

HAYESDOWN FIRST SCHOOL

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Hayesdown First School
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	13% (40 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 – 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Local Governing Body (29.11.2023)
Pupil premium lead (Hayesdown)	Julia Battersby, Headteacher
Governor / Trustee lead	Jonathan James – Governor Belinda Deery - Trustee
Trust Pupil Premium Champion	Vicky Dupras (director of School Improvement)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,200
Recovery premium funding allocation this academic year	£5,800
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	£64,000

Part A: Pupil premium strategy plan

Statement of intent

Hayesdown First School commits to working collaboratively and collectively with schools across The Partnership Trust to eliminate the disadvantage gap. Our school aim is to use the pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

We will do this through:

- *Supporting our disadvantaged pupils to be in the best place possible to access learning*
- *Supporting disadvantaged pupils to adjust socially and emotionally so they are better placed to access high quality teaching*
- *Supporting disadvantaged pupils to succeed academically*
- *Work hard to develop effective relationships with families and focus on those pupils who need us most*
- *Intelligent analysis of both hard and soft data to identify attainment gaps and barriers to achievement*
- *Use of evidence based training, supported by reflective practice and coaching*

During the period of the strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language skills; writing; fluency in maths, cultural capital and social and emotional resilience.

Our expectation at Hayesdown First School is that all pupils, irrespective of their background or challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens. We place reading at the heart of Hayesdown First School, therefore we prioritise reading/ phonics within this strategy as well.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will

- *Adopt a whole school “deliberately bothered” approach in which all staff take responsibility for disadvantaged pupil’s outcomes and recognise the impact they make*
- *Ensure disadvantaged pupils are challenged in the work they are set*
- *Act early to intervene at the point which it is needed*
- *Support the delivery of school-led tutoring to provide specific interventions for disadvantaged pupils.*

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, especially those in the early years.</i></p> <p><i>Our baseline assessments on entry to Reception class show that 50% of disadvantaged learners arrive below age related expectations in Communication and Language.</i></p>
2	<p><i>Internal and external data show some disadvantaged pupils attain less well in the Y1 phonics check and are making slower progress in securing their phonic knowledge, impacting on their development as readers.</i></p> <p><i>Assessments show that 33% of disadvantaged pupils passed the Y1 phonics screening and 66% of Y1 pupils were below the expected level in our RWInc progression expectations.</i></p>
3	<p><i>Our assessments, discussions and observations have identified social, emotional, mental-health issues for some of our disadvantaged pupils.</i></p> <p><i>Within school 11% of pupils are identified as needing additional support with SEMH needs with currently 27% of disadvantaged pupils accessing ELSA / Therapy / Mentoring / Nurture provision. Since the pandemic teacher referrals and parent requests for support have increased.</i></p>
4	<p><i>Our assessments, discussions and observations show that pupils writing has been disproportionately affected during school closures, including strength/ stamina for writing, spelling and structuring writing compositions.</i></p> <p><i>Reception baseline data shows that 43% pupils have a fist or thumb wrap type of pencil grip on entry to school. In every year group the number of disadvantaged pupils achieving the expected standard in writing is lower than in reading or maths (R 75%; Y1 33%; Y2 60%; Y3 53%; Y4 38%) and lower than non-disadvantaged pupils.</i></p>
5	<p><i>Analysis of attendance data shows that some disadvantaged pupils and families remain in need of additional support to secure and sustain better punctuality and attendance, although we have made improvements over the past years</i></p> <p><i>Current data shows that 12% of our pupil premium pupils are in danger of falling into the “persistent absenteeism” category.</i></p>
6	<p><i>Our assessments, discussions and observations show that a lack of number fluency is hindering progress in maths for some disadvantaged pupils, particularly girls.</i></p> <p><i>Only 50% of disadvantaged girls in 2020-2021 were working at the expected standard or above in maths across the school compared to 75% of non-disadvantaged girls.</i></p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils.	KS1 phonics outcomes show that more than 90% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing are demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improved writing attainment among disadvantaged pupils.	Writing outcomes in all year groups show that more than 70% of disadvantaged pupils met the expected standard. (national data 2019 for disadvantaged KS1= 55%; KS2 = 68%)
To sustain high attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance is demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for all pupils being above 96.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 1.5%. • A reduction in the overall number of persistent absentee pupils and a reduction in the percentage of these who are disadvantaged
Improved maths attainment for disadvantaged pupils	Maths outcomes in all year groups show that 70% of disadvantaged pupils reach the expected standard (national data 2019 for disadvantaged KS1= 62%; KS2=67%)

