

## Pupil premium strategy statement – St Andrew’s C of E Primary School

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	647
Proportion (%) of pupil premium eligible pupils	19.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2026
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sophie Thomas- Head teacher
Pupil premium lead	Kim Murdock- Assistant Head teacher
Governor / Trustee lead	Nicola Ryan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,580.00
Recovery funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£ 197,580.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At St Andrew's CE Primary and School our Vision is that Every Individual Child Achieves.

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

High-quality teaching is at the very heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

***-ensure disadvantaged pupils are challenged in the work they are set***

***-act early to intervene at the point need is identified***

***-adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.***

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Communication &amp; language skills and vocabulary</b></p> <p>Some children have underdeveloped communication &amp; language skills and vocabulary gaps on entry to school continue to impact upon attainment subsequent years.</p> <p>Some children have limited wider cultural and varied life experiences and a limited exposure to an enriched language environment which continues to impact on attainment and progress.</p> <p>1/3 of ST Andrews pupils are EAL, therefore the need to support language and communication is priority.</p> <p>In addition, the School's Primary SEND category of need is Communication and Interaction (Autism), meaning that we have a large proportion of children who need support with this area of development.</p>
2	<p><b>Wellbeing</b></p> <p>To support pupil's self-esteem, attitude to learning, sense of wellbeing and enjoyment of school so that children are best equipped to attend school and access the curriculum. Staff to be trained in emotion coaching to help support pupils with self-regulation.</p> <p>Additional training to support Staff resilience in managing and supporting pupils' wellbeing.</p> <p><b>School attendance is targeted due to the increase Nationally of pupil's emotional based school avoidance.</b></p>
3	<p><b>Metacognition and Self –regulation.</b></p> <p>Some children need to develop resilience and understanding in applying knowledge and strategies successfully in their learning and relationships</p> <p>This can mean that some children are reluctant to take the risks or take responsibility for the learning.</p>

4	<p><b>Engagement</b></p> <p>Improving parent’s engagement, aspirations and ability to support learning and improve attendance.</p> <p>Parent support work with Emotion Coaching and the delegation of a school Attendance office to further work alongside parents and the Local Authority to support pupils with EBSA (Emotional Based School Avoidance).</p> <p><b>School attendance is targeted due to the increase Nationally of pupil’s emotional based school avoidance.</b></p>
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan and milestones for 25-26**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved % of children working at age related expectations for all of our children particularly our disadvantaged children. (Reading, Phonics, Writing and Maths).	In school tracking on ‘Arbor ‘at the end of Key Stage ( EYFS, KS1 &KS2) assessments will show an increase in the number of children working at age related expectations for our disadvantaged pupils.  Quality first teaching will have ensured that the gaps are addressed.
To ensure identified children receive targeted high quality intervention monitored by SLT.	Analysis of interventions will show that interventions have had a positive impact on the disadvantaged learning and has helped accelerated their learning.
The gap between disadvantaged and non-disadvantaged to close and diminish.	End of Summer 2025-2026, data to show that the gap has been closed / diminished.

## 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: £19,072

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Literacy Support Service.	Targeted intervention to support Literacy and Language needs. Diagnosis of dyslexia Planned interventions for identified children.	1,2,3  1 day per week  £7,590
EMAS Language support  Bilingual Support	Language power and pedagogy (2000) Vygotsky (1978) reminds us that language happens through interaction and dialogue with a more-expert other. EMAS specialist teachers work to the pedagogy and evidence based five key principles for learning language across the curriculum; language and concepts are organised in disciplines; scaffolded language to support learning ; prioritise vocabulary; talk before writing; learning is collaborative.	1,2,3          £5,741
Language support Mentor	Language power and pedagogy (2000) Vygotsky (1978) reminds us that language happens through interaction and dialogue with a more-expert other. EMAS specialist teachers work to the pedagogy and evidence based five key principles for learning language across the curriculum; language and concepts are organised in disciplines; scaffolded language to support learning ; prioritise vocabulary; talk before writing; learning is collaborative.	1,2,3,4          5 days weekly £5,741

