

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 (as of October 2022 census)

Detail	Data
School name	Shottermill Junior School
Number of pupils in school (Oct '22 census)	246
Proportion (%) of pupil premium eligible pupils	11.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2025
Date this statement was published	16 <sup>th</sup> December 2022
Date on which it will be reviewed	28 <sup>th</sup> March 2023
Statement authorised by	Mrs K Barnes (Headteacher)
Pupil premium lead	Mrs K Barnes (Headteacher)
Governor / Trustee lead	Mr B Moulds (Governor lead for disadvantaged pupils)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,550
Recovery premium funding allocation this academic year	£4,496
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£46,046</b>

## Part A: Pupil premium strategy plan

### Statement of intent

In line with our Equalities Objectives and Core Values, our aim at Shottermill Junior School is that all pupils, irrespective of their background or the challenges they face, are well supported to make good progress and access the full and wide curriculum on offer at our school. We want disadvantaged pupils to achieve outcomes which are comparable with their peers and for any attainment gap to be closed wherever possible; this also means ensuring higher attaining pupils leave the school having achieved excellent outcomes as well.

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

Our School Development Plan 2022 – 2023 is closely aligned to the **EEF publication ‘Moving forwards, making a difference: A planning guide for schools 2022-23’** where a review of the impact of the Covid-19 pandemic identified the following concerns:

#### Selected key findings

COVID-19-related disruption has negatively impacted the attainment of all pupils, particularly those from socially disadvantaged backgrounds.

- *There is evidence that the attainment gap between socially disadvantaged pupils and their classmates has grown.*
- *There is some evidence that in primary schools, younger year groups (Key Stage 1 pupils) have been the most significantly affected, with lower attainment than previous cohorts across all subjects.*
- *Most evidence shows that despite some recovery by summer 2021, on average, pupils were not performing as well in both maths and reading as pre-pandemic cohorts.*
- *Aside from the impact on attainment, which this report focuses on, teachers have frequently reported concerns around the effect on pupil wellbeing. There is also emerging evidence that suggests the pandemic has had a negative impact on children's mental health.*

(EEF, 2022) **The Impact of COVID-19 on Learning**

This is why we have chosen to maintain a focus on the following strategies, which have been proven to be impactful in addressing the underachievement of disadvantaged and vulnerable pupils:

- *High-quality teaching*
- *Targeted academic support*
- *Wider strategies*

Ensuring a focus on high-quality teaching, will not only benefit disadvantaged pupils, it will ensure all pupils have the very best opportunity to make good progress at our school. As part of this approach, we will continue to maximise time spent on curriculum planning and professional development of staff (e.g. *use of Rosenshine's Principles of Instruction*) to help skill up our teachers to achieve a high success rate from the pupils they teach.

Targeted academic support is proven to improve outcomes for pupils, particularly those with gaps in their knowledge and understanding, made worse by the pandemic and associated school closures. We intend

to use our funding to provide access to additional specialist interventions led by well-trained members of staff (e.g. the whole school roll out of our new Phonics Programme: Little Wandle Rapid Catch Up).

In addition to academic support, we will be implementing wider strategies to support the most vulnerable pupils, such as those strategies or interventions, which focus on supporting the wellbeing of our pupils. We know that when children are well supported with their social, emotional and mental health needs, they achieve better because they are 'in a good place for learning to take place'. This is also the reason why we have taken time to fully train a member of the Senior Leadership Team to lead on Mental Health across the school and coordinate interventions and training in this area.

As part of our wider strategy focus, we have identified that the attendance of pupils has not yet returned to pre-pandemic levels. A recent DfE publication showed that nationally, the overall absence rate has increased to 7.8% (end of Autumn term 2022) <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools>. Our key priority is to both reduce the number of pupils who are persistently absent and ensure whole school attendance is at least 96% or above. This means that our pupil premium strategy will also focus heavily on promoting good school attendance in the year(s) ahead.

