Pupil premium strategy statement 2026-27

This statement details our school's use of pupil premium for the 2026-27 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.

Pupil Premium funding is allocated to schools based upon the number of children on roll from low income families who are currently known to be eligible for free school meals or have been eligible over the last six years. It also includes children that are 'looked after'. The funding is provided for the specific purpose of increasing attainment and progress of these groups of children. An additional premium is provided based upon the number of pupils who have a parent working for the armed services. This service premium is designed to address the emotional and social well-being of these pupils.

School overview: updated 03.10.25

Detail	Data
School name	Pinewood Infant School and Foundation Unit
Number of pupils in school	177 (139 excluding nursery)
Proportion (%) of pupil premium eligible pupils as of 13.11.26	PP 36/139 26% all pupils 45/180 25% full time school only FSMT: 25/139 32/180
Academic year/years that our current pupil premium strategy plan covers	2025- 2026 outcomes 2026-2027 Pupil Premium Strategy
Date this statement was published	13.11.26
Date on which it will be reviewed	17th December 2026 25th March 2026 23rd July 2026
Statement authorised by	Rachel Otter
Pupil premium lead	Rachel Otter
Governor / Trustee lead	Rachel Makey

Funding overview **Pupil Premium Funding for April 2026-April 2027**

Detail	Amount
Pupil premium funding allocation this academic year (April 2026-2027)	48 @ £1,550 (£74,400)

	3 Post LAC + Special Guardian-ship £13,450
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£88,210

Part A: Pupil premium strategy plan

Statement of intent

Rationale

Providing children with the 'roots to grow and the wings to fly' onto the next part of their educational journey underpins our curriculum at Pinewood alongside reaching our daily aim of 'making learning irresistible'. Our key school values of honesty, self-belief, kindness, respect, curiosity, independence, resilience and responsibility are taught through all that we do. We ensure the education we offer meets the children's need by ensuring barriers to learning are addressed in our curriculum. We ensure our curriculum is knowledge and skills rich, that vocabulary and oracy skills are at the heart, that we promote independence and that we broaden experiences.

All children at all levels must fulfil their potential and this is fostered here at Pinewood through high expectations and high quality Learning and Teaching, which is at the heart of everything we do. Our curriculum is constantly reviewed and changed to ensure it meets the needs of all children; to inspire and excite learning and we believe consistently excellent teaching in the classroom is the focus for raising attainment. We have written a teaching and learning toolkit that is followed all through based on research based evidence helping us to chieve best possible outcomes for all.

All members of staff and the governing body accept responsibility for ensuring the progress of all our children and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and we are determined to ensure that all our children are given every chance to maximise their full potential.

Our intention is that all children, irrespective of background or the challenges they face should reach their potential. Our intention is that they make good and often accelerated progress if necessary, during their time with us to achieve high attainment across all areas of the curriculum, especially in reading so that our children can access the year 3 curriculum as they move onto junior school and continue with their educational journey. 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 recognise that some of our pupil premium children face challenges, and we are determined to overcome these challenges unlocking the potential of all children. These challenges include lower levels of oracy and language, reduced exposure to literacy, social and emotional needs, lower aspirations and lower attendance than non-pupil premium children. We know that many of our children do not have the same opportunities of their peers outside of school. Therefore, our key activities and spending reflect that as set out below, with the priority of ensuring that we provide children with the very best education through quality teaching, a knowledge rich and experiential curriculum and support for their social and emotional development.

Too often, we welcome children to school where barriers have developed long before starting at Pinewood and where children are unknown to services that could support. We see increasing numbers of children starting school without secure foundations in communication and language, social development and emotional regulation. These challenges are most acute for disadvantaged children and those with SEND. EEF Research shows that early gaps in literacy, maths and language account for around

40% of the attainment gap seen at Key Stage 2. By the time children enter school, many inequalities are already becoming entrenched.

