

# Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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

Detail	Data
School name	Minet Junior School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	April 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Kellie Ryan, Head teacher
Pupil premium lead	K Gubbin (DH)
Governor / Trustee lead	Joanna Palmer, PP Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£247,610

# Part A: Pupil premium strategy plan

## Statement of intent

At Minet Junior School our intention is that all pupils in our community make at least good progress to achieve the highest attainment by the end of KS2. The pupil premium strategy provides important support to contribute to the attainment of all pupils from disadvantaged backgrounds. At Minet, we endeavour to use the pupil premium grant to help disadvantaged pupils to achieve in line with their peers, giving them the best life chances as they transition to Secondary school. We aim to do this regardless of starting points, background or challenges faced along the way. We are also committed to supporting those children who are vulnerable or young carers, regardless of whether they are disadvantaged or not.

First quality teaching is at the centre of our approach, along with key threads through the curriculum such as Rights Respecting and Philosophy for Children (P4C). Delivering a curriculum that entwines the key threads develops important skills and knowledge such as collaborative and critical thinking, problem solving and resilience. Developing these skills along with strong core areas like Maths and English show excellent impact for the disadvantaged and the gap with their peers at the end of KS2 is very low. Further support is given through targeted bespoke intervention and tuition for identified pupils.

Our whole school strategy is based on these key principles:

- Provide first quality teaching
- Effective staff training and development
- Provide an exciting and challenging curriculum that encompasses our communities rich cultural diversity
- Ensure high quality pastoral care is given to all of our children and their families
- Provide adequate resourcing so that all pupils are equipped and ready to learn
- Give financial support to families to ensure they have the same range of opportunities as their peers.

At Minet Junior School we have excellent pastoral provision for all of our pupils and mental health and well-being is tackled implicitly through the curriculum as well as explicitly through other interventions with our Learning and Behaviour Mentors, Art Therapist, Family Support Worker and Thrive Practitioner. Together, they work to support families and children to break down barriers so that all pupils are ready to learn and progress.

Attendance is a key focus and our attendance team work very closely with families to ensure all pupils strive to meet the National expectation. Systems are in place to make early identification and ensure strategies are put in place quickly to support the children and families to ensure all pupils meet National Expectation.

Our wider strategy to help close the gap for our disadvantaged pupils include plans for education recovery. It is targeted support through whole school tuition for pupils whose education has been worst affected over the past two years. Our approach tackles the challenges and gaps that have deepened during the pandemic. Through thorough diagnostic assessment and skilful planning and resourcing, we ensure that our catch up programme is delivered to help each pupil excel and achieve their potential. This includes 'THRIVE' sessions for emotional well-being as well as Maths and English support.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps and misconceptions in knowledge and skills have widened, resulting in attainment being below expectation for some pupils compared to their peers.
2	Some pupils have identified SEND needs. Speech, Language and communication difficulties have been identified as a high need and a barrier to learning.
3	86% of pupils do not have English as a first language and need additional support to meet expectation by the end of KS2.
4	Writing attainment has been impacted (by COVID-19), along with other barriers (SEND/EAL). Attainment in writing has fallen and the gap has widened for PP pupils.
5	Some pupils are coming from very disadvantaged backgrounds where opportunities and experiences outside of school are limited.
6	Some of our families require additional support and guidance as they have complex social, financial and emotional needs.
7	Mental health and well-being support is needed to enable pupils to develop emotional and social strategies to learn, build relationships and become more resilient and reflective.
8	Attendance is lower than that of non-disadvantaged pupils.