To summarise, our strategy will be responsive and part of an 'assess, plan, do, review' model. This means we will use a range of diagnostic assessments (including those for SEMH needs) to identify the challenges or barriers which face vulnerable children and we will implement strategies or interventions which are evidence-based. We will seek to ensure we intervene at an early stage, so as not to cause the educational gap to widen further for a pupil. Through sharing our key priorities and pupil premium strategy with Governors, parents and staff, we will ensure that everyone takes a shared responsibility to improve outcomes for disadvantaged and vulnerable pupils within our school community.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with parents and pupils indicate that low self-esteem, anxiety and mental health issues affect the wellbeing of pupils and affect their ability to learn. The SEMH needs of pupils have also been exacerbated following periods of school closure and we can see that families have found it difficult to resume routines that were in place before the pandemic.
2	Teacher Assessments (such as PM Benchmarking of Reading / PIRA scores), observations and discussions with pupils and parents show poor Literacy skills, limited vocabulary development and difficulties with Reading and Writing affect access to the wider curriculum.
3	Teacher Assessments (such as pre-unit assessments and PUMA scores), observations and discussions with pupils and parents indicate that disadvantaged pupils have gaps in their understanding in Maths. Periods of school closure and reduced face-to-face teaching have also negatively affected progress in Maths.
4	Although not all disadvantaged pupils have poor attendance, we have identified that a disproportionate % of persistently absent pupils are eligible for Pupil Premium or are identified as vulnerable (Young Carer or have a social worker). Poor school attendance of some disadvantaged pupils will cause them to miss interventions and 'catch up'

	programmes and this negatively impacts the academic progress these children are able to make.
5	We have identified that difficulties with home life and poor parental engagement cause children to fall behind in their learning and development. For example, some disadvantaged pupils do not get the opportunity to read to an adult regularly or are unsupported with their homework, which causes them to fall behind in their learning.
6	Observations and discussions with parents and children indicate that financial challenges and low-income, particularly in relation to the pandemic, has resulted in fewer PP children accessing extra-curricular clubs or activities such as residential trips. This limits the experiences which this group of pupils can access and affects their social and emotional development.

## 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
Offer targeted support in Reading and Writing to improve outcomes for disadvantaged pupils.	<p>Pupils will make accelerated progress in their Reading and evidence will be shown in PM Benchmarking data, PIRA scores or end of KS2 Reading Assessments. Pupils will read more regularly at home as a result of interventions.</p> <p>Pupils will make progress in their Writing and evidence of book scrutiny and Teacher Assessments will show good progress from starting points / outcomes at end of KS2 assessments.</p>
Offer targeted support in Maths to improve outcomes for disadvantaged pupils.	Pupils will make accelerated progress in Maths and evidence will be shown in PUMA scores, pre and post unit assessments, Teacher Assessments or end of KS2 Maths Assessments.
Support the SEMH needs of identified disadvantaged pupils.	Through effective provision, disadvantaged or vulnerable pupils will attend school regularly and improve their mental health and wellbeing. This will help them access learning opportunities more successfully and work completed in and outside of school will evidence this.
Achieve good school attendance for disadvantaged or vulnerable pupils.	Pupils identified as persistently absent will be supported to improve their attendance, aiming for at least 96% by the end of the year.
Support families facing adversity where difficulties outside of school may adversely affect the wellbeing or childhood development of pupils (e.g. <i>support with coping with the cost of living crisis</i> ).	Children's basic needs will be met and they will be well cared for. The number of vulnerable pupils identified across the school (on internal monitoring sheets) will reduce, as Early Help strategies are effective over time. The mental health of children will improve and rates of punctuality or school attendance will improve. Case studies will evidence the impact of wider pastoral / HSLW support.