Our Reception provision is recognised locally for its excellent practice, and although our disadvantaged children make exception progress in our EYFS, fewer than half of our disadvantaged pupils achieve a Good Level of Development because of the complexity of need they bring. Catching up is always harder than getting it right first time. Strengthening early foundations must go hand in hand with inclusive practice. Our intention is that of effective early intervention and adaptive teaching, alongside promoting excellent teaching whilst working alongside outside agencies, so we can help ensure children receive support earlier and more consistently.

We consider all challenges faced by vulnerable pupils. We know our families very well and offer a personalised approach in supporting the disadvantaged. We recognise that children who are not in receipt of PP can also suffer disadvantages in terms of their background and home circumstances and we support their needs in similar ways.

Many of our Pupil Premium children have an additional SEND need and often have significant barriers to learning. Some may be preverbal, have significant speech and language need and some development delays. Many have additional barriers to learning and our aim for these children is to make accelerated progress from starting points as national statutory data expectations can be outside of their reach, but we strive for these children to make accelerated progress and achieve milestones within reach of their needs.

High-quality teaching is at the 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 that they're 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 Attendance	Our PP and FSM children have lower rates of attendance than Non PP and Non FSM children. In 2025-26 the attendance of our PP children was 93.4% compared to 97.1% Non-PP school data all children. DFE data for statutory school age showed FSM attendance at 92.9% which was higher than National 92.4% and an increase from 91.1% in 20924-25. Whereas this an improving, pleasing picture, Non FSM attendance was 97.2%. There was a significant difference between data for our PP boys compared to girls where PP boys sat at 90.2% and girls 96%. This was mostly due to issues with persistent absenteeism with a certain PP boys, most of which had additional SEND need. We had 8 children classified as persistent absentees out of which 6 of these 8 were PP children.
2 Oral language & Communication	Assessments and observations of our children indicate underdeveloped oral language skills and vocabulary skills among many disadvantaged pupils. Communication skills are therefore less developed. Our EYFS children entry, particularly in F1 have under developed language and this is more prevalent among our disadvantaged pupils than their peers. LA speech therapy is difficult to obtain and the service provided has decreased. FSM children have poorer languages skills and can be quieter in lessons, particularly the lower attaining FSM children and benefit from TA support to access quality first teaching.
3 Phonics, early reading and reading support at home	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This can be exacerbated by limited home support with reading which affects the practicing of decoding skills and fluency. Internal and external reading assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. There is a gap between PP and Non-PP at NS and GDS levels.
4 Writing Attainment	Writing assessments and observations of children and indicate that writing attainment among disadvantaged pupils over time is below that of non-disadvantaged pupils. Children often have poorer fine motor skills as they have had limited experiences of pen holding, cutting, threading etc. so we work on this from the outset. There is a gap between PP and Non-PP at NS and GDS levels.
5 Maths	Internal Maths assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils and has been so over time. There is a gap between PP and Non-PP at NS and GDS levels over time
6 Well-being Social and emotional	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, domestic home issues within the family home, overcrowding, lack of enrichment opportunities and access to specialist services during their pre- school years, family circumstances and extensive waiting lists for children to see pediatricians for their needs. Affected children require a personalised approach to emotional health and well-being with additional bespoke support and small group intervention. (DFE case study provides an example of our personalised response to such need.)
7 Breadth of experience	Experiences of some pupil premium children outside of school can be limited. This limits the opportunity to build cultural capital and build their knowledge of the world. We also know that our disadvantaged children historically have not attended as many clubs as other children and do not get the chance to experience a variety of activities.
8 Multiple complex needs	Many of our disadvantaged pupils have multiple complex needs including SEND which acts as an additional challenge for their attainment. When looking at data outcomes for PP children without including the high level SEND need that is evident in school, our data outcomes are in line with

	national for FSM/PP in phonics screening for example. Many of our FSM children have an additional send need – in November 2026-2748% of our funded PP children also have additional SEND need as a barrier to learning and an additional 14% of funded children are on our 'school aware' register. This means that a significant proportion of our PP children have multiple complex needs.

