

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview (as of October 2023 census)

Detail	Data
School name	Shottermill Junior School
Number of pupils in school (Oct '23 census)	247
Proportion (%) of pupil premium eligible pupils	11.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was published	15 th December 2023
Date on which it will be reviewed	11 th December 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	£45,044
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£48,089

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 2023 – 2024 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. implementing our 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 and our analysis shows that vulnerable groups (SEND and Disadvantaged) appear disproportionately affected by poor attendance. Last year, these groups achieved 93% attendance overall, compared to the whole school average of 95.3%. 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 for all pupils. This means that our pupil premium strategy will also focus heavily on understanding emotional based school non-attendance (EBSNA), as well as overcoming other associated barriers to tackle persistent school absence 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 and struggle particularly with mental arithmetic. Girls are also disproportionately affected by poor levels of confidence 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 causes 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.	Pupils will make accelerated progress in their Reading and evidence will be shown in PM Benchmarking data, PIRA scores or end of KS2 National Curriculum Tests. Pupils will read more regularly at home as a result of interventions and guidance from Teachers. 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.
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.	Through understanding barrier to attendance at school (e.g. EBSNA), parents of pupils identified as persistently absent will be supported through a range of Early Help approaches to help 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.	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

<i>support with coping with the cost of living crisis).</i>	<p>rates of punctuality or school attendance will improve. Case studies will evidence the impact of wider pastoral / HSLW support.</p> <p>Refugee pupils who come to the school will be given financial assistance to access extra-curricular activities.</p>
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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: £3598

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Senior Mental Health Leader in school will continue to undertake professional development in her role and cascade this down, as part of the whole school Wellbeing Action Plan.	<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>https://www.gov.uk/guidance/senior-mental-health-lead-training</p>	1, 4, 5 & 6
Ensure ongoing training for staff around local safeguarding themes and supporting the social and emotional wellbeing of children.	<p>Surrey County Council's strategy around Emotional Based School Non-Attendance is being promoted as an effective approach to tackle the issue of persistent absence. https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna</p> <p>DSLs are required by Surrey County Council to attend termly network meetings. Class based DSLs will require release time for this.</p> <p>SLT are also required to attend regular training relating to Looked After and Post-Adopted Children.</p>	1, 4 & 5
Staff will continue to experience high quality professional development opportunities to enhance and promote High Quality Teaching across the curriculum.	<p>As referenced in EEF publication 'Moving forwards, making a difference: A planning guide for schools 2022-23'.</p> <p>Our monthly 'Deep Dives' into each curriculum area, as well as visits from our SaFe School Improvement Partner, will identify training needs and Subject Leaders will be responsible for planning and delivering follow up CPD for staff.</p>	1,2 & 3

Staff will receive training in Little Wandle Rapid Catch Up programme for phonics, (as well as Fluency and Book Clubs) and the English Leader will be released from class to oversee the roll out of this initiative.	In order to maintain the positive momentum of the roll out of Little Wandle Rapid Catch up phonics and our Book Clubs / Fluency Clubs, all staff will continue to receive full and comprehensive training, as recommended by the DfE report: The Reading Framework: Teaching the foundations of literacy.	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,623

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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2
Providing pupils in Year 6 with small group tuition with a specialist tutor in Maths.	<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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3
Providing Year 6 girls with additional support in Maths to boost mental arithmetic and confidence.	Our own analysis shows that girls do not achieve as well as boys in Maths. Additionally, we know that girls typically struggle with mental arithmetic and rely heavily on written calculations. We have decided to run a girl only group to support their fluency of calculations and boost their overall confidence in mental arithmetic.	3

Provide Reading Book Clubs run by trained LSAs, four times a week for 20mins.	Our established Book Clubs run in every year group and ensure that disadvantaged pupils have access to engaging texts, with effective adult support to extend their comprehension and understanding of new vocabulary. (We received some external funding to set up this initiative and evaluated this with SāE 2 years ago but have committed further funding to buy new books, as we have grown this intervention year on year.) We have now adapted and improved this intervention to be delivered four times a week (instead of only once a week), with LSAs trained in the teaching of reading.	2
Provide Little Wangle Rapid Catch Up Phonics intervention daily.	Our analysis has shown that our newly adopted phonics intervention has proved very successful in raising standards in Reading for our lowest achieving pupils. Some children will access this programme who are EAL and SEND also, which is why we have decided to make a £4300 contribution to the overall running costs. This approach is also recommended by the DfE report: The Reading Framework: Teaching the foundations of literacy.	2
Provide targeted tuition to those pupils who are post-adopted and may have unmet learning needs.	Pupils who are adopted may have suffered early trauma which may impact on their childhood development, causing gaps to occur. 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3

