

# Pupil premium strategy statement – reviewed December 2022



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Bishop's Waltham Junior
Number of pupils in school (2022-2023)	286
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 <b>2022-2023</b> 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Full Governing Body
Pupil premium lead	Katherine Daniels Deputy Head Teacher
Governor lead	Robin Shepherd

## Funding overview 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£64,845
Recovery premium funding allocation this academic year	£4640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£69,485

# Part A: Pupil premium strategy plan

## Statement of intent

### Context

Bishop's Waltham Junior School is a growing school. We are currently three-form in year 3 and 4 and two-form in years 5 and 6. Over the coming 2 years, we will grow in numbers to three-form throughout. The current numbers on the Pupil Premium register show that we are receiving a greater number of Pupil Premium pupils each year. There are currently 52 in total; 11 in year 3, 15 in year 4, 14 in year 5 and 12 in year 6. In recent years we have seen an increase in pupils in receipt of Free School Meals as well as Services and Looked After/Post-Looked After pupils.

### Vision

At Bishop's Waltham Junior, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure.

We are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding, along with allocations made from the school's own budget will help ensure this money is spent to maximum effect.

### Principles

At Bishop's Waltham Juniors, we recognise that 'disadvantage' can mean many things to many people. The challenges faced by our pupils and families are varied and there is no 'one size fits all' approach to tackling them. We aim to close the gap in attainment but also in life experience so that all our pupils can flourish.

Pupil Premium provision is reviewed regularly and we allocate funding based on a needs analysis. Teachers work alongside SMT and the Pupil Premium tutor to identify priority individuals and groups and we use research conducted by the EEF to plan for how we can best support them to overcome barriers and achieve the highest outcomes.

### Aims

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils (nationally and in-school data)
- To allow disadvantaged pupils to access all extra-curricular activities as part of a well-rounded educational experience

### Achieving these aims

In order to achieve the above aims, provision could include, but is not limited to:

- Access to a dedicated Pupil Premium Tutor to consolidate learning in key areas
- Access to small group teaching in y6 with a dedicated additional teacher for Reading,

### Writing and Maths

- 1:1 or small group support in lessons with teaching assistants
- 1:1 or small group interventions with teaching assistants in addition to whole-class lessons
- Focused Phonic intervention groups using the Little Wandle catch up programme
- 1:1/small group tutoring outside of the school day (led by current BWJS staff) to consolidate learning in key areas
- Paid places on school trips and residential trips to provide first-hand experiences
- Paid access to the school's Early Bird and after-school (Treetops) clubs to encourage attendance
- Funding for school uniform to encourage attendance
- Access to devices such as laptops and iPads to allow engagement in learning and access to specific learning resources
- Access to devices at home to encourage completion of homework and engagement in learning
- Paid places at extra-curricular clubs to encourage participation in a range of activities and improve attendance
- Priority places at school-led extra-curricular clubs to encourage participation in a broad range of activities
- Paid music lessons to encourage an interest in a broad range of subjects and to foster creativity and pupils' talents

## Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress: Historically, pupils enter year 3 with high attainment in all subjects from Bishop's Waltham Infant School. As pupils progress through BWJS, they find it difficult to maintain these levels of attainment. This is supported by findings of the IDSR regarding progress in Junior Schools. This issue has been further exacerbated by Covid-19 lockdowns. 33% of disadvantaged pupils are also on the SEN register (17/52 pupils)
2	Cultural capital is less secure and broad in children from disadvantaged backgrounds – pupils do not have access to as broad a range of experiences as pupils who are non-disadvantaged
3	Of 52 pupils on the Pupil Premium register, 38% (20 pupils) had attendance below 95% (Sept-Dec 22). Attendance needs to be 95% or better for all children, particularly those from disadvantaged backgrounds in order for them to achieve the best outcomes
4	Pupils who are disadvantaged are less likely to have access to technology at home and to complete homework tasks as a result