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
1. Improved attendance for disadvantaged pupils and a decrease in their persistent absenteeism. Higher engagement from FSM and mor vocality in lessons when in school.	A narrowing of the gap between the attendance of PP and NPP / an improvement in PP attendance data. Attendance data will show that attendance among pupil premium is closer to NPP. Decrease in persistent absence of PP.
2. Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, interactions and developments in speech and language groups and ongoing formative assessment. Younger children have a rapid progress in their vocabulary from starting points whilst older children demonstrate a growing vocabulary across the curriculum in their oracy. A higher proportion of disadvantaged children achieving the early learning goal in communication and language in the EYFS and in reading as a result. Children meet targets across school all making accelerated progress. Staff meet children's speech and language needs through the support from a private speech therapist. The ShREC approach is used consistently by all adults in the EYFS including staff new to school. Tier words embedded within children's vocabulary.
3. Improved number of children entering KS1 on Yellow book band and meet the appropriate phonics reading level. Improved number of PP children achieving the ELG in reading. Phonics attainment among disadvantaged pupils in Y1is in line with national and improved attainment in reading at NS and GDS for disadvantaged pupils at the end of year 2	All PP children to make accelerated progress from starting points. A higher proportion of disadvantaged children achieving the early learning goal in reading in 2027 (Red C) and entering Y1 at yellow phonics book level. Children with exceptionally high level additional needs will not be expected to reach the GLD milestone but must show exceptional progress through personal targets.

	Disadvantaged pupils to perform in line with national in the phonics screening test in year 1 showing a narrowing of the gap with NPP. Again, as our school has high levels of PP with high level SEND needs, it may be unrealistic to expect these PP children with such need to meeting phonics milestones for example when pre-verbal, but data will be established with the omission of these children in addition to statutory data in order to establish outcomes for PP children without high level need as such children often have high level need and are preverbal. Disadvantaged pupils to perform in line with national in reading in year 2 showing a narrowing of the gap with NPP whilst all making accelerated progress from starting points.
4. Improved Writing attainment among disadvantaged pupils in all year groups and improved attainment in writing at NS and GDS for disadvantaged pupils at the end of year 2	All disadvantaged children making exceptional progress from starting points. A higher proportion of disadvantaged children achieving the early learning goal in writing (again with the high level SEND children being considered as above) in the EYFS and continue with the percentages achieving ELG in fine and gross motor skills. Disadvantaged children continue to show improvements in handwriting and presentation and attitudes towards writing in KS1 with excellent progress in books to be seen. There is a larger percentage of disadvantaged children achieving national standard to match national averages with data shown with and without high level need PP children who maybe not be working with national curriculum or pre-key stage levels.
5. Improved Maths attainment among disadvantaged pupils in all year groupsY1 and improved attainment in Maths at NS and GDS for disadvantaged pupils at the end of year 2.	A higher proportion of disadvantaged children achieving the early learning goal in Maths in the EYFS. Disadvantaged children show improvements in recall of number facts and fluency. There is a larger percentage of disadvantaged children achieving national standard meeting national averages and an increase of at least in greater depth in year 2 in Maths with all showing accelerated progress from starting points.
6. Higher percentage of FSM children achieving GLD	Data is a real concern for our FSM children and as we know if they have not achieved

	GLD in early years, the gap between non-FSM just gets wider over time as non-FSM continue to accelerate. As we have a high proportion of our FSM children with additional SEND barriers to learning, this needs to be taken into account as often their progress is excellent although GLD is unrealistic from starting points and does not reflect the personal progress a child can make.
7. Well-being Social and emotional	Improved attendance, children settling down to learning, greater reports of well-being from our families, Elsa targets met with teachers also reporting positive outcomes for children. Children with the most significant emotional needs offered individually tailored support to ensure their emotional needs are met and learning maximised. 100% participation in enrichment activities from all pupils in KS1. To continue with the excellent EYFS results in building relationships and managing self. All staff to feel empowered through CPD and resourcing to support children with social and emotional development, an area we have considerable strength with as a school.
8. Breadth of experience	Children benefit from a variety of experiences in school evidenced through floor books and school website, provided in our quality first teaching curriculum model. All children leave having accessed all activities on the Pinewood promise and are beginning to embrace and celebrate the diversity in modern Britain. Children partake in a range of experiences including trips, visitors, theatre company, and music experiences. Over 80% of PP children attend year 2 residential. To have a higher percentage of PP children Targeted children to attend Rock Steady/Rockley music groups to raise aspiration.
9. Multiple complex needs	As many of our disadvantaged children have a variety of complex special needs a multi-agency approach to support these children to impact on their attainment and ability to access mainstream provision safely and positively. Success would mean meeting their targets and making excellent progress from starting points.

