

Pupil premium strategy statement – Milwards Primary School and Nursery

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

| Detail | Data |
|---|-------------------------------------|
| School name | Milwards Primary School and Nursery |
| Number of pupils in school | 198 |
| Proportion (%) of pupil premium eligible pupils | 33.7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-24 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Executive Head Teacher & LGB |
| Pupil premium lead | Michael Doughty Head Teacher |
| Governor / Trustee lead | Clare O'Sullivan |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £81,480 |
| Recovery premium funding allocation this academic year | £8,140 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £89,620 |

Part A: Pupil premium strategy plan

Statement of intent

At Milwards Primary School and Nursery, part of the Harlow Inspiration Learning Trust (HILT), we target the use of the Pupil Premium Grant Funding to ensure that all pupils, regardless of their background or whatever challenges they face, make good progress and achieve high attainment across all subject areas.

Our evidence driven approach will focus on the academic and holistic to ensure that all disadvantaged children are fully supported to ensure that their experience within a HILT primary school is fully realised. Academic progress will be fundamental as this is proven to enhance life chances for children, however, aligned with this will be exposure to a diverse range of cultural experiences to ensure children's experiences are enriched with music, art, and literature.

The fundamental principal of the strategy will be a long-term approach to deliver high quality practice across the educational spectrum. Evidence indicates that this will have the greatest impact on all learners within the Trust and ensure that this will best support disadvantaged pupils from low to high attainers. However, it will not be driven by pre-conceived notions or perceptions, it will be in response to the child, and fundamentally the needs of the individual. Challenges of all our vulnerable pupils, including those who have a social worker and young carers, will be constantly reviewed and acted upon at the point need is identified.

This individualised approach will be supported by the use of the National Tutoring Programme, which will run alongside this strategy to support those whose educational progress has been most impacted following the COVID-19 pandemic.

Staff engagement with the process is vital for this to succeed. From the use of evidence and the encouragement of self-research, staff will have an implicit understanding of the fundamentals of this strategy. All staff within the school will fully understand the benefits of early identification and challenge set to disadvantaged pupils, taking responsibility for their outcomes and raising expectations of what they can achieve. Additionally, robust diagnostic assessment will be used to complement professional judgement in determining the impact of their own high quality practice and how this is benefitting all children.

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 pupils have indicated weak language and Communication Skills: Many pupils have limited communication skills, including barriers linked to speech and language difficulties. |
| 2 | Low attainment on entry to the Early Years Foundation within the Prime Areas of Learning; Communication, Physical and PSHE. Children's level of general independence and self-confidence is notably lower than previous intakes. |
| 3 | Reduced exposure to high quality reading materials outside of school. A proportion of parents/carers not reading with, or to, their children over a long period of time and reading is not seen as an important aspect of time outside of school. Phonetic knowledge is also underdeveloped among many disadvantaged pupils. |
| 4 | Our assessments indicate that the partial school closures and disruption to learning caused by the COVID-19 pandemic have negatively affected both the academic and social and emotional development of our disadvantaged pupils, to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps in Reading and Writing, and Maths. |
| 5 | More frequent SEMH difficulties: an increasing number of children have social and emotional difficulties which directly impact on progress, attainment and wellbeing. |
| 6 | Increased likelihood of lateness and poor attendance. Internal evidence indicates that a higher proportion of students from a disadvantaged background are classified as Persistent Absentees or are regularly late into school. |
| 7 | Reduced exposure to enrichment opportunities outside of school. National evidence indicates that disadvantaged children have reduced access to cultural opportunities which are impacting on their understanding of the curriculum and contributing to the attainment gap. This has subsequently resulted in the need for greater 'cultural capital' within school. |
| 8 | Reduced exposure to nature and the outdoor environment due to prolonged periods of lockdown. Evidence indicates that nature provides countless opportunities for discovery, creativity, problem-solving, and STEM education. |
| 9 | Lack of parental engagement and confidence in supporting children at home. |

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 |
|---|---|
| Swift identification of students that are underachieving to | Robust diagnostic assessments and regular pupil progress meetings ensure that underperforming disadvantaged |