## 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
Pupil outcomes for all pupils, disadvantaged pupil group, PLAC pupil group and Service Family pupil group will be in line with or better than national comparisons in English and Maths.	End of Key Stage 2 data will be in line with, or better than, national data  Internal data tracking will show progress towards intended outcome
Attendance measures will show that all children are in school and on time every day, unless there is a genuine and approved reason for absence. Attendance data will compare favourably with national data for all pupils and groups of pupils.	Attendance data will be in line with, or better than, national data
Children identified as being vulnerable in terms of their social, emotional and financial context will access a broad and balanced school and extra curriculum offer.	Analysis of club attendance shows all requests from disadvantaged pupils for school-led club places have been honoured  Feedback from parents/carers and pupils will show that pupils eligible for Pupil Premium Funding access a wide range of school – led clubs, trips and residential

## 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

Budgeted cost: £44,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated Pupil Premium Tutor x3 afternoons per week for small group tuition on focused areas of Reading/Writing/Maths</p> <p>£13,258</p>	<p>Many pupils who are disadvantaged are also on the SEN register and have significant gaps in their learning. The PP tutor will work alongside the SENCO, teachers and TAs to identify these gaps and small group/individual tutoring will be tailored to meet pupils' individual needs. Regular reviews between teachers, PP tutor and DHT will evaluate progress made at regular intervals throughout the year and groups/foci will be fluid. The PP tutor will also focus on disadvantaged pupils who are High Prior Attainers</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1
<p>Additional y6 teacher x4 mornings per week to take small groups for Reading/ Maths</p> <p>£29,596</p>	<p>The Year 6 cohort 2021-2022 has particularly low attainment for all pupils. Their relatively low starting points have been further impacted by the effect of Covid lockdown and a lack of support during time spent at home. 1/3 of disadvantaged pupils in year 6 (2021-22) are also on the SEN register and working significantly below age-related expectations. The DHT teaches small groups (max 14 pupils) which allow more personalised learning to take place.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	1
<p>CPD for teaching and support staff We subscribe to and attend English and Maths core provision meetings (HIAS)</p> <p>£640 + supply costs (£600) =</p>	<p>High-quality teaching practice is key in order for all pupils to make good progress. Core provision provides regular local updates, access to new resources and recommends practice supported by up-to-date research. English and Maths leaders disseminate this practice to teachers and support staff during staff meetings and INSET training days.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p>	1

£1240		
CPD for teaching and support staff: Whole-school development priority - effective feedback to pupils	<p>High-quality feedback is key in promoting good progress for all. As a school, we have looked at the principles of effective feedback and have developed a whole-class feedback system which is being used in all classes from September 2021. This is regularly reviewed and updated as necessary.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Marking_Review_April_2016.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Marking_Review_April_2016.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf</a></p>	1

## Targeted academic support

Budgeted cost: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching assistant hours – structured interventions to support Phonics/Reading /Writing/Maths</p> <p>£20,000</p>	<p>Many disadvantaged pupils have significant gaps in their learning. 1:1, targeted support allows these pupils to consolidate learning and make accelerated progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a> (recommendation 7)</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/KS2_KS3_Maths_Guidance_2017.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/KS2_KS3_Maths_Guidance_2017.pdf</a> (recommendation 7)</p>	1
Investment in SSPP Little Wandle scheme, staff training and resources	The introduction of a new SSPP – Little Wandle – has been a key area on the school's Improvement Plan. Teachers and TAs have had additional CPD in order to deliver the 7+ catch up programme with pupils across years 3-5.	1

£2500	<p>In September 2022, 36 pupils across years 3-5 were in receipt of daily phonics teaching and/or reading practice. There were 10 intervention groups being run across the school, led by 10 different teachers/TAs</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>Provision of devices for use at home</p> <p>(Currently no cost – devices provided from DfE)</p>	<p>Many disadvantaged pupils are unable to access online homework tasks due to a lack of access to devices at home. Regular practise of key skills in English and Maths is important for pupils to be able to retain information over time.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf</a></p>	1