## 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
To increase the % of SEND pupils who meet the expected standard in reading, writing and maths. PP/SEND register will show provision made (provision map) for every individual pupil and monitor progress through data tracking, PP meetings, IEPs/EHCPs and the SSE cycle.	The gap between PP pupils and Non-PP pupils at the expected standard will be reduced and in-line with the NA by the end of KS2.
To decrease the gap between PP and Non-PP pupils at expected and greater depth. To ensure PP pupils meet National expectation % at the end of Key Stage.	Data will show a decreasing gap across the school between PP and Non-PP pupils. PP pupils will be consistently in line with or better than National PP % at the end of Key Stage.
To deliver bespoke teaching and in class support (resourcing) to the majority of EAL pupils in stages A and B so that they can make accelerated progress and be able to access the curriculum within 12 months.	80% of Stage A and B pupils will be able to access the curriculum in class within 12 months
The school and families work in positive partnership to ensure that financial constraints do not negatively impact the pupils' opportunities to life experiences –e.g. clubs, trips, workshops, music tuition	Parents can speak to/ get advice from the family support worker so that the school can support the child/ren to participate in a range of activities outside of the curriculum/wider school life including completion of homework and access to on-line platforms available.
Access to the School's Family Support worker, specialised outside agencies and resourcing will provide financial, emotional and educational support for families.	All PP families will have guidance on accessing information, services, educational devices, training and funding to support their own and their children's development and achievements inside and outside of school improving outcomes for their children emotionally and academically.
Children to learn a range of skills and strategies through P4C and RRSA, as well as receive bespoke social and emotional interventions to support their own mental health and develop positive thinking, resilience, empathy and the ability to ask for help and recognise this in others.	An increased emotional intelligence seen in the children throughout the school socially, emotionally and educationally so they can recognise how to manage their own thoughts and feelings respectfully, as well as others so they are ready to learn/ at least expected progress and attainment.
Improved attendance whole school. Increased attendance for vulnerable groups e.g. SEND/PP	Whole school attendance back to pre- covid levels of 96%+. Vulnerable pupils will have attendance of over 95% at National expectation.

## 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: £22,631

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide CPD for staff on key areas of the SDP –e.g. Writing, maths reasoning, skills builder, RRSA, mental health and wellbeing.	Evidence from Sutton Trust and EEF shows that strong teacher pedagogy is very effective for quality first teaching. Areas such as meta cognition and P4C are key to developing lifelong learners	1, 4 and 7
Weekly bespoke training for TAs to deliver and assess interventions e.g. read,write, inc, language link, numicon to support targeted children to close the gap.	EEF shows small group tuition/intervention has moderate impact on children to help close the gap.	1, 2 and 4
English lead to provide CPD for staff for POR and Shared/guided writing.	Evidence from Sutton Trust and EEF shows that strong teacher pedagogy is very effective for quality first teaching.	1, 2 and 4
ELT to continue training and development as writing moderators/WLH leads and NPQ facilitators.	Evidence from Sutton Trust and EEF shows that strong teacher pedagogy is very effective for quality first teaching.	1, 2 and 4
To develop teachers (CPD) to provide personalised support and teaching for identified PP pupils with SEND to	Personalised learning is the drive to tailor education to individual need, interest and aptitude so as to fulfil every young person's potential. (DfES, 2004a: 4)	1, 2 and 4

accelerate progress and close the gap with peers.		
Attendance support from external consultant to provide strategies to improve attendance practice and monitor key groups to improve PP attendance and overall whole school attendance.	Evidence shows that the higher the overall absence rate across Key Stage (KS2), the lower the likely level of attainment at the end of KS2. (DFE 2016 improving attendance at school)	1 and 8

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

Budgeted cost: £67,334

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve speaking, listening and communication skills through training and delivery of bespoke programmes (Language Link) and 1:1 SALT intervention.	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.  (DfE document alongside the Department of Social Care Appendix C)	1, 2 and 4
To deliver EAL programmes to new arrivals to support access to the curriculum.	A DfE report written by Professor S. Strand and Dr Ariel Lindorff shows that research has identified that it takes learners more than six years to progress from the lowest to the highest levels of English language proficiency. It has also shown that it is only at the highest	1 and 3

