

Pupil premium strategy statement – [St Chad’s CofE Nursery and Infant School]

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	St Chad’s CE Nursery and Infant School
Proportion (%) of pupil premium eligible pupils	46% (62 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022 - 2023 <u>2023 - 2024</u> 2024 – 2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	K. Leach/ K. Morley
Pupil premium lead	K. Morley
Governor / Trustee lead	R. Schmidt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,118
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£8,120
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£93,238

Part A: Pupil premium strategy plan

Statement of intent

At St Chad's CE Nursery and Infant School, we believe that the highest possible standards can only be achieved by having the highest expectations of **all** children. As a school, we understand that the most important lever we can use to improve outcomes for disadvantaged children is quality first teaching (EEF, 2019). Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential. We are also committed to focusing on non-academic factors such as improving attendance, behaviour and providing social and emotional support.

The focus of our pupil premium strategy is to support disadvantaged children to make good progress and achieve high attainment across all subject areas, irrespective of their background or the challenges they may face. This includes progress for those children who are already high attainers.

Spending decisions in school are informed by research and evidence, and are closely monitored by school leaders. We plan a broad, relevant and child-centred curriculum that actively seeks to reduce disadvantage with a strong focus on social and emotional development, communication and language, reading, vocabulary and enrichment. We ensure that extra-curricular activities are accessible to all and that expense is never a barrier.

Research tells us that children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. For example, how well a child communicates at five years old is one of the best predictors we have about how they will be doing in school at age eleven. Therefore, we prioritise high quality teaching and learning throughout our Early Years, ensuring that we provide the right foundation for good future progress through school and life.

Our approach is responsive to common challenges and individual needs, rooted in ongoing monitoring and no assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel, beginning with the bottom layer of Maslow's Hierarchy of Need.

- Ensuring children are school ready and parents are able to engage with the education system.
- Quality first teaching across all year groups, through a range of teaching strategies and a focus on communication and language in all subject areas.
- Alongside a focus on quality first teaching, high quality, targeted and fluid interventions are in place when required.
- Supporting children's Social, Emotional and Mental Health development is of paramount importance.

Challenges

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

Challenge number	Detail of challenge
1	Poor speech, language and communication skills is a barrier to learning, including range and depth vocabulary, conversation skills and lack of enriching life experiences
2	Some children are significantly below age related expectations in Reading, Writing and Maths, and require focused support to progressively narrow the gap as they move through school
3	Parental Engagement for our PP and Disadvantaged Pupils. School readiness and a readiness to learn is required for our most disadvantaged children, including parent understanding of the school system and raising aspirations.
4	High levels of mobility mean we have children beginning school at different starting points throughout the academic year. Many of these children have never been to school before, and find it difficult to separate from their parent/carers.

5	Persistent absenteeism is higher amongst our most disadvantaged children. Our assessment data shows, these high levels of persistent absence are negatively affecting pupil progress. There are a number of barriers including parents understanding school expectations and cultural differences.
6	We have seen a huge increase in our children's social, emotional, wellbeing and mental health needs. Our observations indicate that the education and well-being of many of our disadvantaged pupils are being negatively impacted by individual, personal and home circumstances. These findings are supported by national studies.

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
All disadvantaged children are provided with the physiological resources school can fund, to be ready to attend school and learn.	<ul style="list-style-type: none"> All children have access to a full school uniform, including book bag. All children are dressed appropriately for the weather, and are comfortable e.g. a winter coat; Forest School clothing. <p>All children have the option to eat a healthy breakfast when they enter school.</p>
A communication focused curriculum with teaching and learning strategies embedded for whole class approach, including vocabulary teaching, environment construction and trips and enriching curriculum choices.	<ul style="list-style-type: none"> 90% of children to meet their end of year target. Colourful semantics is used in every class, to support the development of sentence writing. Writing outcomes improve. Disciplinary and substantive knowledge is shared in an age-appropriate way, in all subjects. Children are then able to articulate disciplinary knowledge in an age-appropriate way, and outcomes improve. Our school field effectively supports the implementation of the curriculum intent, and children have regular access to outdoor learning opportunities. The EYFS outdoor environment promotes children's confidence, resilience and independence, encouraging them to take risks. Pupils benefit from meaningful learning opportunities in the outdoor environment so that EYFS outcomes improve. Through the use of Elizabeth Jarman's 'Communication Friendly Spaces' school is a calm, warm, welcoming and orderly home away from home for our children. Stem sentences used to develop articulation of key maths concepts. A vocabulary progression grid in place alongside this for the whole school. EYFS maths learning in linked to key texts (mathematical stories) so that children can hook their knowledge, and develop a deeper understanding. Phonetically matched reading books sent home for all children, weekly. <p>All children attend all school trips, and the cost of these is not a barrier.</p>