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: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide high quality texts throughout the curriculum (reading spine, in class book corners, project boxes and in the library) Ring fence time for reading aloud to pupils.</p> <p>Texts will be purchased so there is access to language rich books in every classroom.</p>	<p>Reading aloud to children has been shown to have a big impact on outcomes for pupils, not only on academic outcomes but on socio-economic outcomes for their future and levels of social and emotional wellbeing. It extends their language and vocabulary and motivates them to want to become a reader, transferring these skills into writing.</p> <p>The Reading Framework 2023</p>	<p>1, 3, 4</p>
<p>Develop strategies to support language and vocabulary development across the school including: Language through play in the EYFS (ShREC approach) Talk for Writing as oral rehearsal across EYFS, KS1 and 2</p> <p>Word Aware training and Dyslexia friendly classrooms approaches</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Adults have a vital role to play in modelling effective language and communication and this is a key recommendation in the EEF “Preparing for Literacy” report</p> <p>EEF/literacy-early-years/Preparing for Literacy EEF: ShREC evidence based approach</p>	<p>1</p>

<p>Continue to embed our DfE validated Systematic Synthetic Phonics programme to secure strong phonics teaching for all pupils.</p> <p>This will include purchase of resources, training for staff and on-going release time.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF The Reading Framework 2023</p>	2
<p>Enhance the teaching of, and curriculum provision for, writing across the school to include:</p> <p>Focus on letter formation and sentence structure in Early Years & Year 1 (Trust collaboration project); Development of spelling (CEW) and writing stamina in KS1; Talk for Writing as a structure for teaching across the school</p> <p>We will provide ongoing staff training and release time as well as purchasing required resources.</p>	<p>Evidence shows that strong modelling and opportunities for purposeful practice enhance writing outcomes for children. Developing engaging contexts for writing motivates younger children who are also supported by developing spelling skills through explicit teaching.</p> <p>Improving Literacy in KS1 Improving Literacy in KS2 Preparing for Literacy EYFS Education Endowment Foundation</p>	4
<p>Embed the whole school number fluency programme to enhance our maths provision . (introduced in year 1 of strategy)</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Early Years and KS1 Improving Mathematics in Key Stages 2 and 3</p>	6
<p>Embed more effective practice around explicit instruction (retrieval,</p>	<p>Principles of Instruction - Barak Rosenshine demonstrates this has significant benefits</p>	1,2,3,4,6

marking and feedback) to secure high quality, consistent practice across the school	for all pupils, including disadvantaged pupils. https://www.walkthrus.co.uk/	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a programme to improve oral language skills for disadvantage pupils who have relatively low spoken language skills	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: https://ican.org.uk/talk-boost/	1
Employ the services of a trained Speech and Language Therapist to provide structured, targeted programmes of support for pupils and train staff to deliver effective support.	Developing language and communication ensure that children are able to express thoughts, emotions and reasoning which are essential skills for academic and personal success. EEF: Communication and language approaches	1
Provide a programme to develop gross and fine motor skills so children secure the foundations for writing skills: strength and stamina The school will purchase resources and provide adequate staff capacity and training to deliver interventions	Using a focussed programme of intervention, led by a well trained teaching assistant, with clear entrance and exit criteria has been shown to have a positive impact on pupils learning. EEF intervention programmes delivered by TAs	4