	levels of proficiency that learners are able to fully access the curriculum and therefore achieve their academic potential.	
To enable additional EP assessment/support for pupils identified with SEND needs.	Personalised learning is the drive to tailor education to individual need, interest and aptitude so as to fulfil every young person's potential. (DfES, 2004a: 4)	1, 2 and 4
To provide personalised teaching and support for identified PP pupils with SEND to accelerate progress and close the gap with peers.	Personalised learning is the drive to tailor education to individual need, interest and aptitude so as to fulfil every young person's potential. (DfES, 2004a: 4)	1, 2 and 4
To raise attainment and 'close the gap' in Reading, Writing and Maths for all PP children in line with their peers through targeted small group booster/ tuition sessions.	EEF shows small group tuition/intervention has moderate impact on children to help close the gap.	1 and 4
To provide book bundles to develop 'reading for pleasure' and build knowledge in non-core areas.	DFE Reading for pleasure document 2012 Sutton Trust - The reading Gap 2013 EEF Improving Literacy at KS2 - 2021	1, 3 and 6
To attend the Brilliant Club Scholars Programme giving More Able pupils the opportunity to work with a PhD researcher to experience university style learning- aspiration to attend university.	EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact. EEF states that wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported	1,3,5 and 7

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

Budgeted cost: £150,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
To remove barriers to learning by supporting and improving behaviour, mental health, emotional well-being and social skills through daily/weekly sessions with the Learning Mentors.	Internal monitoring shows that sessions to develop self- esteem, social skills and well- being have been very successful for children with high anxiety and SEND. The strategies can be used in class and help regulation to allow learning to happen.	5, 6 and 7
Family Key Worker to provide emotional support and educational strategies for parents.	Evidence from EEF and school show us that supporting and training parents has a positive impact on their children's behaviour, attitude, attendance and learning. Supporting our more vulnerable families also helps to support emotional needs and wellbeing – this can be seen in pupil outcomes. Sutton Trust –Parent Power -2018	6
To support pupils with anger management/ behaviour/ self-regulation through bespoke mentoring programme 'WE STRIVE'.	School evidence shows a positive impact on behaviour and reduced incidents in the playground.	5, 6 and 7
To support pupils with complex emotional needs/trauma through Art therapy.	Research has shown that art therapy has been used quite successfully to help children learn to effectively communicate, have improved concentration, improved behaviours and develop closer relationships. It has shown to improve moods, promote relaxation, and decrease disruptive behaviours and attitudes. "Randomised controlled trial research shows that art therapy helped improve coping strategies." (Penny Brohn, 2011, Online)	5, 6 and 7
To provide technology (laptop) for PP pupils	EEF evidence shows that digital technology is successful in helping pupils	1, 2 ,3, 4 and 5



to access the extended curriculum and complete homework.	work more independently. It allowed us to remotely teach successfully when needed and set homework across a range of subjects.  It supports access to the wide range of learning platforms the school offers- e.g. Bug Club, IXL for extended learning.	
To provide IT platforms – IXL, Bug Club to pupils outside of school for extended learning opportunities.	EEF evidence shows that digital technology is successful in helping pupils work more independently.	1, 2, 3, 4 and 5
To provide resources that will support learning inside and outside of the classroom.	Reducing barriers to learning (resources) leads to better outcomes	1, 5 and 6
Pupil attendance to improve and PP pupils to be in line with peers throughout the school.	Evidence shows that the higher the overall absence rate across Key Stage (KS2), the lower the likely level of attainment at the end of KS2. (DFE 2016 improving attendance at school)	1 and 8
To ensure a healthy start to the day by providing 'Magic Breakfast' club for all pupils so they are 'ready to learn'.	A healthy start to the day impacts the body and brain supporting physical and mental function, including mood, behaviour and concentration. (PHE: The link between pupil health and wellbeing and attainment 2014)	1, 2, 3, 4, 5, 6 and 8
To have a daily fruit snack to encourage healthy lifestyle choice.	Evidence shows healthy eating/ 7 a day helps to maintain a healthy body/mind. (PHE: The link between pupil health and wellbeing and attainment 2014)	1, 2, 3, 4, 5, 6
To widen extra-curricular learning opportunities through enrichment activities e.g. trips, residential, drama groups/workshops	EEF evidence shows this has moderate impact for moderate cost. School evidence shows that many of the children have little life experience or exposure and trips/workshops allow them opportunities to broaden their knowledge, skills and vocabulary through these experiences	5, 6 and 7

<p>To provide tuition and coaching by specialist staff to widen life experiences.</p>	<p>EEF evidence shows greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Studies link music to better outcomes in SP&amp;L and writing.</p> <p>Exercise/ competitive sports improve health and lifestyle choices as well as develop key areas such as strategy, spatial awareness and collaborative working.</p>	<p>1, 5, 6 and 7</p>
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**Total budgeted cost: £240,075 (contingency £7,535 ) = £247,610**