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| ensure that they are supported to exceed their potential. | pupils are quickly identified and subsequently targeted; including our high attainers. |
| Strong progress resulting in improved reading attainment among disadvantaged pupils. | Year on year internal data indicates that reading outcomes are improved for disadvantaged pupils. Greater proportion of pupils will pass Y1 Phonics check. |
| Strong progress resulting in improved writing attainment among disadvantaged pupils. | Achieving national expectations by the end of KS1 and KS2 in Writing. |
| Strong progress resulting in improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that an increased number of disadvantaged pupils met the expected standard. Achieving national expectations by the end of KS1 and KS2 in Maths. |
| Improvement of oracy skills in all children across all Key Stages | Evidence triangulation indicates that disadvantaged children are more confident and expressive in their spoken language. They answer questions in class in full sentences using subject specific terminology. They are also able to comfortably address a range of audiences. |
| Pupils engage in a range of diverse cultural activities. | Strong programme of enrichment activities take place resulting in children being exposed to a wide breadth of cultural opportunities increasing their 'cultural capital'. |
| To achieve and sustain improved attendance and punctuality for all pupils, especially our disadvantaged pupils. | An improvement in data for disadvantaged children to show that they are coming into school and not missing key elements of their learning. They are also turning up to school with their peers, on time and ready to learn. |
| Families feel suitably supported and informed by the school to facilitate a greater engagement with their children's learning. | Internal evidence indicates that parents/carers engage with school delivered material. Parental feedback surveys. |
| Disadvantaged families are supported to ensure, in as much as possible, finances do not inhibit the academic progress and wellbeing of their children. | Disadvantaged families are supported by the school to ensure that children arrive at school in uniform and with the correct equipment. Where needed, signposting is offered by the school and guidance to agencies that can offer additional support. Should families need support with food to ensure that disadvantaged children are not hungry, the school will work with the family. |
| Swift identification of children whose self-esteem, confidence and wellbeing is negatively impacted. | Regular triangulation between staff, parents and pupils ensures that pupil wellbeing remains paramount and children receive the appropriate pastoral/nurture 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 £40,180

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Purchase of standardised diagnostic assessments and training to ensure they are administered and interpreted correctly.</p> | <p>EEF states: Standardised tests, alongside diagnostic assessments, <i>‘provide opportunities to reflect on pupils’ thinking, strengths and weaknesses. When used effectively they can indicate areas for development and help teachers isolate misconceptions.’</i></p> | 1,2,3,4,5 |
| <p>Maximising learning. High quality teaching for all learners. Explicit focussed teaching following assessment of prior learning. Subject leaders given management time to ensure that their subject is reviewed and improved regularly. Intrinsic to this are conversations with students. Quality CPD delivered by external consultants and advisors as well as staff attending external courses to ensure exposure to a national perspective. For teachers, specific training on understanding the crucial components for the teaching of reading and how to teach Continued membership of HET/HEC to allow staff access to high quality local CPD.</p> | <p>EEF States: <i>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them’.</i></p> <p>Educational Institute Policy reports: <i>‘Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider’.</i></p> | 1,2,3,4,5,8 |
| <p>Continued embedding of Phonics Bug phonics (a DfE</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the</p> | 1,2,3,4,5 |

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| <p>validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</p> <p>Ongoing training for teachers and LSAs on Phonics Bug, Bug Club and sound pronunciation</p> <p>Continued access to CLPE materials to facilitate high quality book-based literacy teaching</p> | <p>accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF: <i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds'</i>.</p> | |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will again fund release time for experienced mastery subject leaders to support and develop the work of year group teaching/planning and enable greater effectiveness in performance cycles and to access Maths Hub resources.</p> | <p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Although disrupted by COVID last year, the internal feedback was that teachers noted increased subject knowledge and confidence in the delivery of the Mastery approach.</p> <p>Leaders noted increased consistency, together with clearer links between assessment and feedback.</p> | 1,2,4,5 |
| <p>Gaps in communication and early language addressed by staff undertaking training in Early Talk Boost supplementing NELI and Wellcomm interventions already in school</p> | <p>The EEF guidance report, Preparing for Literacy (2020) states that: <i>'Approaches that emphasise spoken language and verbal interaction can support the development of communication and language. In turn, communication and language provide the foundations for learning and thinking and underpin the development of later literacy skills. The evidence suggests that the quality of these approaches is more important than the quantity. Furthermore, all children are likely to benefit from a focus on communication and language, but some studies show even larger effects for children from disadvantaged backgrounds'</i>.</p> <p>Additional evidence can be found:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> | 1,2,5 |
| <p>Embedding dialogic activities across the school curriculum to raise standards by explicitly extending pupils' spoken vocabulary and listening skills.</p> <ul style="list-style-type: none"> • Debates | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> | 1,2,5 |

