

# Baden-Powell & St. Peter's CE Junior School Core Principles: Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

## Quality teaching for all:

To ensure all pupils have access to highest quality

1. To empower teachers to know their pupils and do what is best for them.

Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'

<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant

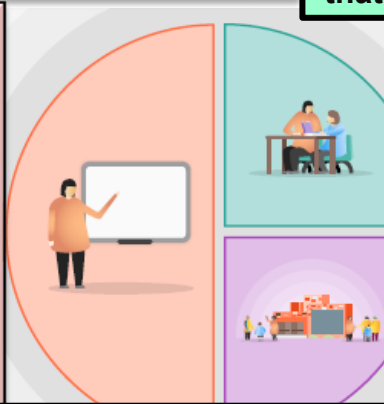
<https://educationendowmentfoundation.org.uk/news/introdu>

We do this by developing:

- Well sequenced curriculums that build knowledge and understanding
- Teacher subject expertise
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils as possible

4. To empower children - making sure every child feels successful and valued.

5. To find and nurture each child's passions



## Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

<https://educationendowmentfoun>

3. To empower parents to understand how to best support their child at home

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school  
Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)

<https://visible-learning.org/hattie-ranking-influences-effect-sizes->

We do this by developing

- Early academic intervention for those that require it
- Training for parents

## Wider Approaches:

Whole school or non-academic

6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not

- Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.
- 'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

7. To develop support networks around children and their families

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning.

We do this by:

- Pastoral interventions to support those who need it
- Attendance support for identified families
- Financial support where required to support inclusion and curriculum access
- Developing a culture of aspiration and celebrating successes
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy

8. To work to develop pupils' communication and language skills

At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11  
CIC Talking About a Generation Study

# Pupil premium strategy statement

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	Baden-Powell & St. Peter's CE Junior School
Number of pupils in school	720
Proportion (%) of pupil premium eligible pupils	9% (79 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published / updated	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs Rachel Rusling
Pupil premium lead	Miss Amanda Knowles
Governor / Trustee lead	Mrs Gina Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,063
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£111,063</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Key objectives for disadvantaged pupils

- For all disadvantaged pupils to reach their academic potential, with particular focus on Reading, Writing and Maths skills, knowledge and understanding; this aim then extends to the wider curriculum (largely supported and accessed through Reading).
- For all pupils to be able to access learning in the classroom consistently, ensuring that attendance, mental health and wellbeing are met so that these do not become barriers to learning.
- For all pupil to leave BPSP having good foundations for the next stage of their education: a good grasp of concepts in maths, being literate and having a good basic understanding of the world around them, remembering the key concepts that have been taught in science and the foundation subjects.
- For all pupils to have access to the wider experiences that school has to offer and to not to be disadvantaged in accessing these as a result of any financial or social difficulties.

### Key Principles

In order to meet the above objectives, we have focussed on the following areas:

- Quality first teaching and effectively sequenced curriculum design so that disadvantaged (and all) pupils make progress
- Targeted feedback to enable staff and pupils to 'narrow the gap' earlier, as well as preventing further gaps from appearing for disadvantaged pupils.
- Providing high quality pupil conferencing (1:1 or small groups) so that gaps in learning, as well as pre-teaching of concepts and vocabulary enables accelerated and sustained progress for disadvantaged pupils
- Additional interventions (e.g. with members of the SLT) so that gaps are identified and then subsequently narrowed earlier, allowing disadvantaged children to build on securing foundations of knowledge and understanding
- High quality professional development for all staff to develop their effective pedagogy and subject knowledge and practice, especially in providing pupils with effective feedback.
- Providing targeted and specific pastoral care, emotional and attendance support so as to remove barriers which may prevent pupils from reaching their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment in writing is below that of non-disadvantaged peers (with particular weaknesses around transcription skills)
2	Poor reading fluency and comprehension of texts
3	Barriers to learning for pupils who have English as an Additional Language
4	Lack of access to resources outside of school to support learning
5	More limited life experiences which impact on pupils' ability to make connections within their learning