## 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: £1520**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A member of the Senior Leadership Team will undertake the DfE funded Senior Mental Health Lead training and have dedicated time to develop a whole school action plan.	Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment. <a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">https://www.gov.uk/guidance/senior-mental-health-lead-training</a>	1, 4, 5 & 6
Ensure ongoing training for staff around local safeguarding themes and supporting the social and emotional wellbeing of children.	Public Health England have worked with the DfE to create the publication: <b>Promoting children and young people's mental health and wellbeing: A whole school or college approach.</b>  Our Senior Mental Health Lead Strategic Plan will seek to identify training opportunities for all staff for the year(s) ahead under the 'Staff Development' section.	1 & 5
Staff will continue to experience high quality professional development opportunities to enhance and promote High Quality Teaching across the curriculum.	As referenced in <b>EEF publication 'Moving forwards, making a difference: A planning guide for schools 2022-23'</b> .  Our monthly 'Deep Dives' into each curriculum area will identify training needs and Subject Leaders will be responsible for planning and delivering CPD accordingly to staff.	1,2 & 3
Staff will receive training in Little Wandle Rapid Catch Up programme for phonics and the English Leader will be released from class to oversee the roll out of this initiative.	In order to roll out the new Little Wandle Rapid Catch up phonics programme, all staff must receive full and comprehensive training, as recommended by the DfE report: <b>The Reading Framework: Teaching the foundations of literacy.</b>	2

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

**Budgeted cost: 13,438**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing pupils in Year 6 with small group tuition with a specialist tutor in Writing.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF  <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>	2
Providing pupils in Year 6 with small group tuition with a specialist tutor in Writing.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF  <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>	3
Providing access to the Better Reading Partnership intervention with a trained specialist Reading Support Assistant.	<p>The Better Reading Partnership is a proven intervention developed to accelerate progress in fluency, comprehension, confidence and interest in Reading overall.  <a href="https://sites.edgehill.ac.uk/everychildcounts/better-reading-support-partners/">https://sites.edgehill.ac.uk/everychildcounts/better-reading-support-partners/</a></p>	2
Provide Reading Book Clubs run by trained LSAs, every day for 20mins (funding will include new carefully chosen texts purchased to support this strategy)	<p>In the last 2 years, we have run regular 'Book Clubs' with our Librarian, ensuring that disadvantaged pupils have access to engaging texts, with effective support to extend their understanding of vocabulary, comprehension and literacy skills. We received some external funding to set up this initiative and evaluated this with SAfE 2 years ago.</p> <p>We have now adapted and improved this intervention to be daily (instead of only once a week), with LSAs trained in the teaching of reading.</p>	2

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

**Budgeted cost: £31,815**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the DHT to deliver a dedicated lunch club once a week, with places set aside for vulnerable / disadvantaged pupils.	<p>We know that some of our most vulnerable pupils may struggle with their social interactions and as a result, these children can become isolated in school or demonstrate poor behaviour.</p> <p>Providing a specialist adult to help to set up and foster play in a safe environment will help nurture positive social interactions and better meet the SEMH needs of pupils. We expect school attendance of children targeted to improve also.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1
We will host a Healthy Living week in the summer term of 2023, with a focus on <b>'Healthy Mind, Healthy Body, Healthy World'</b> .	<p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment.</p> <p><a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">https://www.gov.uk/guidance/senior-mental-health-lead-training</a></p> <p>Public Health England actively promotes Healthy Living across all schools through its website: <a href="https://campaignresources.phe.gov.uk/schools">https://campaignresources.phe.gov.uk/schools</a></p> <p>Surrey Healthy Schools Self-Evaluation Audit is also a further tool we have been using to promote healthy living in our school and will be working this year to gain our accreditation.</p>	1, 4 & 5
Use of HSLW to support vulnerable children and families who are requiring additional support (including coordinating financial support to help parents with the cost of living crisis).	<p>Our own analysis shows that the work of the HSLW is a crucial one, especially as this is a shared resource across our school and our feeder infant school.</p> <p>Early Help approaches help reduce the number of children who later on end up on a Child Protection Plan. Children suffering from bereavement or other significant issues affecting their family, respond well to short-term interventions, especially if they are waiting for more specialist support – which is in high demand following the pandemic.</p>	1, 4, 5 & 6
Attendance Leads will monitor absence rates of disadvantaged children on a regular basis and intervene at an early stage - offering support as required.	<p>In order to promote good attendance, the DfE has recently published: <b>Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities.</b></p> <p>Within this document, the following key statistic is published: <i>'The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment'</i></p>	4



