehension skills – question stems etc using the reading domains.</i></p> <p><i>Identify new vocabulary and use it in context.</i></p> <p><i>*Sequential reading curriculum written and shared with staff.</i></p> <p><i>*Book spine created for challenging texts.</i></p> <p><i>*Lowest 20% to have pre-teaching of the extract.</i></p> <p><i>*Monday & Friday focus on class text. Tues-Thurs, Ashley booth resources and adapt.</i></p> <p><i>*Lowest 20% to receive 1:1 support with reading comprehension. Ensure fluency first through using FFT.</i></p>	<p>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>EEF- guidance report KS2 Literacy</p>	
<p><i>Use of short arithmetic tests – explore questions with the class.</i></p> <p><i>Monitor progress.</i></p> <p><i>Mastering in number to be used in KS1.</i></p>	<p>EEF - Recommendation 5. Improving Mathematics in the early years and KS1</p> <p>High quality, targeted support can provide effective extra support for children. Small-group support is more likely to be effective when:</p> <ul style="list-style-type: none"> • <i>Children with the greatest needs are supported by the most experienced staff;</i> • <i>training, support, and resources are provided for staff using targeted activities;</i> • <i>sessions are brief and regular;</i> • <i>explicit connections are made between targeted support and everyday activities or teaching</i> <p>Improving mathematics in KS2</p>	<p>1</p> <p>2</p>
<p><i>Whole class feedback sheets. Develop the use of these for writing.</i></p> <p><i>Pupil voice – what do the children think about feedback?</i></p> <p><i>Termly pupil conferencing – teachers to have time out of class.</i></p>	<p>EEF (+6) Feedback</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impact overall (+7 months).</p> <p>Teacher feedback to improve children's learning</p>	<p>1</p> <p>2</p> <p>3</p>

<p><i>Continue to embed retrieval activities so children remember more and begin to use what they know more confidently.</i></p> <p><i>*Staff training.</i></p> <p><i>*Bank of retrieval resources to use across the curriculum.</i></p>	<p>Metacognition</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>A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, ages and contents.</p>	1
		2

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional adult in year R to support language develop of disadvantaged pupils.</i></p> <p><i>Independent speech and language therapist to support additional needs in YrR and across the school.</i></p>	<p>Early Years communication and language</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months’ additional progress over the course of a year.</p>	4
<p><i>School led tutoring</i></p> <p><i>Part time teacher to support small group catch up/ pupil conferencing (Recovery premium)</i></p>	<p>EEF – National tutoring programme.</p> <p>There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils.</p> <p>1:1 tuition – EEF (+5)</p> <p>Small group tuition - EEF (+4)</p>	1

One day per week SENCo to support PP SENd	Through our data analysis we have noticed the PP/SENd are quite large so we have a SENCo one day per week to support these children with interventions and plans.	1 2 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>FLO appointed to work with vulnerable families and improve parental engagement.</i></p> <p><i>This will include school attendance and those families who are regularly late. Flo to complete first day call and arrange termly attendance meetings with HT.</i></p>	<p>EEF (+4) Toolkit – parental engagement.</p> <p>Parental engagement is defined as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> approaches and programmes which aim to develop parental skills such as Literacy or IT skills general approaches which encourage parents to support their children with, for example reading or homework the involvement of parents in their children's learning activities more intensive programmes for families in crisis 	1 3 5
<p><i>Free breakfast club place for key pupils and families who need support with attendance and punctuality.</i></p>	<p>EEF (+2) – National school breakfast programme.</p> <p>A previous EEF impact evaluation of the Magic Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.</p>	5
<p><i>Ensure all teachers have high aspirations for the disadvantaged children in their class (providing the opportunities listed below is not enough.) All children to attend trips organised for their year group, funded by the school.</i></p> <p><i>Aspirational futures provided through visitors, speakers and</i></p>	<p>EEF – aspiration interventions</p> <p>Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.</p> <p>EEF – Life skills and enrichment</p> <p>Developing character (a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience) that are thought to underpin success in school and beyond. These are also referred to as social and emotional skills, non-cognitive skills or essential life skills. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult</p>	5 6