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| <ul style="list-style-type: none"> • Presentations • Performance • NELI (Nuffield Early Language Intervention) | <p>https://researchschool.org.uk/aspirer/news/an-evidence-based-approach-to-improving-oral-language-skills-of-disadvantaged-pupils</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model?utm_source=/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model&utm_medium=search&utm_campaign=search&search_term=NELI</p> | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost £21,573

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><u>Tutoring</u> Engaging with the National Tutoring Programme to provide school-led tutoring whose education has been most impacted by the pandemic. A significant proportion who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Internal data from last year noted increased confidence and a narrowing of gaps for pupils who received tutoring.</p> | 1,2,3,4,5 |
| <p><u>Small group phonics</u> Additional phonics sessions for all pupils who require further phonics support, including our disadvantaged.</p> | <p>The EEF states that: <i>‘small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils’.</i></p> | 1,2,3,4,5 |
| <p><u>Speech and Language</u> Independent Speech and Language Therapist (partial cost) to provide early assessment, intervention and bespoke programmes</p> | <p>Internal assessments indicate that children are starting school with weaker language and communication skills. Evidence indicates: <i>One in four children who struggled with language at age five did not reach the expected standard in English at the end of primary school compared with one in 25 children who had good language skills at age five. (Save The Children, 2016) Children with poor language and literacy skills at five</i></p> | 1,2,6 |

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| | <p><i>years have lower education achievement at seven years (Snowling et al, 2011). One in five children who struggled with language at age five did not reach the expected standard in maths at the end of primary school compared with one in 50 children who had good language skills at age five. (Save The Children, 2016)</i></p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost £27,867

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p><u>Attendance initiatives</u></p> <ul style="list-style-type: none"> • Breakfast Club • Home School Liaison Officer (Partial cost) to offer support and advice to families, increasing engagement and attendance in education and facilitating their access to additional services. <p>Services offered by the HSLO: direct family support, direct school staff support. Parent training workshops, parent and child workshops. LSA training workshops. Parent drop ins Class/group sessions and signposting</p> <ul style="list-style-type: none"> • Attendance Officer - an independent AO is employed to ensure that the school is fully | <p>Many of our disadvantaged children come into school late, often without having had breakfast. Breakfast Club removes this barrier, as well as providing children with a calming start to the day. Parents report that family life is stressful in the mornings and children arrive at school on time. This support continues to be welcomed by parents for improving behaviour and routines at home. Teachers have reported that the pupils were more engaged with their learning as a result of this support. Pupils enjoyed weekly meetings with HSLO (if appropriate) and said that they felt listened to.</p> <p>A study undertaken by the NFER in 2000 (A detailed study of the working practices of the Educational Welfare Service) stated that:</p> | <p>6,7,9</p> |

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| <p>supported in raising attendance, including reducing persistent absence and improving punctuality.</p> | <p><i>‘there is much evidence of the wide range of provision and the pool of expertise and skills that Education Welfare Services are able to provide.’</i></p> | |
| <p><u>Cultural Capital Enrichment</u></p> <p>Teachers to plan ‘authentic outcomes’ opportunities within the year group learning, including trips, visitors and curriculum resourcing.</p> <p>Additionally, disadvantaged pupils are funded for some trips and enrichment activities that enhance their educational provision.</p> <ul style="list-style-type: none"> • Music tuition; • Year 6 residential; • Extra-curricular activities; • Trip to pantomime | <p>The increased cultural capital and life experiences for all our children is key. The knowledge, skills and experiences gained during these trips could make a significant difference towards their aspirations and general feelings towards school.</p> <p>Many PP pupils do not have access to music lessons or club membership.</p> <p>Physical activity is essential for good mental health and many pupils find a new hobby having been given the opportunity to try clubs at school.</p> <p>Ofsted (2021) state that Cultural Capital is <i>‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’</i>. It also highlights that it is an essential part of later success in life as it is the process of <i>‘equipping pupils with the knowledge and cultural capital they need to succeed in life’</i>.</p> | <p>6,7,8,10</p> |
| <p>Trauma Perceptive Practice (TPP) training for 3 members of SLT then infiltrated to staff through training sessions as recommended by the approach, supplemented by Trauma-Informed Practice training for all staff by Kids Inspire with aim to:</p> <ul style="list-style-type: none"> • Reduce trauma symptoms in young people to improve their capacity for learning, joy, resilience, self-regulation, and social relationships. <p>Learn how to recognise behaviours triggered by traumatic experiences, understand how our brains keep us safe, how we respond to trauma and learn some tools for stabilisation.</p> | <p>Trauma informed schools UK:</p> <p><i>‘Increased numbers of children are presenting with mental health difficulties and high adverse childhood experiences (ACEs) impacting on future life chances, mental and physical health and progress and attainment.’</i></p> <p><i>‘Trauma halts the capacity to learn. Multiple adverse childhood experiences disrupt neural development and impair social, emotional and cognitive development.’</i></p> | <p>1-10</p> |