Provide access to 1:1 ELSA sessions for children to develop their emotional literacy, discuss their worries and help develop coping strategies to deal with anxiety or mental health issues.	<p>Professor Barry Carpenter's research 'A Recovery Curriculum: Loss and Life for our children and schools post pandemic' helps us to see the impact of meeting the SEMH needs of pupils at this time.  <a href="https://www.evidenceforlearning.net/recoverycurriculum">https://www.evidenceforlearning.net/recoverycurriculum</a></p> <p>As well as our own case studies and analysis of impact, we know that ELSA is an embedded and vital tool in our box for support the wellbeing of pupils at our school.</p>	1, 4 & 5
Provide a 'meet and greet' service to identified children who may struggle with coming in to school every day, due to anxiety or other SEMH difficulties.	<p>Pupil and parental feedback indicate that some children (particularly those with additional sensory needs associated with neurodiverse conditions such as ASD) need time to regulate before going into class.</p> <p>Our specialist colleagues from schools such as Freemantles Outreach, advise us that some children may need a quieter space in the morning to regulate their emotions and time to process the activities planned for the day ahead.</p>	1,4 & 5
The provision and outcomes of disadvantaged children across the school will be closely monitored and tracked by SLT using a new EduKey provision management tool.	<p>Ensuring there is adequate oversight of this group of pupils is critical to the success of our strategy.</p> <p>This is a long-term strategy, which we hope will ensure resources are well targeted and more able pupils are well catered for.</p>	All areas
The provision of at least 1 fully funded place (or equivalent) for a disadvantaged pupil to attend Breakfast Club every day for a year.	<p>Research shows that providing children with an adequate breakfast every day can boost cognitive function and academic performance. We also know that our Breakfast Club also promotes other aspects of good childhood development such as participation in regular physical activity, social interaction and offers children the opportunity to complete their homework.</p> <p><a href="https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/">https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>	All areas
Funded place for two children for any external club for the year (or equivalent).	<p>Analysis of the uptake of clubs in our school, shows that disadvantaged pupils may be adversely affected by financial circumstances and not join as many clubs as those non-eligible pupils. We feel that this may reduce opportunities for these children to get involved in the wider curriculum and grow and develop their talents.</p> <p>Pupils identified as G&amp;T may otherwise be excluded from accessing specialist tuition or teaching due to financial</p>	6



	hardship, which would put them at a disadvantage and could impact on their next steps and future career prospects.	
The school will set aside a small proportion of funding to provide financial assistance for disadvantaged pupils to access wider extra-curricular activities such as residential trips.	Our analysis shows that the uptake of clubs or extra-curricular activities (particularly expensive residential visits) is lower with disadvantaged pupils, yet these children have the most to gain from broadening their horizons in this way. The school offers a £50 discount to families requiring this support and in some instances, outside funding can also be used to help cover further costs.	6

**Total budgeted cost: £ £46,773**

## 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.

#### **Pupil Premium Dedicated Leadership Time:**

Since providing dedicated time to the Pupil Premium Leader, the quality of monitoring has improved significantly and this group are receiving greater access to interventions / extra-curricular activities as a result. The Pupil Premium Leader has been able to arrange for extra support and provision, particularly in relation to our tutoring programme. **This chosen approach has been good value for money, however due to staffing changes associated with a drop in numbers on roll, this approach will be adapted for the year ahead and a new EduKey provision management tool will be used to track interventions.**

#### **School Led Tutoring:**

Following the pandemic, School Led Tutoring was provided to disadvantaged pupils across all year groups in the autumn and spring terms (Year 6 had more sessions into the summer term also). Children received 15 weeks of tutoring for either Reading, Writing or Maths with each session lasting 50mins with an approved, trained tutor. Some pupils not eligible for the pupil premium also benefited from joining these sessions. The maximum group size was 4 pupils, although most sessions involved smaller groups of children. The following summary is provided:

**Year 3** – 7 disadvantaged pupils received support for Reading / SPaG and all made progress. 70% made better than expected progress.

**Year 4** - 6 disadvantaged pupils received support for Maths or English and all made progress. 66% made better than expected progress.

**Year 5** - 4 disadvantaged pupils received support for Maths or English and all made progress.

**Year 6 Autumn / Spring terms** - 9 disadvantaged pupils received support for Maths or English/SPaG and all made progress. 33% made better than expected progress.

