

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	Alexandra Primary School
Number of pupils in school	431
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governing body
Pupil premium lead	Stephanie Clarke & Kate Birch
Governor / Trustee lead	Jackie Ferdinand

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,520
Recovery premium funding allocation this academic year	
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	£183,520

Part A: Pupil premium strategy plan

Statement of intent

We ensure that teaching and learning opportunities meet the needs of all of our pupils. That high quality, experienced staff work equitably with disadvantaged pupils, especially those that are lower-current attainers.

We are committed to changing the deficit discourse around disadvantage – disadvantaged pupils and their families are not a problem to be solved. They are our school community and are held in high regard¹. The use of language used when referring to our families is considered e.g. Previously Underestimated²

We are committed to developing a clear and collective understanding of high expectations, high quality teaching and inclusivity³.

We draw on research and evidence when planning our pupil premium strategy.

Research evidence is used to inform decision making and challenge assumptions and beliefs, not simple to justify decisions already taken.⁴

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

All our work funded through the pupil premium will be aimed at accelerating progress and ensuring access to a rich, broad and balanced curriculum. It will also be aimed at supporting the wellbeing and mental health of disadvantaged pupils, which we recognise as a common barrier to learning and engagement.

Pupil premium resources may also be used to target higher prior attainers receiving the pupil premium grant to achieve greater depth, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.

The school will publish information on how they have used their Pupil Premium Grant to address the issue of narrowing the achievement gap for socially disadvantaged pupils.

¹ Unity Research School 2022 *Addressing educational disadvantage: from strategy to the classroom* researchschool.org.uk

² Jazz Ampar-Farr 'The power of everyday heroes' 2017

³ Unity Research As above

⁴ Rowland M 2021 *Addressing Educational Disadvantage in Schools and Colleges*. Essex County Council

Challenges

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

Challenge number	Detail of challenge
1	<i>Many disadvantaged pupils at our school start their education at a lower level of achievement in Reading, Writing, Mathematics and oracy than other pupils. They have had less exposure to a wide vocabulary and less experience of numbers and familiarity with reading. In many cases, school closures due to the COVID 19 pandemic widened the gaps between disadvantaged pupils and their peers.</i>
2	<i>Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years.</i>
3	<i>Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension, understanding and meaning challenging and perform less well than their peers.</i>
4	<i>Some children eligible for PPG have social, emotional and mental health difficulties which are affecting their readiness to learn</i>
5	<i>Some of the parents of our disadvantaged pupils lack the confidence and resources (e.g. IT) or level of English language acquisition to support their children with learning at home.</i>
6	<i>Some of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success. Disadvantaged pupils are at a greater risk of exclusion.</i>
7	<i>Complex family circumstances in the home have an impact on the children's emotional wellbeing in school. This is a barrier to progress.</i>
8	<i>Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.</i>

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
<i>1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally in the phonics check, times table check and by the end of KS1 and KS2 in reading, writing, mathematics.</i>	Each year from 2022 to 2025, KS1&2 outcomes show that an increased number of disadvantaged pupils have met the expected standard. See 2023/2024 data
<i>2. To increase the number of disadvantaged pupils who achieve at a greater depth at the</i>	Each year from 2022 to 2025 outcomes show an increased number of disadvantaged pupils achieving greater depth.