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: £ *40,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language lead training on tier words	Language lead attendance at all training	2
Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school.	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. ' EEF	3, 4, 5
Ensure that all phonics teaching is of an exceptional standard. Continue to ensure Little Wandle is embedded and partake in continuing CPD with the scheme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	3
Add to the reading book diet that children receive through further Little Wandle purchases and adapt our order of teaching phonics to match this order whilst continuing to deliver out high quality phonics approach	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF 4 months + progress	3
Ensure early reading training, model reading by English lead/head teacher, key word and writing cpd. Comprehension	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. ' EEF	3, 4

Ensure new staff and existing staff embrace approaches to memory in school and embed retrieval practices cross school e.g. Leitner and implement our teaching and learning toolkit.	7 months progress	3, 4, 5
To improve consistency in teaching number sense and fluency and outcomes for children in number, by further Maths CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	5
Ensuring enough time is given over to allow for staff professional development for academic subjects in all subjects as well as social and emotional training	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. ' EEF	3, 4, 5, 6,8
Language Lead continues to develop a whole school approach based on sound principles of vocabulary acquisition and development. Language lead attend and engage with the Oracy programme with the English Hub over an extended period	There is a strong evidence base including high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	2
All teachers/TAs in KS1 give frequent feedback to DPs in writing and maths Ensure teachers have release time to have conversations with pupils for feedback and next steps to help raise attainment	6 months + progress	4, 5
SENDCo continues to support staff to support children suffering from trauma and attach-ment. Continue to work with MHST with the NHS.	SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	6, 8

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time to undertake Wellcomm interventions and speech therapy support for children working on NHS SALT targets	**EEF Research** +5 months (small group tuition) +1 month (teaching assistants) Oral lang interventions +5 Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	2
1:1 and small group additional reading sessions with targeted children for children to make accelerated progress in reading	**EEF (Education Endowment Foundation) Research** Small group tuition +4m Read comp+5m Phonics group +4m Oral lang interventions +5m 1:1 reading intervention +5m	3
Additional phonics interventions – keep up and catch up	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	3
Drawing club (or equivalent) training to support low attaining FSM/SEND pupils as an additional intervention	**EEF (Education Endowment Foundation) Research** Small group tuition +4m	4
Maths Intervention - Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations in Year 2	**+5 months**	5

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
£1,500 A clear, robust and graduated approach to improving attendance Working closely with our families formally and informally over issues of attendance and reading at home. Increased interaction from head teacher with parents to ensure excellent home attendance. Support with collecting targeted children to walk to school if needed.	EEF- 'Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.'	1
£3000 Continue to offer an extensive range of extra-curricular clubs Including cooking, drama, book club, science club, art club, eco club, music club and choir. Contribution towards Y2 residential, school trips and visitors into school to broaden experiences. Music Tuition	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	7
Parental engagement via dojo. Parent involvement termly tracking and action including reading at home and attendance at assembly ,reading celebrations etc. SLT on the school gates morning and afternoon to develop relationships and engage with parents.	Parental engagement +4months	3, 6
£2,500 Emotional coaching and literacy support TA to work with identified pupils to address barriers to learning arising from social / emotional difficulties through 1:1 sessions. Increased resourcing in classroom to support sensory need.	EEF Research +4 months (social and emotional learning SEL)	6