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

Budgeted cost: £109,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Speech and Language Support</p>	<p>Language power and pedagogy (2000) Vygotsky (1978) reminds us that language happens through interaction and dialogue with a more-expert other.</p> <p>There is strong evidence that this approach can be effective for all children, including evidence of effectiveness in interventions focused on children from socio-economically disadvantaged backgrounds. However, there is currently no evidence that this results in narrowing the disadvantage gap when all children receive the same intervention.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-modelling-language&amp;utm_source=/early-years/evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-modelling-language&amp;utm_source=/early-years/evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p>1 day a week from a specialist speech and language therapist</p> <p>£6,000</p>	<p>1,2,3</p>
<p>School Start</p>	<p>Language power and pedagogy (2000) Vygotsky (1978) reminds us that language happens through interaction and dialogue with a more-expert other <a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-and-modelling-social-communication-skills&amp;utm_source=/early-years/evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-and-modelling-social-communication-skills&amp;utm_source=/early-years/evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p>Delivered by S&amp;L Mentor</p> <p>2.5 hr a week</p> <p>£1,804</p>	<p>1,2,3</p>
<p>Talkboost</p>	<p>The intentional use of language or activities to stimulate and extend an interaction by engaging the child in cognitively challenging activities. The child is encouraged to hear and apply language through the sharing of ideas, providing reasons, and building on each other's ideas <i>Talkboost</i>: <a href="https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/talk-boost-ks1/">https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/talk-boost-ks1/</a></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://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-through-collaborative-talk&amp;utm_source=/early-years/evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-through-collaborative-talk&amp;utm_source=/early-years/evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p>Delivered by S&amp;L Mentor</p> <p>45 mins 3 x a week</p> <p>£1,550</p>	<p>1,2,3</p>

Touch typing	<a href="https://touchtypeit.co.uk/the-research-backed-benefits-of-typing-for-cognitive-development/">https://touchtypeit.co.uk/the-research-backed-benefits-of-typing-for-cognitive-development/</a> 5 x hours per week- led by TA £6,630	1,2,3,4
Funding TA's to deliver 8 week Herts 4 reading programme	There is strong evidence on the positive impact of interactive reading approaches, such as dialogic reading, as an approach to improve language and communication in the early years. An analysis of three systematic reviews on shared reading interventions shows that the more active the child participation, the greater the gains in language development (Trivette and Dunst, 2007). <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/EY_Interactive_Reading_Technical_Summary.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/documents/EY Interactive Reading Technical Summary.pdf</a> 2 x hours per week- led by TA £3,978	1,2,3
Schools Wellbeing service/play therapy	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1750602883">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF Improving behaviour in schools Report.pdf?v=1750602883</a> Evidence from psychology demonstrates a clear development pattern that affects behaviour in children and young people, which can support teacher understanding. Research on ACEs demonstrates that being exposed to four or more significant adverse experiences tends to affect children and teenagers' behaviour as well as their physical and mental health, both immediately and throughout their lives. This is a relatively new field of research and it appears that interventions can reduce the harmful effects, but more research is needed to understand the most useful ways of applying this knowledge to support children and young people in schools. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. <sup>4</sup> For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.  1.5 days per week  £15,000	1,3,4
BHISS Forest School /Nurture with	Children who attended a nurture group had a significant chance of improving their learning skills (Gerrard, 2005), including language and literacy skills (Hosie 2013) and their academic attainment improved, even over the course of one year (Sloan et al 2016, Reynolds et al 2009).	1,2,3,4

<p>school staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.<sup>4</sup> For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.<sup>5</sup></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialemotionallearning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialemotionallearning</a></p> <p>2x hours per week</p> <p>£1,560</p>	
<p>Music &amp; Clubs (Peripatetic)</p>	<p>Understanding and valuing cultural capital is essential for creating inclusive and equitable educational environments. This is important to enable children and young people, as well as the adults who work with and for them, to flourish, and improve outcomes for all.</p> <p>Various providers- (see below)</p> <p>£10,000</p>	<p>1,2,3, 4</p>
<p>Nurture Group/ Social Communication</p>	<p>Children who attended a NG had a significant chance of improving their learning skills (Gerrard, 2005), including language and literacy skills (Hosie 2013) and their academic attainment improved, even over the course of one year (Sloan et al 2016, Reynolds et al 2009).</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.<sup>4</sup> For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.<sup>5</sup></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialemotionallearning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialemotionallearning</a></p> <p>Delivered by Learning mentor (SEMH)</p> <p>2 hrs (+) x day – this is an intervention and support which now which can be all day as we are managing increased numbers of children who need extra nurture and social communication support . The schools SEND primary area of need is social communication and the increase in support is palpable.</p> <p>£1,560</p>	<p>1,2,3, 4</p>