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| <p>A member of SLT to receive Meta-cognition and Self-regulated Learning training through the EEF Essex Partnership in preparation for whole school initiative to be rolled out during 2023-2024.</p> | <p>EEF guidance states that, <i>‘Teachers should acquire the professional understanding and skills to develop their pupils’ metacognitive knowledge’</i></p> <p><i>‘Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve their learning.’</i></p> <p><i>‘Developing pupils’ knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of metacognitive tasks—is an effective way of improving pupil outcomes’</i></p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2, 3, 4 and 5</p> |
| <p><u>Well-being</u></p> <p>Kids Inspire providing mental health and trauma recovery support for children and families.</p> <p>Through a range of therapeutic and community activities Kids Inspire therapists promote resilience, self-awareness, and relationship building to empower more positive life choices.</p> <p>Therapists work with both children and families.</p> | <p><i>Findings demonstrate that a one-to-one counselling intervention delivered to children in UK primary schools leads to improvements in children’s mental health above and beyond that observed in a matched comparator group of children. These improvements in mental health were maintained over a 2 year follow-up period.</i></p> <p>Finning, K., White, J., Toth, K. <i>et al.</i> Longer-term effects of school-based counselling in UK primary schools. <i>Eur Child Adolesc Psychiatry</i> (2021). https://doi.org/10.1007/s00787-021-01802-w</p> | <p>6,7,8,9</p> |
| <p><u>Pastoral and Nurture Support</u></p> <p>Pastoral Manager working with children and families</p> <p>Our Pastoral Manager undertakes a twice weekly running club that takes the children outside and gives them an informal opportunity to chat regarding any worries or concerns that they may have.</p> <p>Parents/carers have a conduit to the school not part of the teaching body.</p> | <p><i>Effective pastoral care is linked to academic engagement and performance (Furrer & Skinner, 2003)</i></p> <p>Internal evidence indicates that children return to class more engaged and ready to learn after undertaking a session with the Pastoral Manager.</p> <p>Parents responses highlight that having a non-teaching staff point of contact, can, at times, facilitate better home/school engagement.</p> | <p>6,7,8,9</p> |
| <p><u>Forest School</u></p> <p>The school will train two members of staff to facilitate a greater engagement of children with the outdoor environment.</p> | <p>An evaluation by the New Economics Foundation (2006) found that children’s participation in Forest School resulted in the following benefits:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their | <p>5,8</p> |

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| | <p>actions on peers through team activities such as sharing tools and participating in play</p> <ul style="list-style-type: none"> • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment | |
| <p><u>Contingency</u> Additional fund for acute, unforeseen difficulties.</p> | <p>Based upon the uncertainty and disruption faced during the past two years, the school will set aside a small amount of funding to enable us to respond swiftly to needs that have not yet been identified.</p> | <p>1-10</p> |

Total budgeted cost: £89,620

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.