## 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 2023 to 2024 academic year.

#### SAT results 2024

SAT Test	READING EXS+	READING GDS	WRITING EXS+	WRITING GDS	MATHS EXS+	MATHS GDS	COMBINED EXS+	COMBINED GDS	GRAMMAR EXS+	GRAMMAR GDS	SCIENCE EXS+
<b>Year 6</b>											
DISADV/PP 42	80%	28%	75%	8%	85%	25%	73%	3%	90%	50%	85%
NON-DISADV/PP 67	75%	24%	81%	13%	91%	42%	69%	7%	90%	61%	87%
Difference	+5%	+4%	-6%	-5%	-6%	-17%	+4%	-4%	0	-11%	-2%

#### Teaching

All staff have received CPD on key areas of the SDP, including P4C, RRSA and mental health and well-being. The assistant head for Inclusion has completed training to become a Designated Senior Mental Health Lead (through Thrive) and this ensures that mental health practices and policies are embedded within the school. A staff meeting was held on Building resilience, promoting wellbeing which developed teachers understanding of mental health both in themselves and others and how to improve well-being.

The support staff in the school have received weekly training this year. The training ensures that we are confident in knowing that the support staff are delivering effective interventions to help close the gap. We know they have been successful because children have been receiving the targeted interventions for a half term and then returning back to class or the results have shown that children have improved in their summative assessment results – *Year 3 and Year 4 results show the most progress.*

'I think the most useful training this year was on the new behaviour policy and one-page profiles. This was good because it made sure we all understood what was expected of us. I now feel confident in using CPOMS' – Mrs H.

'I liked the training on Phonics as I am new to the school and did not know how the lower years deliver phonics. With support, I know that I would be able to run that interventions now' – Miss A.

This year, CPD in English has focused on the development of children's oracy and writing skills. Our English planning structure has been revised and modelled with teachers to support improvements in the teaching and learning of writing. INSET has been carried out to fully develop and extend teachers' understanding of our 5 'Experience Days' where pupils participate in drama lessons, P4C, debates, vocabulary lessons and are fully immersed into the key text using a variety of strategies and techniques. As a result of this, pupils have opportunities to improve their speaking and listening skills, acquire new vocabulary and develop a comprehensive understanding of characterisation, key features

of a variety of genre and plot. Teachers have now embedded the key elements of our approach into their planning to support pupils to structure sentences accurately and make good vocabulary choices. Children's writing is monitored regularly and significant improvements have been seen in the quality of children's work for all ability groups. Teachers are now confident in their delivery of these lessons and have developed their subject knowledge and expertise which has had a very positive impact on learning in the classroom.

ELT have had opportunities to train and develop and currently we have 2 writing moderators who have supported teachers to make judgements about the writing in their class when they were unsure. We have a member of staff who works with the Maths Mastery Hub and is currently completing the NPQLPM. This member of staff has supported teaching across the school through team teaching with ECTs and supporting year groups with planning. We also have a member of staff completing the NPQLBC which has impacted the school through further training of all staff on the behaviour policy and the introduction of one-page profiles for children who may need support. We also have a member of staff who facilitates the NPQs for schools in the teaching hub and two members of staff who facilitate the ECT professional development programme for schools within the South of the borough.

### **Targeted Support**

Historically the school has run the Language Link intervention, this continued this year. However, we have also purchased and are beginning to embed two new interventions called Language for Thinking and Language for Behaviour. Both of these interventions are SALT programmes recommended by the Local Authority to help children with Speaking and Listening. After receiving training, the staff have been running these interventions weekly. Unfortunately, we did not have a school-based SALT, as the Local Authority could not provide one, until Summer term. Therefore, all impact made has been due to the school run interventions. We know these have been effective as we have had three children be discharged this year from SALT. Currently 25% of SEND children have Speech and Language support.

Children have received targeted 'gap' booster sessions in Reading, Writing and Maths delivered as interventions by Tas and HLTAs supporting in their year group. The table below shows the attainment for PP and Non-PP children and the gap.