<p>Additional RWI phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>The school will provide additional TA support to deliver 1:1 phonics and small group phonics interventions. In addition we will purchase the RWInc portal and resources to ensure fidelity to the scheme.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Additional maths/ number fluency focussed sessions targeted at disadvantaged pupils. Engagement in NFER research project 1stClass@Number 1 - Randomised Controlled Trial</p> <p>The school will purchase resources and provide adequate staff capacity to deliver interventions</p>	<p>High quality, targeted interventions can provide effective extra support for children.</p> <p>Improving Mathematics at KS2 and 3 - EEF EEF: Early maths</p>	6
<p>Engaging with School Led Tutoring to provide small group writing tuition to include identified disadvantaged pupils who are working below the expected standard.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF educationendowmentfoundation.org.uk</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to provide high quality Nurture provision five afternoons per week to ensure that the SEMH offer meets the needs of disadvantaged pupils so they are in the best place possible for their learning.</p>	<p>Nurture.org research based information on the benefits of nurture provision to the most vulnerable pupils and the impact it has on their academic achievement.</p> <p>Nurture UK EEF: Social and Emotional Learning</p>	<p>1,2,3,4,5,6</p>
<p>Provide ELSA/sports mentoring provision to ensure that the school SEMH offer meets children's needs and enables children to be in the best place possible for learning.</p>	<p>The government recognises that poor mental health produces significant barriers to learning – and is more likely to be an issue for disadvantaged learners. How a school approaches and improves mental health is vital to its success</p> <p>DFE: promoting children's emotional health and wellbeing</p> <p>Improving the SEMH offer in primary settings is especially important for children from disadvantaged backgrounds and other vulnerable groups. Children in these groups have weaker social emotional literacy skills at all ages compared to their non-disadvantaged classmates.</p> <p>EEF: Social and Emotional Learning</p>	<p>1,2,3,4,5,6</p>
<p>Improve the attendance of disadvantaged learners</p> <p>This will involve employing attendance/support officers to work with the Headteacher and families with acute needs</p>	<p>Research and analysis: Securing good attendance and tackling persistent absence – Ofsted Feb 2022</p> <p>Poor attendance impacts on pupils' ability to access high quality teaching and creates gaps in knowledge and understanding that grow exponentially over time. Research and analysis published by Ofsted in February 2022 identifies approaches that secure good attendance and reduce persistent absence. The research also takes account of school attendance challenges that arose in autumn 2021.</p>	<p>5</p>

<p>Provide subsidised financial support for extra-curricular/ enrichment activities for disadvantaged pupils</p>	<p>Research shows that many disadvantaged pupils do not access extra-curricular activities and therefore lose out on the benefits – increased confidence which helps social interaction, an aspiration to go onto higher or further education, soft skills and a sense of wellbeing and belonging. Enrichment and extra-curricular activities are considered to be valuable not only for their inherent value, but for the skills they offer which could benefit them in later life.</p> <p>An unequal playing field: Social mobility commission</p>	<p>1,2,3,4,5,6</p>
<p>Embed Forest School provision to support SEMH and wellbeing</p>	<p>The government recognises that poor mental health produces significant barriers to learning – and is more likely to be an issue for disadvantaged learners. How a school approaches and improves mental health is vital to its success</p> <p>DFE: promoting children's emotional health and wellbeing</p> <p>Improving the SEMH offer in primary settings is especially important for children from disadvantaged backgrounds and other vulnerable groups. Children in these groups have weaker social emotional literacy skills at all ages compared to their non-disadvantaged classmates.</p> <p>EEF: Social and Emotional Learning</p>	<p>3, 5</p>

Total budgeted cost: £ 64,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Review of 2022-2023 (year 2 of our 3 year strategy plan)

Internal monitoring of data, teaching and learning, pupil conferences and parent feedback indicate that significant progress is being made against the Intended outcomes that were planned at the start of this three year strategy. Attendance is a strength of the school for all pupils (including those entitled to Pupil premium) and is above national. Children enjoy coming to school and parents value the education we provide. Phonics has also become a strength of the school and our aim of “Reading at the Heart of Hayesdown” is becoming a reality. Tutoring for pupils focussed on developing reading skills for those not yet at the expected standard; this had good impact with 76% of pupils (PPG and non-PPG) making accelerated progress in at least one aspect of reading. Staff understand the impact of the work they do and have a “deliberately bothered” approach to providing the very best for our most vulnerable learners. Many of the strategies and activities that have been outlined in our report are showing positive impact and as such we will continue to make these a focus for our work so they remain securely in place as a new cohort of pupils move through the school. Where we have not yet fully met our intended outcomes we have planned further activities for the coming year with a renewed focus.