| Intended outcome | Success criteria |
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| Swift identification of students that are underachieving to ensure that they are supported to exceed their potential. | <p>Robust diagnostic assessments and regular pupil progress meetings ensure that underperforming disadvantaged pupils are quickly identified and subsequently targeted; including our high attainers.</p> <p>Pupil Premium meetings continue to be undertaken on a termly basis. Staff present data using the internal assessment system; Insight. Disadvantaged children are specifically discussed and progress analysed with subsequent targeted support if necessary.</p> |
| Strong progress resulting in improved reading attainment among disadvantaged pupils. | <p>Year on year internal data indicates that reading outcomes are improved for disadvantaged pupils.</p> <p>Greater proportion of pupils will pass Y1 Phonics check.</p> <p>Phonic screening results indicate an improving trend overall: 21/22 – 74%, 22/23 – 86%. In 21/22 100% of disadvantaged children within the cohort achieved the expected standard. In 22/23 this figure was 78%</p> |
| Strong progress resulting in improved writing attainment among disadvantaged pupils. | <p>Achieving national expectations by the end of KS1 and KS2 in Writing.</p> <p>At the end of KS1 in writing for 22/23, disadvantaged children outperformed the non-disadvantaged by 13%. At the end of KS2, 50% of disadvantaged children met the expected standard in writing. This was 8% below the national outcome.</p> |
| Strong progress resulting in improved maths attainment for disadvantaged pupils at the end of KS2. | <p>KS2 maths outcomes in 2024/25 show that an increased number of disadvantaged pupils met the expected standard.</p> <p>Achieving national expectations by the end of KS1 and KS2 in Maths.</p> <p>At the end of Key Stage 1 in 22/23, disadvantaged children achieved 83% as opposed to the national outcome of 56%. Key Stage 2 children achieved 63% as opposed to the national figure of 59%.</p> |
| Improvement of oracy skills in all children across all Key Stages | <p>Evidence triangulation indicates that disadvantaged children are more confident and expressive in their spoken language. They answer questions in class in full sentences using subject specific terminology. They are also able to comfortably address a range of audiences.</p> <p>During Pupil Progress meetings, staff report that pupil vocabulary is showing improvement in terms of both oral and written evidence. This is demonstrated in both pupil books and viewed on learning walks.</p> |

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| <p>Pupils engage in a range of diverse cultural activities.</p> | <p>Strong programme of enrichment activities take place resulting in children being exposed to a wide breadth of cultural opportunities increasing their 'cultural capital'.</p> <p>When required, support is offered to ensure that disadvantaged children are able to access a range of cultural opportunities at the school. This can be from attending the local pantomime to support provided in attending before and after school clubs.</p> |
| <p>To achieve and sustain improved attendance and punctuality for all pupils, especially our disadvantaged pupils.</p> | <p>An improvement in data for disadvantaged children to show that they are coming into school and not missing key elements of their learning. They are also turning up to school with their peers, on time and ready to learn.</p> <p>Year on year data from 21/22 to 22/23 demonstrate a 0.6% improvement in overall attendance for disadvantaged children. Persistent absence within this group reduced by 27% within these academic years.</p> |
| <p>Families feel suitably supported and informed by the school to facilitate a greater engagement with their children's learning.</p> | <p>Internal evidence indicates that parents/carers engage with school delivered material. Parental feedback surveys.</p> <p>Ofsted, November 2023: The school is at the centre of the community. Adults know pupils and their families well. The community ethos of the school enables new pupils to settle quickly.</p> |
| <p>Disadvantaged families are supported to ensure, in as much as possible, finances do not inhibit the academic progress and wellbeing of their children.</p> | <p>Disadvantaged families are supported by the school to ensure that children arrive at school in uniform and with the correct equipment. Where needed, signposting is offered by the school and guidance to agencies that can offer additional support.</p> <p>Should families need support with food to ensure that disadvantaged children are not hungry, the school will work with the family.</p> <p>Ofsted, November 2023: The school is at the centre of the community. Adults know pupils and their families well. The community ethos of the school enables new pupils to settle quickly. Pupils say it is easy to make friends. They feel looked after as adults provide well-thought-out care. Pupils like the 'little extras' leaders provide, such as daily bagels for everyone. They know adults will help them if they have worries.</p> |
| <p>Swift identification of children whose self-esteem, confidence and wellbeing is negatively impacted.</p> | <p>Regular triangulation between staff, parents and pupils ensures that pupil wellbeing remains paramount and children receive the appropriate pastoral/nurture support.</p> <p>Children continue to receive support from a number of sources such as the Pastoral Manager or through Kids Inspire. Identification is ongoing.</p> |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|--------------------------|--------------------|
| Spelling Shed | Education Shed LTD |
| Active Learn Phonics Bug | Pearson |
| Times Tables Rockstars | Maths Circle Ltd |
| Mathletics | 3P Learning |

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? | Not applicable |
| What was the impact of that spending on service pupil premium eligible pupils? | Not applicable |