Teacher Assessment	READING ATTAINMENT % on track EXS+	READING ATTAINMENT % on track GDS	WRITING ATTAINMENT % on track EXS+	WRITING ATTAINMENT % on track GDS	MATHS ATTAINMENT % on track EXS+	MATHS ATTAINMENT % on track GDS
<b>Year 3</b>						
DISADVANTAGED /PP 44	59.1%	22.7%	52.3%	11.4%	70.5%	38.6%
NON-DISADV/PP	77.3%	34.8%	59.1%	19.7%	77.3%	36.4%
	-18.2%	-12.1%	-6.8%	-8.3%	-6.8%	+2.2%
<b>Year 4</b>						
DISADVANTAGED /PP	48.1%	11.1%	48.1%	7.4%	55.6%	7.4%
NON-DISADV/PP	83.3%	24.1%	79.6%	22.2%	81.5%	29.6%
	-35.2%	-13%	-31.5%	-14.8%	-25.9%	-22.2%
<b>Year 5</b>						
DISADVANTAGED /PP 46	58.7%	6.5%	45.7%		52.2%	15.2%
NON-DISADV/PP	74.6%	20.3%	61%	3.4%	78%	30.5%
	-15.9%	-13.8%	-15.7%	-3.4%	-25.8%	-15.3%
<b>Year 6</b>						
DISADVANTAGED /PP 44	79.5%	25%	72.7%	4.5%	79.5%	18.2%
NON-DISADV/PP	83.1%	35.2%	76.1%	9.9%	90.1%	39.4%
	-3.6%	-10.2%	-3.4%	-5.4%	-10.6%	-21.2%

Students with little or no English receive daily support in EAL with additional support in class. An HLTA delivers bespoke interventions in English, maths and conversation skills. Out of the 17 new starters this year, 6 have moved up in proficiency from A to B (35%) and although they still require EAL Literacy support they are accessing the curriculum in other subjects with support. Four students are now receiving no EAL support (C) and are working towards their current group level.

This year all SEND children had an Individual Education Plan (IEP). These were bespoke and each child was set three targets based on their SEND need and what the teacher knew of the child. Targets were set and reviewed each term. The average improvement made was +0.28%.

Termly meetings held with teachers to review PP students and ensure interventions are bespoke to ensure progression. Percentages of children making expected or better progress in each subject and each year group can be seen below.

READING Expected Progress	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SEN	60%	31%	57%	80%
NON SEN	81%	74%	78%	81%
DIFFERENCE	-21%	-43%	-21%	-1%

WRITING Expected Progress	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SEN	60%	31%	64%	73%
NON SEN	77%	74%	68%	88%
DIFFERENCE	-17%	-43%	-4%	-15%

MATHS Expected Progress	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SEN	60%	39%	64%	80%
NON SEN	81%	74%	77%	87%
DIFFERENCE	-21%	-35%	-13%	-7%

Children have received targeted 1:1 and small group tuition sessions in Reading, Writing and Maths delivered by an experienced teacher, HLTAs and TAs. The table below shows the progress made across the year.

Steps progress from July 23 – July 24		Reading	Writing	Maths
Year 3 (12 children have no progress data)	All children	7.1	7.3	7.6
	PP children (44)	6.9	7.6	7.6
Year 4 (14 children have no progress data)	All children	6.1	6.3	6.1
	PP children (27)	6.4	6.1	6.1
	PP + Tuition (?)	6.4	6.3	6.5
Year 5 (15 children have no progress data)	All children	7.2	6.7	7.0
	PP children (46)	7.5	6.9	7.2
Year 6 (6 children have no progress data)	All children	6.9	7.1	6.3
	PP children (44)	6.8	7.0	6.2
	PP + Tuition (?)	6.0	7.9	6.4

157 PP children chose 5 books from the Autumn book fair. They had the opportunity to choose fiction and non-fiction books from an age appropriate selection. Each child received 2 non-fiction books which were related to their year group topic or a topic they were interested in. This ensures all PP households have at least 5 high quality books from a range of genres and some will have more as siblings may choose different books. If a child joins us in year 3, by year 6 they will have received 20 free books from the school. This encourages reading for pleasure and parental engagement to listen to their child read. The points the school are rewarded with are used to purchase books free of charge for the class libraries.