## 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
<b>Increase the attainment of disadvantaged pupils (at both EXS and GDS) in Writing from previous assessment points</b>	<ul style="list-style-type: none"> <li>➤ Gaps in learning are quickly identified and support put in place to act upon these: quality first teaching, conferencing, interventions.</li> <li>➤ Such interventions and conferencing groups lead to accelerated progress.</li> <li>➤ Planning, teaching and feedback – demonstrate a consistently high-quality approach (evidenced through pupil progress, monitoring and book scrutinies).</li> <li>➤ Baseline assessments used (tests, moderation, and ongoing teacher assessments) to identify pupils who require targeted support.</li> <li>➤ Identified pupils to make accelerated progress by the end of the academic year to these starting points.</li> </ul>
<b>Continue to improve the teaching of spelling and handwriting so that transcription is less of a barrier for disadvantaged children in reaching the expected standard at the end of KS2</b>	<ul style="list-style-type: none"> <li>➤ Approaches to the teaching of spelling and handwriting are refined to ensure that learning is progressive and meets the individual needs of pupils.</li> <li>➤ Monitoring shows that spelling and handwriting are being taught consistently and to a high standard across year groups</li> <li>➤ Teachers use the 'Progressive Response to Spelling' document to increase children's awareness of spelling needs and level of independence.</li> <li>➤ Spelling intervention groups are being used in Years 5 and 6 to support learners who are not on track to achieve the expected standard</li> </ul>

<p><b>All disadvantaged children to close the gap in reading age compared to chronological age</b></p>	<ul style="list-style-type: none"> <li>➤ Well-sequenced and progressive reading planning in place across all year groups, which focuses on developing fluency skills alongside text comprehension.</li> <li>➤ Phonic and reading interventions used to address individual needs (e.g. RWI starting in Year 3, Rising Stars: Reading Planet reading scheme).</li> <li>➤ Pupils who did not pass the KS1 statutory phonics screening or have fallen behind are quickly identified and receive targeted intervention.</li> <li>➤ Assessments (e.g. Salford reading ages, RWI assessments, fluency assessments and NFER tests) are used to determine individual needs for phonic and fluency interventions and support.</li> </ul>
<p><b>Reduce individual barriers to learning through effective support for pupils with English as an Additional Language</b></p>	<ul style="list-style-type: none"> <li>➤ Bell assessments used to establish individual barriers for pupils with EAL</li> <li>➤ Pupils to have access to individualised support within lessons to overcome identified barriers.</li> <li>➤ EAL support required by pupils to diminish over the course of the academic year.</li> <li>➤ EAL pupils to make progress in all bands across all key areas identified from initial assessment.</li> <li>➤ All disadvantaged pupils with EAL to have a staff mentor who they meet with regularly for wellbeing check-ins</li> </ul>
<p><b>Provide support for pupils to access learning outside of school</b></p>	<ul style="list-style-type: none"> <li>➤ Disadvantaged pupils to be provided with homework resource packs to support completion of work at home</li> <li>➤ Improved communication and engagement with parents on how to better support children to consolidate learning at home</li> </ul>
<p><b>Extend participation of disadvantaged pupils within wider aspects of school life, including trips and extra-curricular clubs</b></p>	<ul style="list-style-type: none"> <li>➤ All disadvantaged pupils have access to school uniform funding support.</li> <li>➤ All disadvantaged pupils have access to school trips and residentials (partially funded support).</li> <li>➤ High proportion of disadvantaged pupils attend extra-curricular clubs (e.g. all pupils to attend at least one extra-curricular club over the course of the year).</li> <li>➤ Disadvantaged pupils to have representation within roles of responsibility within school and on school sports teams and music events</li> </ul>