<p><i>careers events such a careers week.</i></p> <p><i>Visitors in school and planned for activities to enrich the curriculum.</i></p> <p><i>Variety of after school clubs on offer.</i></p> <p><i>Additional cycle training from YrR-5.</i></p>	<p>situations. There is growing evidence that these skills are important to children's later outcomes.</p> <p>EEF (+3) – Arts participation</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>	
<p><i>Contingency fund for acute issues.</i></p>	<p>Resources set aside for needs not yet identified. Our experience tells us that it is important for a small amount of funding to be set aside to respond quickly.</p>	
<p><i>Forest school sessions for disadvantaged children in small groups of no more than 8 (KS2)</i></p> <p><i>Forest school teacher – one day per week (Key stage1)</i></p>	<p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/ The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • <i>Confidence: children had the freedom, time and space to learn and demonstrate independence</i> • <i>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in</i> • <i>Communication: language development was prompted by the children's sensory experiences</i> • <i>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</i> • <i>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</i> • <i>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</i> 	<p>5</p> <p>6</p>

Total budgeted cost: £ £130,000

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 2021-2022 academic year.

*To narrow the attainment gap between disadvantaged and non-disadvantaged pupils and ensure all pupils make good progress

2023 KS1 data						
	Reading		Writing		Maths	
	2022	2023	2022	2023	2022	2023
All	57%	74%	53%	71%	53%	68%
FSM	39%	67%	31%	67%	31%	78%

Evidence of children being more in line with peers in 2023 as well as a rise in attainment.

2023 KS2 data						
	Reading		Writing		Maths	
	2022	2023	2022	2023	2022	2023
All	65%	63%	61%	73%	71%	57%
FSM	50%	47%	38%	71%	50%	51%

Evidence of children being more in line with peers in 2023 as well as a rise in attainment. Maths attainment to be a focus for next year. External writing moderation took place this year and Teacher Assessment was validated: one child (PP) moved from WTS to EXS.

NFER tests - Reading & Maths, writing - TA

		Reading	Writing	Maths
Year 1	FSM (13 ch, 4 SEN)	0ch 0%	3ch 23%	2ch 15%
	Non FSM	5ch 29%	12ch 71%	9ch 53%
Year 3	FSM (13 ch, 3 SEN)	2ch 15%	3ch 23%	4ch 31%
	Non FSM (1 SEN)	9ch 53%	11ch 65%	12ch 71%
Year 4	FSM (12 ch, 4 SEN)	6ch 50%	5ch 42%	4ch 33%
	Non FSM (1 SEN)	14ch 78%	13ch 72%	16ch 89%
Year 5	FSM (14 ch, 5 SEN)	7ch 50%	7ch 50%	8ch 57%
	Non FSM (3 SEN)	10 ch 63%	12ch 75%	9ch 56%

Continued push for all year groups.

**To enhance oral language skills and develop children's wider vocabulary*

Focus on tier 3 words in classrooms in all subjects, to be included on working walls and displays across the school.

Focus on tier 3 vocabulary on knowledge organisers and evidence of children using this in their work.

Focus on identifying unknown words in whole class reading - Yr3-6. Continue to develop unknown words through the Little Wandle reading sessions.

**To offer increased reading opportunities, ensuring reading books are matched to our systematic phonics programme and encouraging children to read for pleasure*

Phonics data

Phonics screening 2023	
ALL	60%
FSM	39%

Children not achieving the Phonics Screening will have urgent Catch Up in Year 2. Phonics lead to work alongside the Year 2 teacher to teach to the needs of the cohort in term 1. All books are matched using the Little Wandle Assessments at the end of each term.