## Wider strategies

Budgeted cost: £9145

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to educational trips and residentials</p> <p>£1000</p>	<p>Many disadvantaged pupils do not attend residentials and day trips due to lack of funding. These trips are integral to pupils' learning experiences in order for learning to be 'brought to life'. Residentials give pupils an opportunity to be more independent and build relationships with their peers.</p> <p><a href="https://www.lotc.org.uk/category/research/">https://www.lotc.org.uk/category/research/</a></p>	1, 2
<p>Attendance monitoring – HT</p>	<p>Many PP pupils have poor attendance. Building positive relationships with parents and pupils and regularly making contact if pupils are absent can have a positive impact on pupils' attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	3
<p>Early Bird club</p> <p>£500</p>	<p>Many PP pupils have poor attendance. Attending Breakfast Club at a discounted rate allows these pupils to have a calm start to the day and to improve their attendance</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/">https://d2tic4wvo1iusb.cloudfront.net/documents/</a></p>	3

	<a href="#">guidance/Improving_Behaviour_in_Schools_Evidence_Review.pdf</a>	
Extra-curricular activities  £1500	<p>Many disadvantaged pupils do not have access to music lessons or membership of clubs such as Dance or Karate. Physical activity is key for good mental health and many pupils find a new hobby having been given the opportunity to try clubs at school.</p> <p>Clubs run by school staff – although there is no cost attached to these clubs, priority is given to pupils in receipt of PP funding.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2
ELSA and FEIPS support (ELSA x 5 hrs per week, FEIPS x 2.5 hrs per week)  £6145	<p>Many disadvantaged pupils also experience additional emotional and/or behavioural needs. Pupils are more likely to access learning effectively and make good progress if they are calm and are able to access support and strategies to meet their emotional needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 3