Total budgeted cost: £90,000

Part B: Review of outcomes in the previous academic year

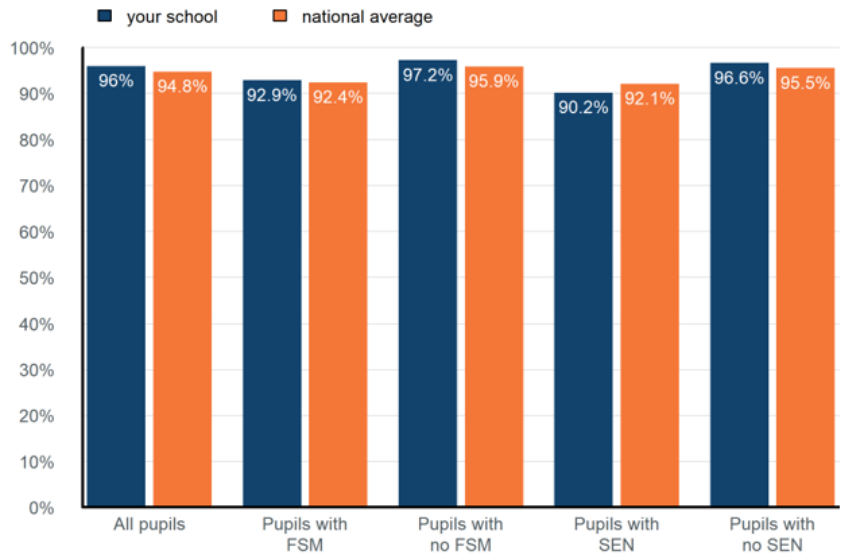
Pupil premium strategy outcomes

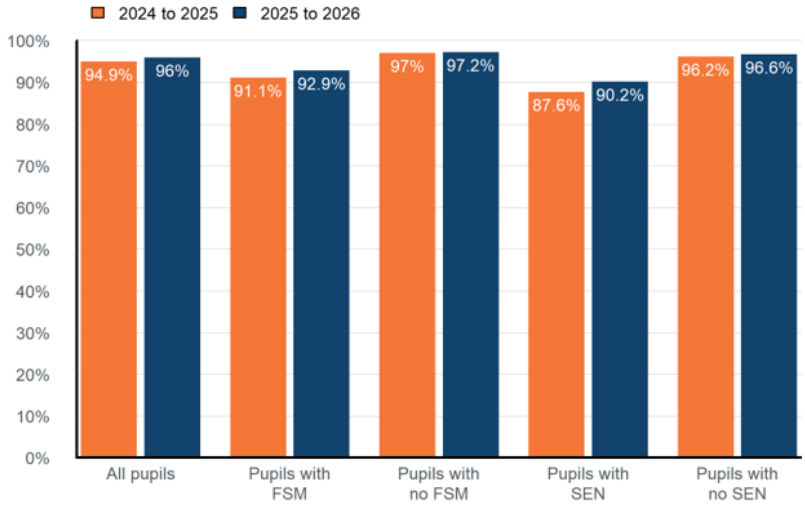
This details the impact that our pupil premium activity had on pupils 2025-26

FSM and PP attendance data increased by approximately 2% in 2025-26. We ensured all staff took complete ownership of attendance data and worked closely with families going over and above to support them with good attendance. Our PP attendance increased to 92.9% from 91.1% and is above national FSM at 92.4%. With us being an infant school with younger children more prone to illness, this data is pleasing. Our FSM attendance data is in line with out similar schools where we rank 4th out of 20. It is our children who also have high level send need including those awaiting special school that has meant we are not ranked higher. PP girls attendance rose to 96% whereas PP boys dropped to 90.2% due to certain persistent absentees, some of which were under enforcement.

Pupil group comparison

Figure 2: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) support compared to the national averages. Results are for pupils in years 1 to 6 from the start of the academic year 2025 to 2026, up to Monday 20 July 2026.