## Activity in this academic year (2025/2026)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £27,765**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>▪ Continued school priority of understanding and refining practices around the pedagogy of high-quality teaching (i.e. the value of in the moment feedback)</li> <li>▪ CPD on development of the reading curriculum across school to include greater focus on improving reading fluency</li> <li>▪ Staff training to more effectively implement 'Spell-It-Out Words'</li> <li>▪ CPD and resources to better support staff in modelling and actively teaching the school handwriting programme</li> <li>▪ Support for staff to implement a clearly structured writing curriculum that builds upon strong transcription skills</li> <li>▪ CPD for staff on the teaching of vocabulary and staff time to design and implement a structured and sequenced curriculum</li> <li>▪ Incorporate 'live modelling', 'spaced retrieval' and 'deliberate practice' techniques where pupils engage in targeted writing exercises that focus on specific skills, allowing them to practice and refine their writing abilities in a structured manner</li> <li>▪ Strong focus on core subjects within the school timetable - dedicated lessons for Reading, English, Spelling, Handwriting, Maths, Fast Maths and Everyone Reads in Class (ERIC)</li> <li>▪ Continued development of our approach to providing high quality feedback to children, helping them to identify areas for improvement and encouraging a growth mindset.</li> </ul>	<p>The EEF ranks feedback as having an impact of +6 months.</p> <p>Research suggests regular verbal feedback is the most powerful tool for facilitating individual progress and overall improvements to learning (John Hattie; Black et al).</p>	<p>2. Poor reading fluency and comprehension of texts</p> <p>1. Attainment in writing is below that of non-disadvantaged peers (with particular weaknesses around transcription skills)</p> <p>3. Barriers to learning for pupils who have English as an Additional Language</p>

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

Budgeted cost: £69,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>▪ Small group Read, Write Inc interventions beginning in Year 3 to address pupil gaps in phonetic understanding</li> <li>▪ Adult-supported reading opportunities focused on weakest readers, including use of online platform Reading Planets</li> <li>▪ Bespoke Reading, Handwriting and Spelling interventions run by experienced and well-trained TAs</li> <li>▪ Targeted extra English and Spelling teaching groups in Years 5 and 6 focused on pupils not on track to achieve end of year targets (teaching within these groups focuses on securing basic transcription skills)</li> <li>▪ PP pupils given priority to attend Year 6 afterschool booster sessions in English and Maths</li> <li>▪ Experienced specialist English and SEN teacher continues to work with disadvantaged children who are underachieving in relation to ARE</li> <li>▪ Weekly conferencing session for all disadvantaged pupils to overcome individual barriers to learning in writing</li> <li>▪ Recognised pastoral support programmes provided by trained staff and bespoke to needs of pupils (e.g. ELSA and Hamish and Milo)</li> <li>▪ Extra library sessions provided for EAL pupils to facilitate regular reading with an adult</li> </ul>	<p>According to EEF, Phonics intervention has been shown to have a +5 months impact</p> <p>EEF ranks reading intervention strategies as having +5 months impact</p> <p>Individualised tuition has been found to have an impact of +5 months, whereas small group tuition an impact of +4 months (i.e. conferencing sessions)</p> <p>According to EEF, social and emotional learning (i.e. pastoral sessions) has an impact of +4 months</p>	<ol style="list-style-type: none"> <li>1. Attainment in writing is below that of non-disadvantaged peers (with particular weaknesses around transcription skills)</li> <li>2. Poor reading fluency and comprehension of texts</li> <li>3. Barriers to learning for pupils who have English as an Additional Language</li> <li>4. Lack of access to resources outside of school to support learning</li> </ol>