<p>Effective and monitored interventions with effective deployment of teaching assistants with the EEF Guidance Report resources, in all classes.</p>	<ul style="list-style-type: none"> • 90% of children to meet their end of year target. • Interventions are proactive and fluid, based on the emerging needs of each child. • Over 70% of PP children attend an after-school club throughout the academic year. • Interventions show fidelity to Little Wandle, so that phonics and reading outcomes improve. <p>The tracking of interventions show that children have made accelerated progress in those areas (more than 1 step in a half term).</p>
<p>To achieve and sustain improved wellbeing and mental health for all pupils in our school, particularly our disadvantaged pupils through.</p>	<ul style="list-style-type: none"> • A high-quality nurture room for children to access when they need to. • A well-resourced forest school environment to increase cultural capital for our children. • Staff all received in-depth training on attachment and trauma, and the behaviour of the brain. • Practice is attachment and trauma informed and provision for vulnerable children improves • Children's emotional literacy intelligence begins to improve • A qualified ELSA in school. • Continue relationships and connections with local charities e.g. Bridge the Gap <p>Impact of this is identified through: Qualitative data from student voice, behaviour data, ELSA session outcomes, parents' surveys and teacher observations.</p>
<p>Targeted engagement for hard to reach parents with a dynamic communication strategy to build relationships, improve engagement with school, attendance, value of education, and support aspiration building.</p>	<ul style="list-style-type: none"> • Children in EYFS visit the library half termly, and all children have a library card. • Regular parent workshops, with high levels of engagement (80% of each class). • 100% attendance at ESOL classes. • 100% attendance at parents' meetings. • 100% of parents with access to Class Dojo. • Home reading completed on Class Dojo (100% in each class). • Translation services readily available for our parents (including in workshops). • Meet the Teacher workshops at the beginning of each academic year. • End of year expectations shared with all parents. <p>Family Support Worker supports with attendance, and supports families in bringing their children to school regularly.</p>

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: £18,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Colourful Semantics</p> <ul style="list-style-type: none"> ongoing staff CPD resources to implement in each class subject leader to monitor implementation and impact <p><i>Resources: £1500</i> <i>Subject leader release time: £900</i> <i>Staff meetings: £200</i> Total: £2600</p>	<p>Colourful Semantics: How Children Can Develop Language Through Colour (learningjournals.co.uk) This approach can be useful for a range of children, especially those who are first learning vocabulary. However, it is particularly useful for children who struggle in the following areas:</p> <ul style="list-style-type: none"> Confusing the order of sentences and getting words the wrong way around Piecing sentences together in a meaningful order Always sticking to the same sentence structure Missing out verbs and other important details in a sentence Frequently having to restart a sentence when speaking out loud to get it right <p>Colourful semantics is a psycholinguistic approach that is often used to develop children's speech and writing abilities. Colourful Semantics: A teacher's guide (structural-learning.com)</p> <p>The importance and impact of teachers monitoring their own subjects: Making the Most of Subject Leaders Focus Education : Focus Education (focus-education.co.uk)</p>	<p>1, 2, 6</p>
<p>Little Wandle Phonics.</p> <ul style="list-style-type: none"> annual membership to a DfE validated scheme. new home reading books (phase 5) Y2 spelling scheme rapid catch-up resources keep-up staff training staff meetings <p><i>Annual membership: £750</i> <i>Training release time: £65</i> <i>Staff meetings: £200</i> <i>Resources: £1000</i> Total: £2015</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on word reading, particularly for disadvantaged children. Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Alongside Little Wandle Phonics it is essential children are reading books that match their phonic knowledge: LS-KEY-GUIDANCE-SELECTING-DECODABLE-BOOKS-PD_FINAL.pdf (littlewandlelettersandsounds.org.uk)</p> <p>Keep-up sessions in Reception and Y1 ensure children stay in their year groups phonics group, and receive age related teaching. LS-Individual-keep-up-for-Reception-PD-NEW-1.pdf (littlewandlelettersandsounds.org.uk)</p> <p>Support children to build the alphabetic code with our Spelling programme which provides a seamless link from the core Little Wandle Letters and Sounds programme. Year 2 Spelling Letters and Sounds (littlewandlelettersandsounds.org.uk)</p>	<p>1, 2, 4</p>
<p>Enhancement of our maths teaching and curriculum.</p> <ul style="list-style-type: none"> Focus on vocabulary Stem sentences 	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4</p>