Improved oral language skills and vocabulary among disadvantaged pupils.

- Talk Boost sessions ran for two cohorts in Reception and end of year data showed that communication and language improved from 71% (baseline) to 93% (EYFSP) for all pupils and from 45%(baseline) to 91% (EYFSP) for PPG pupils. During the year the gap narrowed more for PPG pupils than for all pupils.
- Vocabulary was a focus for all year groups with strategies such as vocab walls; vocabulary exploration in guided reading and inclusion on knowledge organisers. Our daily reading teaching includes vocabulary checks and books in our reading spine have been chosen to enhance and broaden children’s experience of language. Introduction of “Talk for Writing” has provided opportunities for children to rehearse language before putting pen to paper, knowing a story or writing model before the writing process begins. This not only gives them the confidence to write but enables them to orally practice sentences structures and use ambitious vocabulary. The whole school “full sentence” expectation is clear for children and displayed across the school, routinely used within lessons and assemblies. Teachers have high expectations and support this by using stem sentences, rehearsal through “sentence of the day”, models of “my turn your turn”, talking tins and providing scaffolds to ensure all children develop good oral skills. The evidence of impact could be seen through lesson observations/learning walks where children were expected to use the correct

technical vocabulary and answer in full sentences. We will continue to embed these approaches and focus on oral language development this coming year.

Improved phonics attainment among disadvantaged pupils.

- Year 1 Phonics Screening Check: All pupils = 88% pass; PPG = 92%
- By the end of KS1 Phonics Screening Check: All pupils = 100% ; PPG = 100%.
- Additional 1:1 phonics teaching had a positive impact on phonics learning and supported the majority of PPG children to move through the phonics scheme at the expected pace.
- Support from the English HUB and RWINC development programme was very effective in training and coaching all staff to become secure in their phonics delivery. Feedback from external partner learning walks stated *“It was fantastic working alongside you and your team and hearing about all the progress your pupils are making.”*
- Having a phonics leader who was non-class based, enabled high quality coaching and modelling to take place on a daily basis; supporting all staff to become strong phonics teachers and maintaining rigour and consistency across the school. This will continue next year so new staff can be trained and supported.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

- Over the year disadvantaged pupils have continued to access ELSA and Nurture provision. In addition, play therapy and Drawing and Talking therapy has been offered along with 4 hours of sports mentoring a week. Seventeen PPG pupils accessed ELSA (34% of all PPG) this consisted of 54% of the total number of pupils who received it. The *total* number of PPG children accessing SEMH/MHWP provision was 25 (51% of all PPG children). Six PPG children accessed Nurture provision 46% of the total number accessing the provision throughout the year (6/13 pupils)
- Sports mentoring continued to have a positive impact on the mental health and wellbeing of pupils involved. 22 pupils in total accessed the provision of which 8 focus pupils were PPG (36%). SDQ analysis showed all children improved their SDQ score with a decrease in points scored indicating an overall positive impact on their wellbeing.
- The Hayesdown forest school area was developed over the year and was opened in July 2023 – children in Nurture and Reception will have weekly sessions, all other children will benefit from six forest school sessions a year and it will be used for linking other curriculum areas. ELSA practitioners will also use the forest school for ELSA sessions, and groups, where appropriate.
- Across the year 78% of PPG pupils accessed after school clubs, (which were heavily subsidised or no cost for PPG),
- Outcomes of wellbeing surveys across the year show that just one PPG pupil scored below 30 points (23pts) out of a maximum score of 50, all the rest scored between 40 and 50 points compared 85.6% for all pupils. This was followed up for all pupils individually (including for PPG pupils) with suitable SEMH/MHWP provision.

Improved writing attainment among disadvantaged pupils.