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

Budgeted cost: £13,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>▪ Disadvantaged pupils given priority for attending after school Book Clubs</li> <li>▪ Forest School afternoon sessions offered to disadvantaged pupils</li> <li>▪ Service premium children to have access to Forest School provision once a half-term (co-lead with a member of the pastoral care team)</li> <li>▪ Staff Mentors assigned to identified disadvantaged pupils to help develop positive relationships and attitudes towards school</li> <li>▪ Time with school dog to support disadvantaged pupils who struggle to come into school</li> <li>▪ Sessions with Pastoral Care Team tailored to the needs of individual children</li> <li>▪ Financial support for disadvantaged families to purchase school uniform and to broaden extra-curricular experiences (i.e. attend after school clubs, support with cost residential trips)</li> <li>▪ Attendance of all pupils but specifically disadvantaged children to be closely monitored half-termly (unless poor attendance is flagged prior to this) by Attendance Lead; PP Lead to support with liaising, discussing and challenging poor attendance of disadvantaged pupils.</li> <li>▪ Working closely in conjunction with the local authority to support and challenge parents where attendance is low</li> <li>▪ Provide homework resource packs for pupils to support learning at home</li> <li>▪ Priority for disadvantaged pupils to attend lunchtime homework club to</li> </ul>	<p>Families and parents who feel supported by the school are more likely to engage and support their own children with learning.</p> <p>EEF ranks the effect of parental involvement as having +5 months impact</p> <p>Support from home shown to influence pupil's learning (Deforges).</p> <p>Increased pastoral support and close collaborative work with the BCP School Attendance Officer will help to address poor attendance.</p> <p>Support from CLP with difficult to reach families</p> <p>'School cultures and practices: supporting the attainment of disadvantaged pupils' DfE August 2018 Link between physical health and mental wellbeing</p> <p>Supporting pupils to have hobbies and interests shown to have positive impact on self-esteem and support pupils in making future careers choices</p>	<ol style="list-style-type: none"> <li>1. Attainment in writing is below that of non-disadvantaged peers (with particular weaknesses around transcription skills)</li> <li>2. Poor reading fluency and comprehension of texts</li> <li>3. Barriers to learning for pupils who have English as an Additional Language</li> <li>4. Lack of access to resources outside of school to support learning</li> <li>5. Disadvantaged pupils having more limited life experiences which impact on their ability to make connections within their learning</li> </ol>

<p>access school resources and adult support</p> <ul style="list-style-type: none"><li>▪ PP, Music and PE Leads to work closely together to ensure that children have priority access to extra-curricular activities and have opportunities to represent the school to boost self-esteem and recognise a variety of talents</li><li>▪ Senior and Middle Leaders to continue to lead parental invitation evenings relating to Reading, Writing and Maths: subject knowledge, strategies and materials to support children's learning outside of school</li></ul>		
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**Total budgeted cost: £111,063**