Whole school data including non-statutory

Whole School Y1-Y2	% Attendance	
	2024/2025	2025/2026
Whole School **Y1-Y2**	**94.7%**	**96%**
Boys	**94.3%**	**95.1%**
Girls	**95%**	**96.8%**
FSM	**90.8%**	**92.4%**
NFSM	**97.1%**	**97%**
FSM Girls	**90.7%**	**95%**
FSM Boys	**90.9%**	**90.2%**
PP	**91.3%**	**93.4%**
Non PP	**97%**	**97.1%**
PP Girls	**91.7%**	**96%**
PP Boys	**90.8%**	**90.2%**
SEN	**89.3%**	**92.3%**
Non SEN	**96.7%**	**96.5%**
EHCP	**73.3%**	**69.6%**
EAL	**97%**	**97%**

Improved oral language skills and vocabulary among disadvantaged pupils

Assessments and observations indicate significantly improved oral language among disadvantaged pupils as they move through school. This is evident when triangulated with other sources of evidence, including engagement in lessons, interactions and developments in speech and language groups and ongoing formative assessment. Younger children have a rapid progress in their vocabulary from starting points whilst older children demonstrate a growing vocabulary across the curriculum in their oracy. Speech and language is a high priority in the EYFS and regular training is held to ensure all staff are committed and feel empowered to support children in this area. Children are assessed on Wellcomm initially and targets are set across F1 (and targeted children through school) are all making accelerated progress. Staff meet children's speech and language needs through the support from a private speech therapist and feel more empowered to meet the children's needs with the lack of availability for speech therapists from the LA. 58% (7/12) of PP children achieved the early goal in Listening and Attention in the area of Communication and Language. The 5 children who didn't achieve the goal are SEND with significant speech and language delays.

67% (8/12) children achieved the early learning goal in speaking. The 4 children who didn't achieve the goal are SEND. In terms of progress from starting points, our children have made significant progress.

1. **Improved Phonics attainment among disadvantaged pupils in Y1 and improved attainment in reading at NS and GDS for disadvantaged pupils at the end of year 2**

Phonics: 7/11 64% of PP children passed phonics screening test. FSM 6/10 60%. Without the inclusion of a child at school with named special of EHCP our PP data would have been 7/10 70% and our FSM data would have been 6/9 67% which would have been in line with national. Without the admission of a new FSM child before testing our FSM data would have been 6/8 which would be 75% FSM pass rate which is above national. 100% of all PP children passed phonics by the end of year 2 in 2026 which is above national.
Reading Year 2: 63% of Our Year 2 PP children met age related expectations with 11% achieving GDS.

2. **Improved Writing attainment among disadvantaged pupils in all year groups and improved attainment in writing at NS and GDS for disadvantaged pupils at the end of year 2**

Although an improvement on 2025 10/19 53% of PP children reached the expected standard in writing at the end of 2026, although 3 of these had high level send need.

3. **Improved Maths attainment among disadvantaged pupils in all year groupsY1 and improved attainment in Maths at NS and GDS for disadvantaged pupils at the end of year 2.**

68% of PP children achieved the expected standard in Maths and 5% achieved GDS.

4. **Well-being Social and emotional**

The outcome of the work we do for this has resulted in improved attendance, children settle down to learning well and we have received greater reports of well-being from our families. Emotional skills targets are met and information from student voice, parent surveys and informal observations show that the work we do has a great impact on our children. There is good participation in enrichment activities among disadvantaged pupils due to the breadth of activity we offer and how we have targeted children towards clubs. EYFS results of disadvantaged pupils in building relationships were 67% (8/12). The 4 children who didn't achieve the goal are SEND. Managing self was also 67% (8/12).

5. **Breadth of experience**

All children with the exception of 1 EHCP child awaiting special school attended at least 1 after school club with average number of clubs being attended equalling 6 in total

PP Attendee Information:												
Clubs attended:	12	11	10	9	8	7	6	5	4	3	2	1
By X individual children:	NA	NA	NA	1	1	4	3	6	6	1	3	5

Children benefit from a variety of experiences in school evidenced through floor books and school website. Children partake in a range of experiences including trips, visitors, theatre company, and music experiences.
17/19 89% of PP attended a residential. 26% of our PP children partook in Rock Steady.
Some PP children were targeted to attend Rock Steady music groups to raise aspiration – it was wonderful that all their parents came to watch their bands perform at the end of the year.

Externally provided programmes

Programme	Provider
Music Tuition	Rock Steady Alistair Reader (Piano)