- Teachers and teaching assistants received training to support the development of writing: Talk 4 Writing. An effective school planning document was created to focus on the specific skills of writing ensuring greater emphasis on grammar, writing opportunities, modelling and independent application.
- Fine motor interventions took place in the EYFS and led to improved physical outcomes and better developed/more effective pencil grip (by the end of the year 91% of pupils met the ELG for Fine Motors skills (91% of PPG pupils achieved this ELG). Planning was adapted to ensure regular development opportunities for all including whole class PE sessions as well as specific intervention groups with trained TAs and IG sports.
- Pupil feedback from Talk 4 Writing lessons was very positive with children commenting that *“knowing a story before you innovate it helps me keep to the structure.”* *“I can do my own story ideas and think things through but the (initial) story gives me ideas and knowledge to build on.”* Strong writing models supported pupils to engage with writing and the independent application model saw more children moving away from sticking closely to the modelled examples. HLTAs teaching Talk 4 Writing in English lessons said that they felt the process reminded them to *“develop language and vocabulary”* and that it supported PPG children particularly because it was *“not all about reading words, the story maps and repeated spoken language allowed everyone to be successful.”*
- The % of PPG pupils achieving expected by the end of the year increased in Y1 (from 50% to 58%); Year 2 (from 50% to 60%) and Year 4 (from 43% to 66%). Across the school the % of PPG pupils at expected in writing increased from 48% to 65% with 4 children (8%) being assessed at Greater Depth. However, writing attainment remains lower than reading or maths for PPG pupils across the school. This therefore remains a focus for development, monitoring and review during 2023-2024.
- The progress overview in writing for PPG pupils from summer 2022 to summer 2023 is 76% of PPG children making expected progress and 21% making above expected progress.

To sustain high attendance for all pupils, particularly our disadvantaged pupils.

- Attendance for the 2022-2023 year for the whole school was 96.4% and for PPG pupils 95.4% (gap of 1.0%)
- Employing an Education Welfare Officer has provided excellent support for the school in monitoring attendance and engaging with disadvantaged families. Year on year trends show that attendance is improving and the gap is narrowing (2019-2020 PPG attendance = 94.4% (gap 2.8%).
- Whole school persistence absence has reduced. In 2022-2023 PA was 3% (8 pupils) down from 6% (19 pupils) in 2021 – 2022. Only 3 PA pupils were PPG (6% of PPG pupils in total). Attendance is closely monitored and swift action is taken where children’s attendance dips.
- This strategy has had positive impact on attendance and we will continue with this in the coming year.
- Children enjoy coming to school, as evidenced in our pupil wellbeing survey, and recognise the value of coming to school every day *“It’s fun and a place to learn”* *“We learn lots so we know what to do when we are older”* *“You haven’t missed out on learning if you are in every day”*

Improved maths attainment for disadvantaged pupils

- Numbersense daily fluency number lessons continued to be delivered in EYFS, KS1 and Year 3. The impact of this was increased focus on basic number facts and rapid recall.
- PPG pupils who were not working at expected standard received additional support through Numbersense, Catch-Up Numeracy intervention or pre-teaching.
- End of year data indicates that outcomes for PPG pupils were improving in Maths with 56% of PPG pupils across the school achieving the expected standard by the end of the year (an improvement from 54%) and 15% PPG pupils achieving GD up from 10% last year.
- 94% of PPG made at least expected progress between Summer 2022 and Summer 2023 which is in line with non-PPG pupils. 22% of PPG made above expected progress compared with 18% on non-PPG pupils.
- Year 4 MTC data showed that the average score (out of 25) was 22 for all pupils (above the provisional national average 20.4 provided by Insight) and 20 for PPG pupils (compared to 19 in 2022). 32% of pupils scored full marks (above 2022 national 27%) and 33% of PPG pupils scored full marks, up from 14% in 2022.

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
RWInc Phonics	Read Write Inc
Talk Boost	I CAN Charity
Numbersense	Number Sense Maths
Catch Up Numeracy	Catch Up
ELSA	Somerset Education Psychology Service
Nurture/ Boxhall	Nurture UK

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)

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