## Part B: Review of outcomes in the previous academic year (2024-25)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Success criteria	Review of outcomes and impact																										
<p><b>Increase the attainment of disadvantaged pupils (at both EXS and GDS) in Writing from previous assessment points</b></p>	<ul style="list-style-type: none"> <li>▪ Gaps in learning are quickly identified and support put in place to act upon these: quality first teaching, conferencing, interventions.</li> <li>▪ Such interventions and conferencing groups lead to accelerated progress.</li> <li>▪ Planning, teaching and feedback – demonstrate a consistently high-quality approach (evidenced through pupil progress, monitoring and book scrutinies).</li> <li>▪ Baseline assessments used (tests, moderation, and ongoing teacher assessments) to identify pupils who require targeted support.</li> <li>▪ Identified pupils to make accelerated progress by the end of the academic year to these starting points</li> </ul>	<p><b><u>End of KS2 outcomes:</u></b>  <i>73% of the school's disadvantaged cohort achieved the expected standard in Writing at the end of key stage 2. This is compared to 81% for all pupils.</i></p> <p><i>No disadvantaged pupils achieved Writing to greater depth, compared to 19% of all pupils. However, the combined attainment for disadvantaged pupils was well above national as 73% achieved the combined measure for Reading, Writing and Maths at the school compared to 47% nationally.</i></p> <p><b><u>Outcomes for Year 3, 4 and 5:</u></b></p> <p><b><u>Whole School Attainment</u></b></p> <table border="1" data-bbox="1048 1050 2072 1310"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th colspan="2">Combined</th> </tr> <tr> <th>ALL</th> <th>DIS</th> <th>ALL</th> <th>DIS</th> <th>ALL</th> <th>DIS</th> <th>ALL</th> <th>DIS</th> </tr> </thead> <tbody> <tr> <td>Year 3: PP - 17 pupils</td> <td>89%</td> <td>88%</td> <td>72%</td> <td>77%</td> <td>91%</td> <td>94%</td> <td>71%</td> <td>77%</td> </tr> </tbody> </table>		Reading		Writing		Maths		Combined		ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	Year 3: PP - 17 pupils	89%	88%	72%	77%	91%	94%	71%	77%
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		<table border="1" data-bbox="1048 153 2067 523"> <tr> <td>Year 4: PP - 18 pupils</td> <td>91%</td> <td>83%</td> <td>67%</td> <td>39%</td> <td>89%</td> <td>72%</td> <td>64%</td> <td>39%</td> </tr> <tr> <td colspan="9" style="background-color: #e1eef6;"></td> </tr> <tr> <td>Year 5: PP - 19 pupils</td> <td>91%</td> <td>74%</td> <td>72%</td> <td>53%</td> <td>86%</td> <td>63%</td> <td>69%</td> <td>42%</td> </tr> <tr> <td colspan="9" style="background-color: #e1eef6;"></td> </tr> </table> <p data-bbox="1048 587 2067 826">There is still a significant gap in the attainment of disadvantaged children, compared to non-disadvantaged peers, in Years 4 and 5. Going forward, the Pupil Premium strategy will need to focus on improving outcomes for these children in particular. A stronger focus on the principles of effective pupil-teacher conferencing will be a significant part of this improvement plan as well as more carefully sequenced planning in reading, writing and maths and regular pupil progress meetings.</p>	Year 4: PP - 18 pupils	91%	83%	67%	39%	89%	72%	64%	39%										Year 5: PP - 19 pupils	91%	74%	72%	53%	86%	63%	69%	42%									
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<p><b>Continue to improve the teaching of spelling and handwriting so that transcription is less of a barrier for disadvantaged children in reaching the expected standard at the end of KS2</b></p>	<ul style="list-style-type: none"> <li>▪ Approaches to the teaching of spelling refined to ensure that learning is progressive and meets the individual needs of pupils.</li> <li>▪ Teachers using the 'Progressive Response to Spelling' document to increase children's awareness of spelling needs and level of independence.</li> <li>▪ Senior and Middle leaders monitoring shows that there is a consistent approach to spelling in both teaching and feedback across the whole school.</li> </ul>	<p>Regular monitoring of the teaching of spelling has shown that the majority of disadvantaged pupils have made progress in their understanding of spelling. This is evidenced by the improvement in spelling test scores which have improved on average by 5 words from September to July 2025. A quarter of disadvantaged pupils achieved their test scores by 8 words or more across the year.</p> <p>Moderation of pupil books has found that spelling is less of a barrier now to disadvantaged pupils achieving the expected standard in writing. Staff are using the school's Marking of Spelling Progression document to help pupils become more independent in identifying and correcting spelling errors. The monitoring of the teaching of the Spell it Out Words and the Focus Five Words have led to refinements in these systems and more bespoke support for those staff who feel less confident in the teaching of spelling.</p>																																				
<p><b>All disadvantaged children to close the gap in reading</b></p>	<ul style="list-style-type: none"> <li>▪ Well-sequenced and progressive reading planning in place across all year groups,</li> </ul>	<p><b><u>End of KS2 outcomes:</u></b></p>																																				