Outdoor learning	<p>Increasing numbers of pupils need individualised approaches to support their social, emotional and mental health needs. The COVID 19 pandemic has led further to increase in that demand for bespoke support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialemotionalllearning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialemotionalllearning</a></p> <p>£720</p>	1,2,3,4
HAF	<p>Holiday Activities and Food Programme-</p> <p><a href="https://www.familyandchildcaretrust.org/sites/default/files/LGA%20wrap%20around%20childcare%20insight%20report.pdf">https://www.familyandchildcaretrust.org/sites/default/files/LGA%20wrap%20around%20childcare%20insight%20report.pdf</a></p>	2,4
Lunchtime outdoor explorers	<p>Increasing numbers of pupils need individualised approaches to support their social, emotional and mental health needs. The COVID 19 pandemic has led further to increase in that demand for bespoke support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialemotionalllearning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialemotionalllearning</a></p>	1,2,3,4
Sensory Groups (sensory regulation)	<p>Several high-quality studies suggest that a shift of focus from managing a child’s behaviour towards teaching a child learning behaviours may be beneficial. This research evidence fits with the message from the 2005 report from The Practitioners’ Group on School Behaviour and Discipline led by Sir Alan Steer, “‘Learning Behaviour’”. The body of evidence relating specifically to self-regulation is covered more thoroughly in the EEF’s Guidance Report, ‘Metacognition and self-regulated learning’.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.<sup>4</sup> For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.<sup>5</sup></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF%20Improving%20behaviour%20in%20schools%20Report.pdf?v=1750602883">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF Improving behaviour in schools Report.pdf?v=1750602883</a></p> <p>Delivered by a Wellbeing team 2 x adults 3 x a week</p> <p>£25,974</p>	1,2,3,4
Lunchtime clubs support – for improved positive play and experient	<p>Children who attended a nurture group had a significant chance of improving their learning skills (Gerrard, 2005), including language and literacy skills (Hosie 2013) and their academic attainment improved, even over the course of one year (Sloan et al 2016, Reynolds et al 2009).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialemotionalllearning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialemotionalllearning</a></p>	1,2,3

e sporting and structure d sporting activities	£5,583	
After School Clubs	<p>Every Pupil Premium Child is offered a club each term to encourage and give these children an opportunity to which they may be disproportionately at a disadvantage of experiencing to their peers.</p> <p>Understanding and valuing cultural capital is essential for creating inclusive and equitable educational environments. This is important to enable children and young people, as well as the adults who work with and for them, to flourish, and improve outcomes for all.</p> <p><a href="https://www.familyandchildcaretrust.org/sites/default/files/LGA%20wrap%20around%20childcare%20insight%20report.pdf">https://www.familyandchildcaretrust.org/sites/default/files/LGA%20wrap%20around%20childcare%20insight%20report.pdf</a></p> <p>£1,000</p>	1,2,3, 4
Morning Club	<p>Many pupil premium children attend morning club to support their attendance in school and to support parents to engage in the workforce.</p> <p>To support the growth of the sector, local authorities can help support entry into the wraparound childcare workforce, particularly through supporting childminder entry and leveraging the current start up grant available for childminders. More can also be done to help childminders caring for primary school age children, such as making civic space easily accessible for trips for childminders and supporting childminder networks. Local authorities could also work with education providers in the local area to look at employment routes both during and after study to help expand the wraparound childcare workforce.</p> <p><a href="https://www.familyandchildcaretrust.org/sites/default/files/LGA%20wrap%20around%20childcare%20insight%20report.pdf">https://www.familyandchildcaretrust.org/sites/default/files/LGA%20wrap%20around%20childcare%20insight%20report.pdf</a></p> <p>TA staff run and oversee this provision 5 x 1hr weekly</p> <p>£1,000</p>	
National Tutoring Program me	<p>School led tutoring for particular children.</p> <p>£27,633</p>	1,2,3, 4