**Total budgeted cost: £75,739**



## 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 to 2022 academic year.

Funded item / initiative	Impact																															
Teaching and Learning																																
	End of year SATs results/teacher assessment data – July 2022																															
Cover for weekly booster sessions	<table><tr><th>Year 6 pupils ARE+</th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>All pupils (65)</td><td>77%</td><td>72%</td><td>73%</td></tr><tr><td>All disadvantaged (6)</td><td>50%</td><td>67%</td><td>50%</td></tr><tr><td>Disadvantaged without SEND needs (4)</td><td>75%</td><td>100%</td><td>75%</td></tr><tr><td>Not disadvantaged (59)</td><td>80%</td><td>80%</td><td>81%</td></tr><tr><td>In-school gap: all disadvantaged v not disadvantaged</td><td>-30%</td><td>-13%</td><td>-31%</td></tr><tr><td>In-school gap: disadvantaged not SEND v not disadvantaged</td><td>-5%</td><td>+20%</td><td>-6%</td></tr></table>				Year 6 pupils ARE+	Reading	Writing	Maths	All pupils (65)	77%	72%	73%	All disadvantaged (6)	50%	67%	50%	Disadvantaged without SEND needs (4)	75%	100%	75%	Not disadvantaged (59)	80%	80%	81%	In-school gap: all disadvantaged v not disadvantaged	-30%	-13%	-31%	In-school gap: disadvantaged not SEND v not disadvantaged	-5%	+20%	-6%
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Dedicated PP tutor x3 afternoons per week	<table><tr><th>Year 5 pupils ARE+</th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>All pupils (63)</td><td>77%</td><td>74%</td><td>79%</td></tr><tr><td>All disadvantaged (10)</td><td>33%</td><td>33%</td><td>67%</td></tr><tr><td>Disadvantaged without SEND needs (6)</td><td>33%</td><td>50%</td><td>67%</td></tr><tr><td>Not disadvantaged (53)</td><td>85%</td><td>79%</td><td>81%</td></tr><tr><td>In-school gap: all disadvantaged v not disadvantaged</td><td>-52%</td><td>-46%</td><td>-14%</td></tr><tr><td>In-school gap: disadvantaged not SEND v not disadvantaged</td><td>-52%</td><td>-29%</td><td>-14%</td></tr></table>				Year 5 pupils ARE+	Reading	Writing	Maths	All pupils (63)	77%	74%	79%	All disadvantaged (10)	33%	33%	67%	Disadvantaged without SEND needs (6)	33%	50%	67%	Not disadvantaged (53)	85%	79%	81%	In-school gap: all disadvantaged v not disadvantaged	-52%	-46%	-14%	In-school gap: disadvantaged not SEND v not disadvantaged	-52%	-29%	-14%
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Additional reading books for reading scheme	<table><tr><th>Year 4 pupils ARE+</th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>All pupils (64)</td><td>86%</td><td>76%</td><td>75%</td></tr><tr><td>All disadvantaged (11)</td><td>73%</td><td>45%</td><td>27%</td></tr><tr><td>Disadvantaged without SEND needs (7)</td><td>100%</td><td>71%</td><td>43%</td></tr><tr><td>Not disadvantaged (53)</td><td>88%</td><td>83%</td><td>85%</td></tr><tr><td>In-school gap: all disadvantaged v not disadvantaged</td><td>-15%</td><td>-38%</td><td>-58%</td></tr><tr><td>In-school gap: disadvantaged not SEND v not disadvantaged</td><td>+12%</td><td>-12%</td><td>-42%</td></tr></table>				Year 4 pupils ARE+	Reading	Writing	Maths	All pupils (64)	86%	76%	75%	All disadvantaged (11)	73%	45%	27%	Disadvantaged without SEND needs (7)	100%	71%	43%	Not disadvantaged (53)	88%	83%	85%	In-school gap: all disadvantaged v not disadvantaged	-15%	-38%	-58%	In-school gap: disadvantaged not SEND v not disadvantaged	+12%	-12%	-42%
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	<table><tr><td>not disadvantaged</td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none"><li>During pupil progress meetings, teachers reported that pupils have benefited from additional support with PP tutor</li><li>Teachers and PP tutor feel that there has been a close working relationship and good communication to ensure work is targeting individual needs of pupils</li><li>Small group interventions have increased pupils' confidence through consolidation of skills taught in the classroom</li><li>Regular reading has increased the skills and confidence of pupils, allowing them to enjoy reading tasks within the classroom</li><li>Teachers and TAs are aware of specific targets for pupils and support in classes are tailored towards this</li><li>Pupils have access to appropriately-pitched reading books that match their phonic stage and matches phonic teaching in classes</li><li>CPD received from English and Maths core provision meetings has had a good impact on practice across the school – especially with the use of CPA in maths, whole class guided reading and the use of text drivers as a starting point for writing</li></ul>	not disadvantaged			
not disadvantaged					
<b>Emotional, social and behavioural support</b>					
Funding for Early Bird club	<ul style="list-style-type: none"><li>12 disadvantaged pupils utilised Early Bird club in 2021-22 and the school paid for their discounted places</li></ul>				
Funding for ELSA/TALA support	<ul style="list-style-type: none"><li>5 disadvantaged pupils accessed ELSA support in 2021-22.</li><li>1 disadvantaged pupil accessed support from FEIPS practitioner in 2021-2022.</li><li>Emotional needs of pupils understood and addressed with individual strategies put into place to support pupils</li><li>Regular discussions between the class teacher and ELSA/FEIPs practitioners</li><li>ELSA/FEIPS ensured a consistent approach to understanding pupils needs, which has led to increased confidence within the classroom and attendance/engagement with learning</li></ul>				
<b>Enrichment</b>					
Funding for extra-curricular music lessons/clubs	<p>Over the course of the academic year 2021-22, 87% of pupils (40/46) in receipt of PP funding attended a school-run club free of charge.</p> <p>In addition to the school run clubs, 6 pupils attended an external club that was funded by the school and 7 pupils received funding for weekly peripatetic music lessons.</p>				
Funding for school trips and residential trips	<p>Over the course of 2021-22, 11 pupils received discounted places on school educational day visits to support the curriculum.</p> <p>In addition, 6 pupils in year six and 8 pupils in year four received discounted places on their residential trips to Liddington and Stubbington.</p>				

## 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
None	