<p><b>age compared to chronological age</b></p>	<p>which focuses on developing fluency skills alongside text comprehension.</p> <ul style="list-style-type: none"> <li>▪ Phonic and reading interventions used to address individual needs (e.g. RWI starting in Year 3, Rising Stars: Reading Planet reading scheme).</li> <li>▪ Pupils who did not pass the KS1 statutory phonics screening or have fallen behind are quickly identified and receive targeted intervention.</li> <li>▪ Assessments (e.g. Salford reading ages, RWI assessments of NFER tests) used to determine individual needs for phonic and fluency interventions and support.</li> </ul>	<p><b>82%</b> of the school's disadvantaged cohort achieved the expected standard in Reading at the end of key stage 2, compared to 83% of all pupils.</p> <p>RWI has been shown to be an effective SSP as the majority of children make excellent progress and complete the scheme before the end of Year 3. Those children, who still require RWI teaching beyond Year 3 also have additional SEN needs, which impacts on their progress.</p> <p>Disadvantaged pupils made an average of 17 months reading progress from their baseline Salford Reading age to their Reading Age assessment at DC4 in June.</p>
<p><b>Ensure attendance is at least 95% for disadvantaged pupils</b></p>	<ul style="list-style-type: none"> <li>▪ Attendance figures reviewed at least half-terminly: key children and families supported and challenged appropriately.</li> <li>▪ Where pupils have an attendance below 95%, evidence is seen of this improving.</li> <li>▪ Reduction in the number of children and percentage of persistent absence.</li> <li>▪ School attendance policy and LA help is accessed to support families.</li> </ul>	<p>Attendance for the school is in the top 10% nationally (at 97.4%). Attendance for disadvantaged pupils is at 95.5% compared to 93.2% nationally.</p> <p>Bespoke support for pupils with below expected attendance have been put in place, including involving the BCP Re-integration Officer to support a child with additional SEN, which was impacting school attendance.</p>
<p><b>Reduce individual barriers to learning through effective pastoral support</b></p>	<ul style="list-style-type: none"> <li>▪ Pupils to have access to individualised pastoral care or outside agencies (e.g. CAMHS, Mosaic) as required.</li> <li>▪ The number of pupils receiving pastoral support to diminish over the course of the academic year.</li> <li>▪ Pupils receiving pastoral support progress in at least one key area</li> </ul>	<p>All disadvantaged pupils have received pastoral support this year. These interventions have included ELSA, Hamish and Milo, regular bespoke pastoral sessions, check-ins as required or support through our new initiative – the Staff Mentoring scheme. As a result of pastoral interventions, disadvantaged pupils have made progress in a number of key areas including:</p> <ul style="list-style-type: none"> <li>- reduced anxiety</li> <li>- improved emotional resilience</li> </ul>

	<p>identified from starting point of the intervention.</p> <ul style="list-style-type: none"> <li>▪ All disadvantaged pupils have a staff mentor who they meet with regularly for wellbeing check-ins</li> </ul>	<ul style="list-style-type: none"> <li>- better management of emotions</li> </ul>
<p><b>Extend participation of disadvantaged pupils within wider aspects of school life, including trips and extra-curricular clubs</b></p>	<ul style="list-style-type: none"> <li>▪ All disadvantaged pupils have access to school uniform funding support.</li> <li>▪ All disadvantaged pupils have access to school trips and residential (partially funded support).</li> <li>▪ High proportion of disadvantaged pupils attend extra-curricular clubs (e.g. all pupils to attend at least one extra-curricular club over the course of the year).</li> <li>▪ Disadvantaged pupils to have representation within roles of responsibility within school and on school sports teams and during music events</li> </ul>	<p>This year, parents were made more aware of the financial support the school could offer them through regular communication and the sharing of a parent information leaflet. This resulted in a much higher take up of the parental choice funding that had been offered previously:</p> <p>42 families received support with purchasing uniform</p> <p>40% of PP eligible families accessed parental choice funding (most commonly for trips, wraparound childcare and music tuition)</p> <p>20 pupils, each term, accessed after school Forest School sessions</p> <p>10 children were subsidised to attend the Year 4 residential trip to Hooke Court (100% increase on the previous year)</p> <p>10 children in Year 6 were subsidised to attend the residential trip at the New Forest Activities Centre</p> <p>7 children, each term, received subsidised musical tuition to learn drums, keyboard, guitar, brass and woodwind instruments. This musical tuition meant that these pupils were able to take centre stage at whole school performances, including the Christmas Carol Service at Poole Lighthouse.</p>

## 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?	This academic year and beyond, funding for service pupil premium children will be solely attributed towards pastoral care provision. This has included opportunities such as half-termly Forest School sessions dedicated solely to the children of service families. The results of these sessions have been incredibly positive with pupils in similar family situations being able to make links with one another and share common worries and experiences.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils were supported emotionally when separated from parents or in forming new friendships if required.