Little Wandle - reading data yr R and yr 1:

Year R Summer data		
	FSM	Non FSM
Overall	78%	88%
Decodable words	54%	93%
Tricky words	43%	80%
Adjacent consonants	77%	94%
Long words	52%	84.5%

Year 1 Summer data		
	FSM	Non FSM
Overall	43%	73%
GPCs	51%	73%
Decodable words	19%	60%
Tricky words	62%	82%
Sentences	54%	83%
Adjacent consonants	14%	66%
Long words	16%	63%

Little Wandle scheme is now in its third year. New members of staff have been trained this academic year. Regular data meetings have been timetabled towards the end of term so the

Keep up, catch up sessions can happen quickly ensuring we have enough adults. Phonics friends timetabled to support children in reading tricky words.

KS2 TAs are also going to be used this year for the reading sessions to ensure these happen regularly and consistently.

2023-2024: Change in KS2 from guided reading to whole class reading. Opportunities for staff training throughout the year as well as observing each other for consistency in delivery.

Opportunities for reading

Reading ambassadors are active at breaks and lunchtimes - library and reading shed. They are also running the book swap and book doctor clinic. To encourage reading at home, children receive bronze, silver, gold certificates and then a book of their choice from the trophy cabinet (bought from fundraising.) Book corners have been developed and are engaging. In KS1 children have the opportunity to take a book box home (with teddy and hot chocolate). In KS2 each class has a reading journal to inspire others to read their book. The children are read to at the end of every day - in KS2 this informs two of their whole class reading sessions.

**To encourage pupils to engage in all aspects of school life*

Attendance: 1/9/22 to 21/6/23

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late
Pupil Premium	93	91%	7%	2%	4%
Not Pupil Premium	117	93%	5%	2%	3%

2% difference. Continue to monitor and work with the FLO and Schools Attendance Officer.

Persistent absence - lower than 90%:

	Pupil Premium
Year R	3 children
Year 1	5 children
Year 2	5 children
Year 3	3 children
Year 4	1 child
Year 5	5 children
Year 6	5 children

Attendance and Inclusion service are involved when necessary.

After school clubs:

Term 5/6 After School Clubs 2023							
	YrR	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Number of children	6	6	11	9	7	7	5

Term 1/2 After School Clubs September 2023							
	YrR	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Number of children	/	12/13	8/13	7/9	7/13	11/13	8/12

An improvement in the number of children accessing after school clubs. Through the year, we will continue to monitor and encourage the children to join.

Music tuition:

We have provided peripatetic music tuition for 20 children in receipt of PP funding across KS2.

Breakfast club:

We have funded 22 places for breakfast club to ensure the children are in school on time and have a good breakfast before school starts. We have also joined the National Breakfast Programme to provide a bagel for children who come into school without having breakfast and do not attend breakfast club. Karina Green (HLTA) who organises breakfast club is leading this.

Wider opportunities:**School trips term 4-6:**

YrR - Rare Breeds Centre, Yr1&2 - Dover Castle, Yr3 - trip on the steam train, Yr 4 - day trip to Kingswood, Yr5 - Herstmonseux, Godinton House, Ashford school (Literacy workshop), Yr 6 - Godinton House - learning about composting, Residential.

Groups:

- Yr 3-6 to Godinton House - 6 sessions exploring horticulture - planting seeds, growing and looking after their veg, cooking and tasting. Discussion of seasonality.*
- Forest School - Bhundi Bushcraft, children from Yr3-6 have attended.*
- Forest school - Gemma Dengate, children from Year 1 and 2 attended.*
- Godinton House outreach - Year 3 the whole class had 7 sessions in our school grounds. Knife skills, fire lighting, pond dipping, bug hunting etc.*
- Swimming - Year 4, 5 and 6.*
- Women's FA cup final - Wembley 32 children (14 PP) attended and the trip was subsidised*

FLO:

Continues to work with families who need support financially or with behaviour & attendance issues as well as the families that are subject of a CHIN plan or Child Protection Plan. She has also supported families who have separated in order to provide support and advice regarding housing. FLO also supports by helping families with completing forms for other agencies. With the rising cost of living, some families are struggling to manage and she has accompanied families to the food bank, where required. On a regular basis, the FLO supports 10 families who are in receipt of Pupil Premium funding.

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
Times table Rockstars	Maths circle ltd
Spelling shed	Edu shed
Little Wandle letters and sounds	Little Wandle Chesterton Primary School

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.