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

Budgeted cost: £28,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the DHT to deliver a dedicated lunch club twice a week, with places set aside for vulnerable / disadvantaged pupils.	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. 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 as well as monitoring their wellbeing on a regular basis. We expect school attendance of targeted children to improve also. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 4

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> <p>We anticipate that pupil attendance will also improve through providing these Early Help approaches.</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: Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities.</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> <p>Last year we also analysed our pupil attendance and how this correlated to scaled scores achieved at the end of Year 6 in National Curriculum Tests. We found overall that those pupils with lower rates of attendance, achieved a lower scaled score than those who attended school at least 96% of the time.</p>	1, 2, 3 & 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.</p> <p>https://www.evidenceforlearning.net/recoverycurriculum</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, particularly where mental health services in the community are over-stretched.</p>	1, 4 & 5
Provide therapeutic work (Drawing & Talking) to identified children who have anxiety or mental health issues.	<p>This year we are trying new therapeutic piece of work, using an external partner to deliver 'Drawing & Talking Therapy' sessions to identified children. We will evaluate the effectiveness of this approach after the sessions have concluded but we anticipate that this will be impactful in helping those children manage anxiety or mental health issues.</p>	1, 4 & 5
The provision and outcomes of disadvantaged children across the school will be closely monitored and tracked by SLT using our 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

<p>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.</p>	<p>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.</p>	<p>6</p>
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Total budgeted cost: £ 48,281

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 2022 to 2023 academic year.

Mental Health Leadership:

The Deputy Headteacher undertook the 'Senior Mental Health Lead' Accreditation, and completed an action plan to identify areas for development for the coming years. This plan was shared with Governors and Staff and is regularly reviewed. An example of a positive outcome was the '3 Houses Tool' approach for all children to identify possible areas of worry, which can then be addressed by the Class Teacher and through the PSHE curriculum. The Mental Health Senior Leader also gave CPD to staff following the outcomes from the 3 Houses Tool.

'Deep Dives'

All Subject Leaders were released in the year 2022-23, allowing them to review their subject and how it is taught across the year groups. They focused on reviewing planning, pupil voice, work scrutiny and the scheme of work. A significant outcome from the Deep Dives was how Teachers can better cater for the needs of disadvantaged and SEND pupils. Subject Leaders have fed back to the Teaching Team on their findings and have been given CPD to address the areas for development.

Little Wandle Rapid Catch Up

Considerable training for all Class-based Staff was undertaken at regular intervals last year, using release time and INSET days. The Reading Leader was given significant time to complete the necessary training and launch this programme. Outcomes for children accessing Little Wandle Rapid Catch up have been very positive.

Last year 44 children access this phonics programme. All children made good progress and a significant proportion graduated so that by the final summer term, only 13 children were accessing this intervention. All Teacher commented that the phonics programme impacted positively on their children's love of reading and fluency.

We will be committing some of our pupil premium towards continuing to run Little Wandle Rapid Catch Up next year, as well as Fluency groups, as we know that a number of our disadvantaged children access this intervention.

School Led Tutoring:

In the year 2022 – 23, School Led Tutoring was provided to disadvantaged pupils in Year 6. Children in Year 5 received tutoring in the summer term, to help them catch up in readiness for Year 6. Children in Year 6 received either 1 or 2 terms of tutoring for either 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. The following summary is provided:

Year 6

17 pupils accessed the Maths tutoring with Jeanette Clarke in the Autumn and Spring term. In the first term, 1 PP pupil accessed the intervention. 10 (77%) pupils made expected or better than expected progress and 3 made less than expected progress.

In the second term, 13 pupils (100%) made expected or better than expected progress. 1 PP and 1 SEND pupil accessed the intervention.

18 pupils accessed the writing tutoring with Jeanette Clarke in the Autumn and Spring term.

In the first term, 10 pupils (83%) made expected or more than expected progress. 3 PP and 1 SEND accessed the intervention.

In the second term, 13 pupils (100%) made more than expected progress. 4 PP and 1 SEND pupil accessed the intervention.

Year 5

18 pupils in Year 5 accessed the tuition from Jeanette Clarke in the summer term, starting after SATs. 2 pupils were PP and 2 were SEND.

In writing, 3 (25%) pupils made expected or more than expected progress (judging by teacher assessment).