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for Pupil Welfare coordinator/ Inclusion coordinator	<p>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Studies found more positive impact for pupils from disadvantaged backgrounds, for non-academic outcomes such as attendance, attitude to school and behaviour. St Andrew's monitoring has shown this to be the case, especially with better outcores for disadvantaged pupils attendance.</p> <p>5 days a week</p> <p>£29,000</p>	1,2,3,4
Music & Clubs (Peripatetic)	<p>Understanding and valuing cultural capital is essential for creating inclusive and equitable educational environments. This is important to enable children and young people, as well as the adults who work with and for them, to flourish, and improve outcomes for all.</p> <p>£2,000 (Included above)</p>	All
After School Clubs	<p>Understanding and valuing cultural capital is essential for creating inclusive and equitable educational environments. This is important to enable children and young people, as well as the adults who work with and for them, to flourish, and improve outcomes for all.</p> <p>Every Pupil Premium Child is offered a club each term to encourage and give these children an opportunity to which they may be disproportionately at a disadvantage of experiencing to their peers.</p> <p>Understanding and valuing cultural capital is essential for creating inclusive and equitable educational environments. This is important to enable children and young people, as well as the adults who work with and for them, to flourish, and improve outcomes for all.</p> <p><a href="https://www.familyandchildcaretrust.org/sites/default/files/LGA%20wraparound%20childcare%20insight%20report.pdf">https://www.familyandchildcaretrust.org/sites/default/files/LGA%20wraparound%20childcare%20insight%20report.pdf</a></p> <p>£1,000 (Included above)</p>	2,3,4
Morning Club	<p>Understanding and valuing cultural capital is essential for creating inclusive and equitable educational environments. This is important to enable children and young people, as well as the adults who work with and for them, to flourish, and improve outcomes for all.</p> <p>Many pupil premium children attend morning club to support their attendance in school and to support parents to engage in the workforce.</p> <p><a href="https://www.familyandchildcaretrust.org/sites/default/files/LGA%20wraparound%20childcare%20insight%20report.pdf">https://www.familyandchildcaretrust.org/sites/default/files/LGA%20wraparound%20childcare%20insight%20report.pdf</a></p>	2,3,4

	£1,000 (As above)	
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**Total budgeted cost: £158,064**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results, EYFS results and our own internal assessments. We complete ongoing monitoring and pupil progress discussions with teachers and the inclusion team to identify and provide intervention and extra support for pupil premium pupils. Disadvantaged pupils data has shown:

- Early Years Disadvantaged pupils made good 86% level of development with outcomes beyond the Local and National figures.
- The number of disadvantaged pupils reaching the expected standard in EYFS far surpassed the Local and National %
- % of disadvantaged pupils achieving the expected standard by the end of Year 2 was 92% and above the LA and National figures.
- 92% Year 1 disadvantaged pupils reached the expected standard by Y2
- KS2 disadvantaged pupils made good progress with outcomes beyond the LA and National level, and improved outcomes than in 2023
- KS2 disadvantaged pupils achieving the High Standard was 21%
- KS2 disadvantaged pupils reaching the expected standard in Reading was over 10% higher than LA and National figures
- KS2 disadvantaged pupils reaching the expected standard and higher standard in Reading, Writing and Maths was over than LA and National figures

-Attendance

-Persistence absence is below local and National figures at an average for the past year of 8.3% (National Average 15.4%)

DfE has shared our school's 2023 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

After analysis of the data from the tests and assessments, we have reviewed our strategy plan and have made changes to how we intend to use some of our budget this academic year, as

set out in the Activity in This Academic Year section above. For example, analysis of our EYFS data has identified the need for greater interventions by our Speech & Language specialist so we have implemented this.

School ELTAS support will be ceasing Summer 25 due to budget difficulties therefore we have reviewed the support for our EAL/ Disadvantaged pupils and have appointed a Speech and Language Mentor to support further pupils.

Areas for development:

-KS2 to increase number of disadvantaged pupils in maths achieving Greater Depth

-To support EAL and disadvantaged pupils to with language development within school resources (ELTAS provision will be ceasing).

## 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
Forest School	BHISS / SEMH team
Peripatetic Music	Sussex Music School Joanna Dziecielska Jocasta Mudge Matt Ellis-Devitt Rupert Horne Liz Easen
Play Therapy	Annabel Pilott
Speech and Language Therapy	Emily Owens
School Clubs ( Varied)	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
NA
<b>The impact of that spending on service pupil premium eligible pupils</b>
NA

### **Further information (optional)**

Many of our high tariff disadvantaged pupils have been additionally supported by the school crisis fund to support families to have food vouchers, clothing and emergency medical care (dentist), trips and additional club support where parents need cover for Social Care meetings etc.