<ul style="list-style-type: none"> ○ Key texts (EYFS book spine) <p><i>Books: £400</i> <i>Training release time: £500</i> <i>Staff meetings: £200</i> <u>Total: £1100</u></p>	<p>Focusing on stem sentences, vocabulary and teaching for mastery. Evidence from the NCETM: How the NCETM's mastery materials are making an impact NCETM</p> <p>Using picture books to promote high-quality learning in maths. Using picture books to promote... East London Research School</p>	
<p>Nurture through Nature</p> <ul style="list-style-type: none"> ○ Outdoor resources ○ Forest School sessions ○ Forest School clothing ○ Community Days <p><i>EYFS Resources: £2000</i> <i>Forest School sessions: £7000</i> <i>Clothing: £2000</i> <i>Community Days: £200</i> <u>Total: £10,200</u></p>	<p>Forest schools allow children to develop collaborative skills, and gives them practical skills they can transfer to family activities. Study reveals how Forest Schools can benefit children's development Loughborough University (lboro.ac.uk)</p> <p>Positive impacts of being outside on mental health and wellbeing. How Outdoor Play Improves Mental Health Pentagon Play How nature benefits mental health - Mind</p> <p>Community Days: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 6
<p>School Excursions</p> <ul style="list-style-type: none"> ○ There are increased opportunities for children to visit and experience Derby and the local area ○ School visits partly paid by school (school to pay half of the cost of the trip; parents to pay the other half) <p><i>Staff meetings: £800</i> <u>Total: £800</u></p>	<p>The importance of cultural capital: Cultural capital - Early Education (early-education.org.uk)</p> <p>Include, celebrate, acknowledge, and build on children's knowledge, experiences, and interests. And, at the same time, provide new opportunities and experiences, to challenge, expand, and increase children's knowledge, understanding, and skills. What is Cultural Capital in the EYFS? Family</p>	1, 3, 4, 6
<p>Disciplinary and Substantive Knowledge</p> <ul style="list-style-type: none"> ○ Agreed resources for each subject, to allow children to have concrete representations. ○ Staff CPD, including staff meetings. <p><i>Resources: £200</i> <i>Staff CPD: £110</i> <u>Total: £310</u></p>	<p>Ofsted research reviews, identify the importance of disciplinary and substantive knowledge in all subjects: Ofsted publishes research review on geography - GOV.UK (www.gov.uk)</p>	1, 2, 4

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

Budgeted cost: £24,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Recovery TA</p> <p><i>Staffing: £8740</i> <u>Total: £8740</u></p>	<p>The EEF guidance is based on a range of the best available evidence: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Doing this through the use of small groups: Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) The importance and impact of early reading: Early literacy approaches EEF (educationendowmentfoundation.org.uk)</p>	2, 4
<p>Targeted after school and lunchtime clubs</p> <p><i>After school clubs: £4030</i> <i>Lunchtime clubs: £3200</i> <i>Resources: £500</i> <u>Total: £7730</u></p>	<p>The importance of cultural capital: Cultural capital - Early Education (early-education.org.uk) Clubs based on what children have already been taught in class, based on the evidence from here: Homework: What Does the Evidence Say? Huntington Research School Mindfulness for Kids - Mindful Board Game Club: 13 ways playing board games benefits your child TheSchoolRun The most notable benefit of after school clubs is the improved academic performance of children who attend them. Benefits of After School & Extracurricular Activities (learninghive.co.uk)</p>	1, 2, 6
<p>KS1 Intervention TA</p> <p><i>Staffing: £8000</i> <u>Total: £8000</u></p>	<p>Pre/Post teach. Teaching interventions: Pre and over learning (sec-ed.co.uk) Keep-up sessions in Reception and Y1 ensure children stay in their year groups phonics group, and receive age related teaching. LS-Individual-keep-up-for-Reception-PD-NEW-1.pdf (littlewandlelettersandsounds.org.uk)</p>	2, 4

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

Budgeted cost: £47,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Translation services (NCAT)</p> <p><i>Staffing: £10,045</i> <u>Total: £10,045</u></p>	<p>With high numbers of mobility and children entering the school with no previous schooling, this is essential for our diverse catchment area.</p>	4, 5
<p>Family Support Worker</p> <p><i>Staffing: £4030</i></p>	<p>Approaches to engage parents. The EEF guidance is based on a range of the best available evidence:</p>	3, 4, 5