**Year 6 Spring / Summer terms** - 12 disadvantaged pupils received support for Maths or English/SPaG and all made progress. 57% made better than expected progress.

#### **ELSA support:**

Since providing the increased level of support a total of 25 children have received ELSA this year with one of our ELSA workers, of which 13 were eligible for the pupil premium or considered vulnerable. Rates of pupil attendance are still impacted by the impact of the pandemic and although still low for this group, we feel the ELSA provision helped to prevent this from falling further below (91% overall for this group by end of year). Incidents of anxiety were also reduced and children felt safer and happier to come to school each day. 44% of his group achieved medium level of impact from sessions and 52% achieved a high level of impact on the ELSA programme, which was especially positive overall.

**ELSA significantly helps children to develop emotional literacy to help express their worries, which results in improved resilience and long-term wellbeing. We will be continuing with this approach as part of our long-term strategy.**

#### **Maths Intervention Group Year 6:**

13 children received access to these sessions for Maths this year with a highly quality Teacher, of which 3 were eligible for Pupil Premium. All made progress from the baseline data, 2 made good progress and 9 made accelerated progress. All children eligible for Pupil Premium made accelerated progress.

**Overall, we feel that our intervention teachers effectively support pupils identified and provide tailored teaching and learning opportunities, which are impactful. However, due to staffing**

**changes associated with a drop in numbers on roll, we are unable to continue with this approach for the year ahead.**

**Writing Intervention Group Year 6:**

11 children received access to these sessions for Writing (including SPAG) this year with a highly quality Teacher, of which 4 were eligible for Pupil Premium. All made progress from the baseline data, 2 made good progress and 9 made accelerated progress. 75% children eligible for Pupil Premium made accelerated progress.

**Overall, we feel that our intervention teachers effectively support pupils identified and provide tailored teaching and learning opportunities, which are impactful. However, due to staffing changes associated with a drop in numbers on roll, we are unable to continue with this approach for the year ahead.**

**Writing Intervention Group Year 5:**

11 children received access to these sessions for Writing (including SPAG) this year with a highly quality Teacher, of which 2 were eligible for Pupil Premium. All made progress from the baseline data however progress of this group was not quite as effective as in Year 6.

1 child made good progress and 4 made accelerated progress. One child eligible for Pupil Premium made accelerated progress but the other did not make as effective progress. We believe that attendance of this group impacted some pupils' ability to progress as well as we would have liked.

**Overall, we feel that this intervention was not as successful as the same one run in Year 6. Due to staffing changes associated with a drop in numbers on roll, we are unable to continue with this approach for the year ahead.**

**HSLW support:**

Last year, the HSLW supported a number of families in a range of different ways, from working directly with pupils, to supporting and signposting parents. Of the 25 pupils supported throughout the year, 11 were eligible for pupil premium (44%).

**In light of the cost of living crisis, the HSLW is a key resource – which we must continue with to keep children safe and attending school regularly.**

**Funding for extra-curricular activities:**

Now that extra-curricular activities have started to resume after the pandemic, we have been able to support a number of families with contributions to trips and activities, including residential visits. Last year we helped provide financial contributions to 9 families where pupils were eligible for Pupil Premium.

**We feel passionate about broadening children's horizons and we find that disadvantaged pupils seek to gain the most from accessing extra-curricular activities. Without these financial contributions, children would not be able to access these activities so we will continue with this approach for the year ahead.**

We have been able to reach out to families using a range of funding streams this year, particularly in light of the pandemic. However, there have been fewer activities on offer due to school closure. The additional payments offered have all enabled children to access activities they otherwise would not have been able to participate in.

**We will continue with this approach.**

## 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
N/A	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support was provided in the form of tuition
What was the impact of that spending on service pupil premium eligible pupils?	The pupils made good progress from their starting points.

## Further information (optional)

Since the pandemic, we have also used other additional 'catch up' funding to deliver School-Led Tutoring (delivered largely by SP Tutors) as part of the National Tutoring Programme. As part of this programme, we were able to draw down funding from Government to meet the majority of the costs of this initiative.

Unfortunately, as the % contribution required from the school's own-delegated budget has substantially grown, this initiative has become financially unsustainable for the academic year ahead.