Fourteen students took part in the Brilliant Club Scholars Programme, 50% of them are in receipt of pupil premium funding. Of these children, 4 pupils (57%) achieved a 1<sup>st</sup> or 2.1 in their final project.

The following averages are based on the 14 students that have submitted both their baseline and final assignments. The table also includes UK averages, allowing you to compare scores at baseline and progress made.

Competency	Minet Junior School			UK Comparison		
	Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	36	63	77 %	50	63	26 %
Subject Knowledge	34	63	86 %	51	65	28 %
Critical Thinking	35	62	79 %	49	62	28 %

Of these children, 100% passed the grammar SAT paper at greater depth and 57% passed the reading and maths SAT papers at greater depth.

## **Wider Strategies**

Learning mentors deliver a variety of support groups ranging from Sand therapy, lego therapy, Seasons for Growth, social skills, anxiety groups and friendship groups. These groups teach children about resilience and the ability to recognise their emotions. 54% of children who have support are PP. This year, 30% (18 children out of 60) no longer need support.

Our Family Support worker delivers Marlborough Group where 66% of attendees are PP. Our Learning Mentor, alongside our Family support worker run a programme for parents and children called Jigsaw Families where 18% who attend are PP.

Parental communication has increased due to having bespoke coffee mornings. ESOL and GROW promote their programmes and as a result these courses have been fully booked with two ESOL groups running with 12 parents attending each group.

A mentoring programme is in place from an outside agency. 33 pupils received support on a weekly/bi-weekly basis, of which 23 (70%) were PP. 5 children have also been to a one-off session when something has arisen either in their home lives or at school. 73% of pupils who have attended mentoring this year will not be attending in September unless there is a change in their circumstances.

A new Art therapist has been employed to deliver personalised therapy to 6 students who have experienced trauma. Of those students, 33% are PP.

61% of PP children in year 3 were provided with a laptop to use at home. This has enabled children to access their homework and the online learning platforms provided. 70% of PP children are accessing online platforms where they can view and complete their homework and to support their learning.

All PP children are provided with the equipment needed within the classroom to access the curriculum (pens, pencils, glue sticks, whiteboard pens etc.) They are also provided with a school jumper and a school tie upon request each year.

In order to ensure attendance is at national average, it is monitored closely. When attendance drops, letters are sent to parents and for children whose attendance is below 95% mini panel meetings are held with the Assistant Headteachers for Inclusion. These meetings identify any additional concerns and support can be put in place where needed. The average attendance gap between PP and non-PP children is 1.2% with PP children having an average attendance 94.1% and non-PP at 95.3%. Currently 29% of PP children have attendance below 95%.

58% of children who attend breakfast club are PP. This ensures children have breakfast before school and arrive at their classroom ready to learn.

All PP children have access to daily fruit to encourage healthy eating and provide them with part of their 7- a- day.

All children have access to enrichment opportunities. The year 6 children had the opportunity to go on a residential trip to Sayers Croft. 37 children attended this residential of which 43% were PP. We have also taken year groups on visits to Winchester Science Centre, Upton Court, the Battle of Britain Bunker and the local Gurdwara and Mosque.

Children are offered the opportunity to attend choir with a view of participating in community events. One of the events was turning on the Hayes Town Christmas Lights at St Anselm's Church along with other schools in the Borough. Ten children participated in this event of which 7 of them were PP children. This year children have the opportunity to learn to play the drums of which 50% were PP.

Children also participate in team sports including, boys' football (13 children, 7 PP), girls' football (14 children, 9 PP) and netball teams (12 children, 5 PP). They take part in regular training sessions and in competitive matches against other schools in the borough. We also run a number of afterschool clubs which children take part in, 35% of participates are PP children.

## 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
Language Link	Speechlink Multimedia Ltd
IXL	IXL Learning
White Rose Hub	White Rose Education
Times tables rock stars	Maths Circle
Number Shark	Wordshark
Purple Mash	2 Simple
Bug Club	Pearson
Read, Write, Inc	Ruth Miskin
Fresh Start	Ruth Miskin
Language for Thinking	Speechmark (SaLT)
Language for Behaviour	Speechmark (SaLT)