<p>Cover (Teacher Workshops): £1000 <u>Total: £5030</u></p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk) Supporting attendance: Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	
<p>Nurture/ Pastoral Support Welfare Support: £27,000 Outside Agency Support: £1000 Training: £2500 Training Subscription: £1000 <u>Total: £31,500</u></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) Attachment and Trauma training: derby-direction-relational-classrooms-leaflet.pdf Hand Model of the Brain - Dr. Dan Siegel (drdansiegel.com) ELSA: About ELSA – ELSA Network</p>	6
<p>School Uniform Stock: £200 <u>Total: £200</u></p>	<p>Maslow's Hierarchy of Needs:</p> 	4
<p>Breakfast <i>Currently paid for by a local business man.</i></p>		4
<p>Robust induction programme <i>In depth inductions with all new parents</i></p>	<p>A robust, detailed induction pack for all parents (no matter when children start in the academic year): Oh Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1-6
<p>Love Bears Resources: £500 <u>Total: £500</u></p>	<p>Providing children with a sense of belonging: Creating a Sense of Belonging for Children - ChildWatch</p>	1, 4, 5, 6
<p>Emergency fund for acute issues <u>Total: £3,468</u></p>	<p>Based on our previous experiences and the increased in mobility we are experiencing, we have identified a need to set a small amount of funding aside to respond quickly to needs, not yet identified.</p>	1-6
<p>Total Budgeted Cost: £89,770 + £3468 emergency fund</p>		

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Mobility levels have continued to rise at St Chad's CofE Nursery and Infant School this academic year. In 2022-2023, the school had 32 pupils leave and 50 pupils arrive outside of the normal admission period. The school committed in excess of 100 hours to pupil inductions outside of the normal Reception admissions window. These inductions rely heavily on our Pastoral Team (translation supports and Family Support Worker) conducting them, and ensuring we get as much information as possible about the families joining us. Of the 50 families that started outside of the normal admission window, only 3 were proficient in English. In 2022-2023, 45% of Year 2 pupils had not been in school since the beginning of Reception. Mobility was particularly high in Year 1 with only 42% of pupils being with us since the start of Reception.

Reception		Year 1		Year 2	
C&L	All: 54%	Reading	All: 41%	Reading	All: 41%
	PP: 41%		PP: 22%		PP: 22%
PD	All: 64%	Writing	All: 33%	Writing	All: 33%
	PP: 50%		PP: 13%		PP: 13%
PSED	All: 59%	Maths	All: 44%	Maths	All: 44%
	PP: 41%		PP: 17%		PP: 17%
GLD	All: 49%				
	PP: 32%				

KS1 attainment for disadvantaged pupils 2023

% Expected Standard + (Re, Wr, Ma)



KS1 progress for disadvantaged pupils 2023

% Expected Standard + (Re, Wr, Ma)



The teaching of phonics is strong and has an incredibly high profile throughout school. All leaders and teaching staff have continued to be trained in the systematic and synthetic phonics programme, Little Wandle Letters and Sounds Revised. Our termly staff meetings with all staff have been extremely beneficial, and allowed all staff to receive the training. The school's Phonics Leader and Reading leader work jointly to ensure fidelity to the programme. We have invested in more fully decodable reading books to ensure we have sufficient stock levels at every phase. In our most recent Ofsted inspection, reading was praised highly with inspectors recognising that leaders have made reading a priority and pupils quickly learn to read when they start in Reception.

We have seen high levels of impact from the Little Wandle intervention programme we introduced. Timetable interventions with trained Teaching Assistants meant we were able to target children on the cusp of age to improve phonics outcomes. Our Phonics Outcomes for 2023 were

- Y1- 61% of all pupils passed the Phonics Screening
- Y1- 86% of our 'Forever St Chad's' children passed the Phonics Screening
- Y1- 85% of our children who are in receipt of Pupil Premium, and 'Forever St Chad's' passed the screening numbers (forever and non-forever)
- Y2- 68% of our children in receipt of Pupil Premium passed the Phonics Screening

Staff confidence has grown in teaching Talk for Writing and White Rose, as they are well established ways of working here at St Chad's. All children experience 'age related' teaching, with pre and post teaching sessions in place to help children 'keep-up'. This would not be possible without the dedicated staff teams in each class.

Attendance.