<i>end of KS1 and KS2 across reading, writing, mathematics.</i>	See 2023/2024 data
<i>3. To ensure that the attendance of pupils in receipt of PPG is above 96%, with a further reduction in the % persistently absent, particularly in EYFS.</i>	<p>Sustained high attendance from 2022 to 2025 demonstrated by:</p> <ul style="list-style-type: none"> · the overall absence rate for all pupils being above 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced · the percentage of all pupils who are persistently absent being below 10%
<p><i>4. To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in-school therapeutic services and a whole school approach which develops social and emotional well-being.</i></p> <p><i>Children can access learning in class because their physiological, safety, belongingness and esteem needs are met.</i></p>	<p>Sustained high levels of wellbeing from 2022 to 2025 demonstrated by:</p> <ul style="list-style-type: none"> -Qualitative data from student voice, student and parent surveys and teacher observations -Reports & observations from school therapist, learning mentor, mental health professionals -fewer re-referrals back into services for disadvantaged pupils
<p><i>5. To provide a range of support for families in the home setting and at school and through outside agencies to enable children and their families to thrive</i></p> <p><i>Parents feel supported by the school leading to improved engagement with their children's education.</i></p> <p><i>School events are planned with our diverse Alexandra Community in mind.</i></p>	<p>Families engage in support from agencies such as Early Help, CAMHs, Trailblazers.</p> <p>Families access Felix project</p> <p>Children attend extended provision and clubs – subsidised and funded places provided.</p> <p>Increased attendance at school events including 'Welcome in Wednesdays' and community events such fairs and concerts.</p>
<i>6. Improve oral language skills and vocabulary</i>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>Improved levels of comprehension as shown in reading assessments</p>
<p><i>7. To ensure that children in receipt of PPG have equitable access to a rich curriculum and cultural experiences including trips, visitors and workshops.</i></p> <p><i>That these successes, experiences and learning is captured through a pupil profile that will record individual achievements (Y5&Y6)</i></p> <p><i>This is recognised through the Alexandra Baccalaureate Award at the end of KS2.</i></p> <p><i>Monitoring participation in extra-curricular activities, prioritising and funding places for children in receipt of PPG.</i></p>	<p>Children attend a rich offer of trips, visits and workshops. Planning and the trips and visits overview for the year makes this intentional.</p> <p>Evidence in learner profiles demonstrates that pupils have had access to a wide range of personal development opportunities and co-curricular activities.</p> <p>The number of children in receipt of PPG attending residential increases each year.</p> <p>Children in receipt of PPG attend the same number and range of clubs and activities and their peers.</p>

Our Priorities

Our Pupil Premium Strategy aligns with our school mission, goals and whole school improvement strategy

Brilliant Beginnings	High-quality, inclusive Early Years provision for every child. <i>The effect of strategies and interventions tend to be greater when adopted in the Early Years.</i> ⁵
A Curriculum to Remember	<i>A high-quality curriculum makes the greatest difference to pupil outcomes, particularly the most disadvantaged</i> ⁶
A Thriving, Learning Community	We engage with and deploy research evidence on best practice for disadvantaged learners. Pupil's mental health and wellbeing is prioritised

⁵ Rowland M 2021 *Addressing Educational Disadvantage in Schools and Colleges*. Essex County Council

⁶ Myatt M 2022 Primary Curriculum Huh

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: £53,474

Activity	Evidence that supports this approach	Challenge number(s) addressed
To advance standards of teaching and learning through the development of teaching & learning principles and delivery of instructional coaching from leaders. Embed a shared understanding of good practice and support teachers in a cycle of improvement using evidence-based, high-impact strategies leading to improved and equitable pupil outcomes. See Whole School SIP Leaders are trained in instructional coaching and this is quality assured through regular review.	The highest priority for disadvantaged pupils is ensuring high-quality learning in every lesson - Marc Rowland Quality first teaching has a direct impact on student outcomes, particularly for the most disadvantaged - Sutton Trust 'A tiered approach to Pupil Premium Spending' - teaching, alongside CPD, is deemed the top priority - EEF	1,2,3 & 8 Instructional coaching training & support for school from Destinio Coaching including development days £2800 Leaders and teachers release time for observations and coaching conversations covered by HLTA % salary £1486
Effective implementation of our Alexandra curriculum, Revisiting the curriculum themes of London, Journeys, Earth & Sustainability, Identity & Power and acquiring cultural & powerful knowledge	A high-quality curriculum makes the greatest difference to all pupils - Mary Myatt Pupils from disadvantaged backgrounds can experience a 'knowledge gap' and may not have access to the cultural capital of more advantaged peers. Education Policy Institute	Release time for curriculum development and planning; year group planning days. £280 a day supply cover 7 days each term = £5,880
Ensuring all teachers and support staff have access to high quality CPD and are continuously improving	Children taught by an outstanding teacher make up to 4 months more progress in a 12 month period than peers with a less effective teacher. For our vulnerable pupils, high quality teaching is essential.	HEP CPD package £5900 Additional training budget £6000

<p>Embedding Talk4Writing across the school curriculum. This can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Implement whole class teaching of vocabulary through strategies such as 'Word Aware'. Prioritise language acquisition. Train staff.</p> <p>Continue to prioritise oracy in maths as part of teaching for mastery approach. Maths lead to model & develop whole school approach.</p>	<p>There is a strong evidence base that suggests oral language interventions, including oral activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>A broad vocabulary is the key to academic success</p> <p><i>High-quality dialogue in maths has the capacity to support students to co-construct knowledge leading to deeper understanding of mathematical concepts and processes.</i> Voice 21</p>	<p>5, 6, 7, 8</p> <p>Word Aware training £140 x 4 + resources = £608.77</p> <p>Release time for English lead for moderation and training £2,800</p> <p>Release time for maths lead + 1 teacher to attend Maths Mastery training half termly £3,360</p>
<p>To improve the quality of provision in the Early Years. Ongoing training for staff in effective interactions, enabling environments and excellence in EY education.</p> <p>EY support package from HEP, including EY review</p>	<p>High quality EY education is key. Good Early Years education is the cornerstone to social mobility – DfE</p> <p>Early language acquisition impacts of all areas of children's non-physical development – Marc Rowlands</p>	<p>1,2 7</p> <p>Early Years improvement team HEP = £590</p>
<p>Improve the quality of mental health and wellbeing education for pupils and staff.</p> <p>Embed approaches to mental health and wellbeing into routine educational practises and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk)</p>	<p>4, 6, 7, 8</p> <p>Emotion Coaching Staff Inset £200</p> <p>Training from EP service £500</p>
<p>Termly pupil progress meetings to track progress - SLT time. Data is used to identify tightly focused improvement priorities.</p> <p>Weekly discussion of vulnerable pupils and review of provision for social,</p>	<p>Termly data collection points show progress in disadvantaged pupils attaining the higher standard. Year 2 and Year 6 meetings demonstrate progress for key pupils through gap analysis</p> <p>Leadership strategy prioritises our most vulnerable pupils</p>	<p>SLT time</p> <p>£19,600</p>

emotional and academic support.		
Participation in the Next Big 10 programme with Big Education. A two-year whole school transformation project for schools who want to develop innovative education practices. Collaborating with and learning from schools offering outstanding provision for pupils receiving PPG.	Issues like the disadvantage gap are 'wicked' problems. They are complex, persistent and not easily solved, requiring leaders and teachers to think innovatively and creatively, to take risks and trial new initiatives. - Big Education	£3,750

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

Budgeted cost: £67,002

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. This includes oral language inventions.</p> <p>NELI + early language intervention</p> <p>Talk Boost</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5, 7, 8</p> <p>Costed TA time £3,442 + £2,865</p> <p>Talk Boost Resources £500</p>
<p>'Keep up' phonics and reading sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Additional TAs to support daily phonics and DSR.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	<p>1, 6, 7, 8</p> <p>RWI Phonics training for all staff £900</p> <p>TA time VS £4,392 JR £4216</p>

Phonics teaching of high quality with regular assessment	Phonics Toolkit Strand Education Endowment Foundation EEF	Appointment of KS1 lead/phonics lead, training and leadership time £5000
1:1 and small group tutoring delivered by experienced, qualified teacher. 80% + of the pupils who receive tutoring support are in receipt of PPG including those who are high attainers. Focus on pupils working below EXS to close the attainment gap PPG pupils working at EXS are targeted for GDS	Tuition targeted at specific needs and knowledge gaps can be an effective method to support lower prior attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 6, 7, 8 3 day a week teacher = £29,087.50 (no longer funded via tutoring grant) Booster groups and interventions run by SLT £7,200
Purchase (buy-in) of additional Educational Psychologist provision and Speech and Language therapy time	This will support the identification of SEND needs and the access, plan, do, review process Early Referrals and Interventions have the greatest impact on future life chances.	1, 2, 4, 6 £12000 £7200
Resources for children in receipt of PPG including books, revision books (SATs) and stationary. Uniform, shoes, bags, coats as needed.	Poverty proof school by seeing school life through the lens of disadvantaged pupils and their families. Strive to remove barriers - Unity Research School 2022	£1000 budgeted

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

Budgeted cost: £63,044

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor employed to support and empower pupils in overcoming	There is extensive evidence associating childhood social and emotional skills with improved	4, 6, 7, 8 £37,760

<p>barriers to achieving their full potential by addressing social, cultural, emotional and psychological needs. Including targeting attendance and safeguarding.</p> <p>Learning mentor works with children, families and supports staff.</p> <p>Whole staff training on mental health and wellbeing approaches with the aim of developing our school ethos and improving mental health and wellbeing across school.</p>	<p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Attendance coffee mornings to target vulnerable families</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3, 4</p> <p>EWO £5241</p>
<p>Purchase of school based counselling service to contribute towards the whole school approach to mental health and wellbeing, to improve outcomes for pupils.</p> <p>A significant proportion of the pupils who receive counselling support are disadvantaged.</p>	<p>A report, published by the DfE (2015), states that all schools in the future should provide access to counselling services. It outlines how "counselling has been shown to bring about significant reductions in psychological distress in the short-term, and helps young people move closer towards their personal goals."</p> <p>https://www.gov.uk/government/publications/counselling-in-schools</p>	<p>4, 6, 7, 8</p> <p>£11,490</p>
<p>Implementation of whole school positive behaviour & relationships policy.</p> <p>Adopting a 'Trauma Informed Approach'</p> <p>Staff training on positive behaviour management and effectively responding to distressed behaviour.</p>	<p>Where relationships across the school are strong, the most disadvantaged pupils will thrive – Marc Rowlands</p> <p>Children in some groups are more vulnerable to adversity, trauma and their effects. Children need consistent positive relationships in order to cope with life's stressors effectively.</p>	<p>4,5,6,7</p> <p>Ongoing staff behaviour training and subscription to Walkthrus</p> <p>Induction and training for new staff</p> <p>£575</p>

<p>Ensuring equitable access to extra- curricular provision. Subsidising and fully funding clubs, trips, visitors. Providing uniform vouchers.</p> <p>Targeted sessions with Sports Coach & music teacher</p> <p>Staffing costs paid to provide FOC club offer</p>	<p>Children need to feel they belong. Poverty proof school by seeing school life through the lens of disadvantaged pupils and their families. Strive to remove barriers - Unity Research School 2022</p>	<p>Music club £150 per child PA = £750 Clubs funded = £1350 Y6 residential £200 per PPG child = £3200 Sports coach £1528</p> <p>Breakfast and ASC costs + staffing for clubs £2,500</p>
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Total budgeted cost: £183,520

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 – 2024 academic year.

Attainment data; summer 2024

Key Stage 2 reading

- 65% of disadvantaged children achieved expected; Haringey 67%, national 60%
- This is a 10% increase on 2022
- The gap to not disadvantaged is -20% (85%); in 2022 this was -24% (55% to 79%)
- The gap to Haringey is – 2% (-14% in 2022); +5% compared to national; 2022 -8%
- We still have work to close the attainment gap for our disadvantaged children aspiring to greater depth
- 10% achieved GDS compared to 14% in 2022; this reflects a drop in the overall GDS (20% from 26%)
- Gap to Haringey at GDS is -11% (2022 -7%); to national -8% compared to – 3% in 2022
- Progress measures were -3.2 (2022 -4.2); not disadvantaged 1.8; progress measures for disadvantaged and previous low attainment were low compared to Haringey & national

Writing

- 65% of disadvantaged children achieved expected; Haringey 68%, national 58%
- This is an 8% drop from 2022 reflecting the overall drop (71% / 80%)
- The gap to disadvantaged is -15% (2022 – 13%)
- At GDS 3% of disadvantaged achieved the standard compared to 9% in 2022; this reflects a significant drop overall from 22% in 2022 to 8% in 2023
- Progress in 2023 was -2.1 compared to 0.3 for non-disadvantaged; -0.7 to 1.8 in 2022
- The difference between the two groups in 2023 was 2.8 points compared to 2.5 in 2022

Maths

- 74% of disadvantaged children achieved expected, significantly above Haringey 69% & national 59%; 100% of non-disadvantaged children achieved expected
- 2023 was a 19% increase on 2022 (74% / 55%)
- At GDS 13% achieved the standard compared to 5% in 2022
- 2023 for school/Haringey /national was 13%/18%/13% compared to 2022 5%/15%/27%
- The gap to non-disadvantaged was 22% in 2023 (13%/35%); in 2022 the gap was 23% (5%/28%)
- Progress measures were -2.6 compared to 2.0 for non-disadvantaged; in 2022 it was -5.2 compared to -2.7

Key Stage 1 reading

- 70% of disadvantaged children achieved expected; Haringey 63%/national 54%
- 50% of non-disadvantaged children achieved expected
- The 70% in 2023 was a 20% improvement on 2022 (50%)

- 10% of disadvantaged achieved GDS; the same as non-disadvantaged
- In 2022 13% of disadvantaged achieved GDS compared to 11% non-disadvantaged
- Both years school disadvantaged children were above national (9%)

Writing

- 35% of disadvantaged children achieved expected, a slight drop from 2022 (38%); this reflects the overall drop from 2022 56% to 2023 42%
- The gap between disadvantaged and non-disadvantaged in 2023 was -10% (35/45)
- In 2022 the gap was -21% (38/59)

Maths

- 65% achieved expected compared to 63% non-disadvantaged; Haringey 65%/ national 56%
- 65% is +15% from 2022 and a shift from -17% compared to non-disadvantaged to + 2 in 2023
- 5% achieved GDS; 0 achieved GDS in 2022
- 2023 compared to Haringey and national are 5%/14%/8%; in 2022 it was 0%/11%/7%
- The gap to Haringey and national for GDS closed from 2022 to 2023

Year 1 Phonics

- 67 % achieved the phonics standard in 2023 compared to 56% in 2022
- The gap between disadvantaged and non-disadvantaged in 2023 was +7% (67%/60%); in 2022 the gap was also +7
- In 2023 disadvantaged were in line with national and 8% below Haringey; in 2022 disadvantaged were 7% below national and 15% below Haringey

Wellbeing and Mental Health

- Sustained high levels of wellbeing from 2022/23 is evidenced through qualitative data gathered from pupil questionnaires, parent surveys, and teacher observations.
- There is a notable increase in the range of enrichment activities, especially for children benefiting from pupil premium funding.
- Target groups in Reading, Writing, and Mathematics show noticeable progress.
- Speech and Language therapy reports highlight positive impacts, while School Counselling reports similarly indicate significant positive outcomes.

Support for Families & Community engagement

- A noticeable increase in the number of parents and carers engaging in school activities, parents workshops, and special events.
- An increase in families seeking support from external agencies like Early Help and CAMHs, reflecting a proactive commitment to addressing diverse needs within the school community.
- There is a rise in families accessing the Felix Project (Food Bank)

Oral language skills and vocabulary

- Assessments and observations reveal a marked improvement in oral language skills among children as identified by the Typical Talk stages - <https://speechandlanguage.org.uk>
- Structured vocabulary teaching using the Early Years Word Aware Programme has ensured that children have the vocabulary they need to access the curriculum and to develop their understanding and use of both spoken and written language.
- The Talk 4 Writing approach, implemented throughout the school, has provided children with new vocabulary and stories, advancing their oral language and communication skills.
- Children with Special Educational Needs and Disabilities (SEND) undergo close monitoring through SEND Support Plan Review meetings where language targets have been closely monitored and reviewed termly.

Attendance

Of the vulnerable children, 57% have attendance of 96%+ and 16% have 100% attendance. The figures for vulnerable children are artificially inflated as we have identified a large number of children as vulnerable due to their attendance.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Participation in the 'Big 3 and Me' pilot (EEF & Human Values Foundation) – a programme for social, emotional learning in the Early Years. Teaching children to express their feeling and emotions to support with self-regulation skills and emotional literacy.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.