In maths, 4 pupils (66%) made expected or more than expected progress.

ELSA support:

25 children received ELSA in the year 2022-23 with one of our two ELSA workers, of which 8 were eligible for the pupil premium. 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 (93.95% overall for this group by end of year, which was an increase from 91% the year before). Some of the positive impacts of ELSA include reduction in anxiety, talking fluently about zones of regulation and opening up about issues at home, which led to improved support from outside agencies. Children reported improved trusting relationships with adults in school and improved resilience overall. 92% of pupils made expected or more than expected progress on this intervention.

Book Club

52 children accessed Book club during 2022-23. Most children did this for two terms. Of the 52 children, 10 disadvantaged pupils accessed Book club and 16 were SEND.

98% of children made expected or more than expected progress. This progress was mainly in confidence at reading out loud, confidence at de-coding words, more confidence at summarising what had happened. Children also reported a significant improvement in their love of reading and getting through a whole book, which they rarely do at home. They also were able to access longer, chapter books which were previously harder to persevere with. Hearing an adult read was also impactful in terms of improving fluency, intonation, prosody and expression.

Better Reading Partnership

45 children throughout the school accessed BRP in the academic year 2022 – 23.

10 in Year 3, 10 in Year 4, 14 in Year 5, 11 in Year 6. Of the children identified 10 were eligible for the pupil premium. 81% of children made expected progress after the BRP intervention; this may have meant going up a book band or improving PIRA scores, or becoming more fluent in reading and having better understanding.

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 to a range of Early Help resources. Of the 18 pupils supported throughout the year, 13 were eligible for pupil premium. In light of the cost of living crisis, the HSLW was a key resource for engaging with families and addressing concerns of a wellbeing nature. The HSLW left the school mid-way through the summer term but a new HSLW was recruited to start from September 2023.

DHT Lunch Club:

The Deputy Headteacher ran 2 x weekly clubs for pupils who were considered vulnerable or with SEMH needs. These children received an invitation to attend and although this was optional for the vast majority, the attendance was consistently good throughout. 10 pupils eligible for pupil premium regularly accessed this intervention which meant that they were given additional adult support and guidance with social interaction. This also helped to maintain oversight of vulnerable children on a regular basis. We consider the lunchtime clubs as extremely important to supporting our most vulnerable pupils.

Healthy Living Week:

The week was held 19th June 2023 and was hugely successful for promoting healthy lifestyles and good mental health. One benefit was that the % attendance for the whole school significantly rose during the week of Healthy Living Week with an overall whole school attendance of 96.1% in this week. This compares to an overall 95.31% for the entire year. Other benefits also included exposing children to a range of activities that they would not otherwise have experienced – e.g. yoga, massage, dance food tasting, sports and other wellbeing activities.

Attendance Monitoring:

Although our attendance monitoring for 2022-23 showed that disadvantaged pupils still attend fewer school sessions than their peers, we can see improvements in attendance overall since the previous years when the pandemic affected this significantly. Whole School Attendance last year was 95.3% and disadvantaged pupils attended just below this at 93.95% overall. However, this was a significant improvement from the year before attendance of disadvantaged pupils was 91%. Rigorous monitoring and supporting families to ensure their children attend well will be an ongoing strategy for the next 3 years, as we seek to return to normal rates of attendance.

Funding for extra-curricular activities / meet & greet / breakfast club place:

Last year, we supported a number of families with financial contributions to help broaden children's experiences and access wider-curricular activities. We also used funding to provide early morning support / interventions to families who were struggling to get their children into school each day. In addition to Pupil Premium, we used other additional funding from the Waverley Support Grant to ensure a higher proportion of children could access our residential visits.

We will continue to work hard to ensure our disadvantaged pupils access residential visits, which they may otherwise miss out on and a number of pupils received fully funded places last year for the first time. We see this financial support as extremely important for those vulnerable and disadvantaged pupils, who stand to gain the most from extra-curricular activities offered at our school.

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	

Further information (optional)

The school has also be allocated a proportion of additional funding to support families to cope with the Cost of Living Crisis. The school has predominantly used this to support families in the following ways:

- To considerably offset the cost of pupils attending high-cost residential visits (over and above the £50 discount offered by the school as part of its Pupil Premium Strategy);
- To support families with off-setting food and energy bills which have dramatically increased in the last 12 months;
- To fund uniform and equipment;
- To support families where there has been a family bereavement or other similar crisis, where one parent has not been able to work for a period of time;