PP/ Non-PP Comparison:

FSM6			All	R	1	2
FSM6	65	School	88.2%	87.2%	88.6%	88.9%
		FFT National	91.3%	89.4%	90.6%	91.4%
		Difference	-3.0% ●	-2.3% ●	-2.0% ●	-2.5% ●
Not FSM6			All	R	1	2
Not FSM6	49	School	92.9%	93.1%	92.2%	93.4%
		FFT National	94.7%	93.3%	94.2%	94.9%
		Difference	-1.8% ●	-0.2%	-2.1% ●	-1.4% ●

Forever St Chad's Attendance:

Year Group		All	PP	National 2021-22
Attendance	Overall %	90.5%	88.7%	92.8%
	Reception	89.7%	87.8%	Not available
	Year 1	89.4%	87.2%	88.7%
	Year 2	92.4%	91.2%	89.6%

Due to the levels of persistent absenteeism last year 52 parent agreement contracts were signed. Many hours were spent on attendance from the Senior Leadership Team and Pastoral Team. We have adapted and improved our attendance tracking to ensure parent support is put in place quickly and effectively. We have made important and crucial staff changes this academic year reflected in the new strategy. During our Ofsted inspection, we were able to demonstrate that children's attendance has improved and the strategies we use are working; we now need further capacity within the pastoral team to implement these strategies.

Our after-school clubs are extremely popular with all year groups in school. In 2022-2023, we were able to offer sports club, mindfulness club and reading club once a week. We target disadvantaged children for these clubs, and they demonstrate excellent attendance. We have also developed a relationship with 'Hannah's Field', a local charity encouraging people to experience and enjoy nature. Some of our children were able to attend a weekly 'Growing Club' here, and again we targeted children in receipt of pupil premium funding. 77% of our disadvantaged children accessed an enrichment activity. We now need to broaden the range of clubs that we can offer, with a focus on continuing the good work that is already happening but adding board games club and a school choir.

Our Family Support Worker has worked incredibly hard this year on a number of different projects. She has secured weekly ESOL classes for parents, so many of our non-English speaking parents are now learning the language in school. We have held parent first aid sessions and parents gained a qualification from this. We now have a team of 6 volunteers in school who come in weekly to hear children read, again our disadvantaged children are prioritised for these sessions. Parent workshops happen regularly from troubleshooting Class Dojo to 'how to listen to your child read' to supporting families with attendance. To continue with this excellent work and the impact it is having engaging some of our most disengaged families, we now require more than half a day a week of Family Support.

We now have to employ a full-time Welfare Officer (our DDSL) due to the high levels of caseloads we have in school. This has had a positive impact on relationships and connects with outside agencies, but again at the end of this academic year we have had to look at increasing this positions hours. Our Welfare Officer is now a qualified ELSA, holding regular ELSA sessions in school. For the children who attend these sessions, we are seeing them have a positive impact on children's emotional literacy. Our Rainbow Room continues to be a safe, nurturing space for our children to go to when they are finding their emotions difficult to feel. Our 'Uniform Shop' also continues to be popular and along with the money we use from the PP grant we do rely on donations. We are able to hand out jumpers, polo shirts, trousers, shoes, tights, cardigans and PE kits. We ensure all children have a winter coat.

We have continued our close working relationship with NCAT, and this is completely essential for the make-up of our school. We have our translator in school for two mornings, and one full day a week. Alena supports school staff in safeguarding meetings; induction meetings; parent workshops; parents evening; attendance meetings; and on the

school gate. The support of NCAT helps us to forge the strong home-school partnerships that we have here at St Chad's.

The implementation of our LOVE Bears has been incredibly popular, and helped many children with their 'school readiness'. All new children in our EYFS received a LOVE Bear when they start school. Children have time to get to know their love bear, giving him/her/it a special name that they have chosen. Once children have filled their Love Bear's heart with joy and love, they are then allowed to take them home to care for, with an increasing amount of independence over time. The Love Bears help children learn to model our school values from the very start of their school journey.

Through partnership with 'Down to Earth' (a Derby based community interest company) the work on our school field project has began this academic year. It is now a purposeful space, ready for future stages of creating a Forest School and ensuring regular Forest School sessions across school. It is benefitting our curriculum plans, and is already a 'safe haven on nature' for our children.

We have updated our Breakfast Bagels. Every class now have a cereal dispenser that has two types of cereal inside. Children are able to come into school each morning and serve themselves a bowl of cereal and milk. Children then sit at a table with their friends to enjoy their breakfast. Not only does this ensure our children have eaten a healthy breakfast, they develop their independence and social skills at the same time. To extend this further teachers now have one day a week in class sharing breakfast with their children, known as the 'Morning LOVE Table'. Teachers use this time to model communication and language. We are incredibly lucky to receive the support of a local businessmen who supports us to fund our breakfast programme.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils