

Pupil premium strategy statement 2024-2027



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
School name	Westacre Middle School
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	2024-25: 23% (Y5-21%, Y6-23%, Y7-23%) (National: 24.6%)
Academic year/years that our current pupil premium strategy plan covers	Sept 2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	D Evans
Pupil premium lead	B Page
Governor / Trustee lead	M Horton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,670 (24-25)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£158,670 (24-25)

Part A: Pupil premium strategy plan

Statement of intent

At Westacre we have high aspirations and ambitions for all of our children and we believe that all learners should be provided with the right opportunities and support in order to reach their full potential. Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Inspire. Challenge. Achieve

Our approach at Westacre is centred around high-quality teaching and learning, with a particular focus on key areas which we have identified as disadvantaged pupils requiring the most support. This includes disadvantaged pupils who are identified as are working, or have capacity to work, at greater depth. High-quality teaching has been proved to have a significant impact on the attainment of all pupils, including those who are within the disadvantaged group. We recognise the importance of effective identification of barriers to learning and participation in school life that may be experienced by all pupils and work towards minimising these. Whilst we strive towards improving outcomes for our disadvantaged pupils, the intention is that non-disadvantaged pupils will also be sustained and improved alongside their peers.

Our strategy is intrinsically linked to our school development plan which will be driven by the needs and strengths of each child at Westacre, based on formal and informal assessments: avoiding assumptions or labels. We strive for our bespoke blend of teaching, targeted academic support and wider approaches, all with roots based in current research, to complement each other to support our children in achieving their full potential. To ensure that they are effective we will:

- Ensure all disadvantaged pupils are challenged in the work that they are set as identified by prior attainment, assessments and teacher observations
- Act early to intervene at the point a need is identified
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

Challenge number	Detail of challenge																								
1	<u>Maths</u> On entry into year 5, there is a large disparity between disadvantaged, and non-disadvantaged pupils working at age-related expectations: whilst this is cohort specific, the gap is normally around 25%. <table><tr><th colspan="4">Maths Attainment at KS1/EYFS</th></tr><tr><th></th><th>Year 5 KS1 Maths</th><th>Year 6 EYFS combined (maths and English)</th><th>Year 7 EYFS combined (maths and English)</th></tr><tr><td>PP</td><td>55%</td><td>64%</td><td>39%</td></tr><tr><td>Non-PP</td><td>69%</td><td>74%</td><td>67%</td></tr><tr><td>Gap</td><td>-14%</td><td>-10%</td><td>-28%</td></tr><tr><td>Combined current Year 5 gap (maths and English)</td><td>-24%</td><td colspan="2"></td></tr></table>	Maths Attainment at KS1/EYFS					Year 5 KS1 Maths	Year 6 EYFS combined (maths and English)	Year 7 EYFS combined (maths and English)	PP	55%	64%	39%	Non-PP	69%	74%	67%	Gap	-14%	-10%	-28%	Combined current Year 5 gap (maths and English)	-24%		
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2	<u>English</u> Reading: Assessments, observations, and discussions with pupils indicate under-developed oral language skills, reading age and vocabulary gaps among many disadvantaged pupils. These are evident upon entry and in general, are more prevalent among our disadvantaged pupils than their peers. On entry into school, a large proportion of disadvantaged children are reading below age-related expectations compared to their peers: on entry (24-25) reading ages for PP children are 1 year and 5 months lower when compared to non-PP. PP 8y 8m, Non-PP 9y 11m. This is mirrored by a 24% difference between reading outcomes at end of year 4: PP 55%, non-PP 79% at age expected. A higher proportion of PP children are classified as early readers. 45% of Early Readers are PP. <table><tr><th colspan="4">Reading Attainment at KS1/EYFS</th></tr><tr><th></th><th>Year 5 KS1 Reading</th><th>Year 6 EYFS combined (English & Maths)</th><th>Year 7 EYFS combined (English & Maths)</th></tr><tr><td>PP</td><td>48%</td><td>64%</td><td>39%</td></tr><tr><td>Non-PP</td><td>65%</td><td>74%</td><td>67%</td></tr><tr><td>Gap</td><td>-17%</td><td>-10%</td><td>-28%</td></tr></table> Writing: On entry into school, a large proportion of disadvantaged children are writing below age-related expectations compared to their peers. In class observations and AfL suggest there are strong commonalities of gaps in skills amongst our PP children. E.g. spelling, sentence structure, punctuation.	Reading Attainment at KS1/EYFS					Year 5 KS1 Reading	Year 6 EYFS combined (English & Maths)	Year 7 EYFS combined (English & Maths)	PP	48%	64%	39%	Non-PP	65%	74%	67%	Gap	-17%	-10%	-28%				
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	There is a 31% difference between writing outcomes at end of year 4: PP 39%, non-PP 70% at age expected. This gap has continued to widen from the end of KS1 to end of year 4. <table><tr><th colspan="4">Writing Attainment at KS1/EYFS</th></tr><tr><th></th><th>Year 5 KS1 Writing</th><th>Year 6 EYFS combined</th><th>Year 7 EYFS combined</th></tr><tr><td>PP</td><td>27%</td><td>64%</td><td>39%</td></tr><tr><td>Non-PP</td><td>55%</td><td>74%</td><td>67%</td></tr><tr><td>Gap</td><td>-28%</td><td>-10%</td><td>-28%</td></tr></table>	Writing Attainment at KS1/EYFS					Year 5 KS1 Writing	Year 6 EYFS combined	Year 7 EYFS combined	PP	27%	64%	39%	Non-PP	55%	74%	67%	Gap	-28%	-10%	-28%
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3	<u>Underdeveloped oral language skills and vocabulary gaps</u> Assessments, observations and discussions with pupils continually indicate that our children have a deficit in their oracy skills and gaps in vocabulary. This is particularly prevalent in disadvantaged pupils.																				
4	<u>Supporting disadvantaged families and engagement with school</u> Increasing numbers of pupils and their families have social and emotional difficulties, including medical and mental health issues. Evidence of growing disengagement with the school systems and routines is more prevalent among many disadvantaged families. Observations and discussions with pupils demonstrate that, in general, pupil premium pupils have limited experiences beyond their home life and immediate community. Our pupil learning discussions attendance data (23-24) continues to demonstrate a gap for our PP families (currently approx. 6%), whilst this is a significant improvement on historical data, this is primarily due to a large commitment by staff to engage with these families. Parental engagement within the wider opportunities of school life, whilst showing improvement, PP families continue to remain (<i>mostly</i>) under represented to that of their counterparts. <table><tr><th></th><th>Year 5 (21% PP)</th><th>Year 6 (23% PP)</th><th>Year 7 (23% PP)</th></tr><tr><td>Welcome Afternoon % of attendees PP '24</td><td>25%</td><td>7%</td><td>21%</td></tr><tr><td>Homework Workshop % of attendees PP '24</td><td>12%</td><td>20%</td><td>15%</td></tr></table> Our observations and engagement data evidence that disadvantaged pupils are under-represented in the wider life of school and pupil voice. Following on from continued focus over recent years, whilst engagement with Pupil Voice opportunities has increased to 17%, they are still underrepresented: Pupil Parliament (6%) and Computing Ambassadors (7%) during 23/24. This is mirrored with engagement with Eisteddfod, where 26% of PP children did not fully participate compared to 16% of their counterparts.		Year 5 (21% PP)	Year 6 (23% PP)	Year 7 (23% PP)	Welcome Afternoon % of attendees PP '24	25%	7%	21%	Homework Workshop % of attendees PP '24	12%	20%	15%								
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5	<u>SEMH</u> Our observations and pastoral records evidence that some pupils' SEMH needs impact upon their readiness, and engagement to learn. Self-esteem, resilience and self-regulatory strategies would benefit from being developed in order to support these pupils in fully accessing the curriculum.																				

6	<u>Attendance</u> Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3.62% and 4.74% lower than for non-disadvantaged pupils. This remains a challenge, but does mirror national figures. 23-24 the PP gap was 4.74% (91.18%, non-PP 95.92%) 22-23 PP gap was 3.81% (91.27% and non-PP 95.08%) 21-22 PP gap was 3.62% (90.02% and non-PP 93.64%)
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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
Improve maths attainment among disadvantaged pupils	• Progress made by disadvantaged children matches the progress made by their peers. • Some disadvantaged children make better than average progress compared to their peers. • End of key stage 2 attainment in maths is inline with the cohort at EYFS of 64% expected standard. • FFT50 (KS2 2025) PP target is 80%. • Scrutiny of evidence show that this progress continues into KS3 and the gap continues to close.
Improve reading attainment among disadvantaged pupils	• Progress made by disadvantaged children matches the progress made by their peers. • Some disadvantaged children make better than average progress compared to their peers. • End of key stage 2 attainment in reading is inline with the cohort at EYFS of 64% expected standard. • FFT50 (KS2 2025) PP target is 74%. • A decrease in the number of pupil premium children meeting the criteria for Early Readers. • Scrutiny of evidence show that this progress continues into KS3 and the gap continues to close.
Improve writing attainment among disadvantaged pupils	• Progress made by disadvantaged children matches the progress made by their peers. • Some disadvantaged children make better than average progress compared to their peers. • End of key stage 2 attainment in writing is inline with the cohort at EYFS of 64% expected standard. • FFT50 (KS2 2025) PP target is 79%. • Scrutiny of evidence show that this progress continues into KS3 and the gap continues to close.

To develop high-quality oracy and reading provision to build confidence in communication	• Learning walks and pupil voice evidence improved engagement in lessons across the curriculum • Increased pupil self-esteem, resilience & risk aversion • Pupils demonstrate the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication (measured using the four strands of oracy outlined in the Oracy Framework) • Oracy opportunities clearly identified across the curriculum areas
To ensure provision for all pupil's SEMH needs (which affect their readiness, and engagement, to learn) are supported.	• Pupils have appropriate strategies to support their SEMH needs, in order to support their readiness to learn. • Adaptive practices ensure bespoke provision and personalised learning. • Successful continued recognition as an IQM (Inclusion Quality Mark) Centre of Excellence.
A wide range of opportunities available to all pupils to support improved well-being and engagement with school life.	• Disadvantaged groups are well-represented through enrichment opportunities and pupil voice • PP pupils are participating in enrichment activities and extra-curricular opportunities to discover talents and interests in line with non-PP
To achieve and sustain improved attendance for all pupils, particularly for our disadvantage pupils.	• The overall absence rate for all pupils to be in line with national averages and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to a gap of between 2.5% and 3.0% • The percentage of all pupils who are persistently absent being inline with national averages but to show a downward trajectory in school data. • PP attendance is in line, or above, national

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £118,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop adaptive teaching practices which ensures bespoke provision and personalised learning (across all core subjects)	There is evidence to suggest that you can provide opportunity for all pupils to experience success by: • Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • Balancing input of new content so that pupils master important concepts. • Making effective use of teaching assistants. https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching https://researchschool.org.uk/huntington/news/adaptive-teaching	1, 2, 3

Continue to be a Centre of Excellence for Inclusion , by achieving set targets. (Embedding consistency of the behaviour policy; develop adaptive practices to address the increased level of need and engage vulnerable groups in wider life of school.)	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1732179854	1, 2, 3, 5, 6
Continue to develop the quality of our SEMH provision . Approaches will be embedded into the curriculum and supported by professional development and training for staff.	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). <i>EEF Social and emotional learning</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5, 6
Teaching assistant deployment ensures that interventions are thorough and robust (including staff CPD)	There is evidence to suggest that you can provide opportunity for all pupils to experience success by making effective use of teaching assistants. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1731880222	1, 2, 3, 5

Targeted academic support (e.g. tutoring, one-to-one support structured interventions)

Budgeted cost: £29,562

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement the Early Readers Strategy	Early literacy approaches have consistently been found to have a positive effect on early learning outcomes. The early literacy approaches included in this toolkit led to an average impact of four additional months' progress, and	2

	some studies found that learning was improved by as much as six months. https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches#:~:text=Common%20approaches%20include%3A,to%20different%20kinds%20of%20writing.	
Continued development of the Support for All structure, ensuring that specific learning gaps are identified and bespoke plans created (SfA)	The best available evidence indicates that great teaching is the most important lever schools have, to improve outcomes for their pupils. <i>EEF High quality teaching</i> https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2, 3
Embedding of an Inclusion Strategy to ensure appropriate provision for all SEMH needs across school, through our Graduated Response Approach Offer.	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). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 5, 6
Provide support through technology / adult input to support home learning .	Research suggests that children who regularly complete homework have better school outcomes than children who do not. This association is stronger at secondary school than primary school, where the evidence base is also more secure. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222 Schools may be justified in funding items to overcome specific barriers to pupil attainment, for example to meet acute needs around pupil equipment to ensure readiness to learn. https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf#page=13	1, 2, 3, 4

Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £19,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offering a bespoke educational experience using the outdoor environment through Forest Schools to increase metacognitive and self-regulatory functions.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	1, 2, 3, 5, 6

	The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
Inclusive model continues to be refined across school to remove barriers to learning and ensure access for all (Trauma Informed School)	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). <i>EEF Social and emotional learning</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 5, 6
To develop an equity-based ethos across school.	Research suggests that 'equity' is more important than 'equality'. Equality is about providing the same treatment to all. Equity is about treating everyone fairly based on each individual's needs. This is a much more sensitive approach. CPD through the Challenging Education website uses the follow research https://challengingeducation.co.uk/module/module-2-an-equity-based-ethos/ : Visible learning for teachers: maximising impact on learning, Hattie, 2012, Routledge Not explicitly referenced, but the findings are indirectly referred to: Improving the impact of teachers on pupil achievement in the UK – interim findings, The Sutton Trust, 2011, https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf Principles of Instruction, Rosenshine, 2012, https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf Special Educational Needs in Mainstream Schools, EEF, 2020, https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/ Teach Like A Champion 2.0, Doug Lemov, 2015, Jossey-Bass Principles of Instruction, Rosenshine, 2012, https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf Visible learning for teachers: maximising impact on learning, Hattie, 2012, Routledge Great Teaching Toolkit (Evidence Review), Coe et al., 2020, https://www.greatteaching.com	1, 2, 3, 4, 5, 6

	Special Educational Needs in Mainstream Schools, EEF, 2020, https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/	
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Total budgeted cost: £158, 670

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 2024-25 academic year.

Improve maths attainment among disadvantaged pupils

- **Pupil Premium (PP) pupils showed strong improvement**, with the proportion working at EXS+ rising from 35% at the end of Year 5 (2024) to **55% by the 2025 KS2 SATs**—a substantial uplift.
- This represents a **20-percentage-point increase**, demonstrating the effectiveness of the support and teaching strategies in place.
- PP pupils made **accelerated progress**, showing clear momentum across the year and demonstrating their growing confidence and attainment compared to **non-PP who made 9-percentage-point increase**.
- **Both PP and non-PP pupils made strong progress in Year 7**, showing that pupils are continuing to build successfully on their primary learning and adjusting well to KS3 expectations.
- The **12-percentage-point improvement for PP pupils in Year 7** highlights the strength of provision and the positive impact of high-quality teaching and support for disadvantaged learners.
- The significant rise in outcomes illustrates the **success of targeted support and intervention strategies** implemented in Year 6.
- Strategies such as **AfL Strategy Plans, Support for All, CPD to strengthen Quality First Teaching, Morning Maths, and smaller maths groups** contributed meaningfully to improved outcomes and greater pupil confidence.
- Provision at the end of KS2 and when they leave us in Year 7, has proven **highly effective in helping disadvantaged pupils progress**, with clear evidence of strong academic development.

Improve reading attainment among disadvantaged pupils

- **Pupil Premium (PP) pupils in Year 6 made substantial progress**, increasing from 45% to **61%**, a strong 16-percentage-point improvement.
- The **attainment gap narrowed by 10 percentage points** from 2024 to 2025, reflecting the success of focused teaching and support strategies.
- These improvements show that **targeted interventions and high-quality teaching are having a clear, positive impact**, particularly for disadvantaged pupils.
- PP pupils demonstrated **accelerated progress**, highlighting the effective use of Pupil Premium funding and the strength of provision across teaching and learning.
- In Year 7, PP pupils continued to **maintain and build on their attainment**, showing a positive upward trend from 55% to 56%.
- A consistent programme of support – including **weekly book talk sessions, AfL Strategy Plans, Support for All, and the Early Reader Strategy** – has contributed to improved pupil confidence, stronger skills development, and sustained achievement.

Improve writing attainment among disadvantaged pupils

- In Year 6, both Pupil Premium (PP) and non-PP pupils showed **steady improvement** from the end of Year 5 to the 2025 KS2 SATs, demonstrating positive momentum across the cohort.
- The progress made by both groups highlights **increasing pupil confidence and successful learning gains** as pupils approached the end of Key Stage 2.
- In Year 7, the attainment gap between PP and non-PP pupils remained **broadly stable**, showing that pupils continued to perform consistently as they moved into KS3.
- This stability suggests that pupils have adapted positively to the **increased demands and expectations of KS3**, maintaining a comparable pattern of performance across groups.
- The transition into Year 7, despite new curriculum and assessment expectations, has seen pupils continue to **engage well with learning and sustain their progress**.

To develop high-quality oracy and reading provision to build confidence in communication

The school made excellent progress in strengthening high-quality oracy and reading provision, with a strong focus on building pupils' confidence in communication and deepening their comprehension skills. Weekly discrete 'book talk' lessons were successfully implemented, giving pupils regular, structured opportunities to develop vocabulary, engage in rich discussion, and strengthen their verbal reasoning. Collaboration with the Oracy Lead ensured a clear and consistent oracy focus across the year, further embedding these principles into everyday practice.

Learning walks and pupil voice highlighted improved engagement, growing self-esteem, and increased pupil resilience. Oracy opportunities are now firmly embedded across curriculum areas, enabling pupils to participate confidently in discussions and enhancing their overall learning experience.

A wide range of opportunities available to all pupils to support improved well-being and engagement with school life.

A wide range of enriching opportunities has been made available to all pupils, supporting their wellbeing, personal development, and engagement in school life. These include a broad offer of free extra-curricular clubs, strong pastoral support, a part-funded theatre visit, Pupil Voice roles, curriculum trips, residential experiences, and numerous sporting events.

Analysis of engagement shows that PP pupils currently hold 18% of Pupil Voice roles, suggesting an area for increased representation. Positive participation **is evident in the Year 6 residential, where PP pupils occupied 28% of places**, while in Year 7, they were slightly underrepresented with 15% of places. These findings highlight both successes and opportunities to ensure equitable access to all school activities.

Disadvantaged pupils continue to benefit from excellent access to curriculum trips, with all pupils attending once permissions are obtained, ensuring full inclusion in these valuable learning experiences.

Engagement in extra-curricular clubs is also positive, with **57% of PP pupils taking part in at least one club** across the year. There were 132 clubs on offer throughout the year. This shows they are engaging in extra-curricular opportunities at a level comparable to non-PP pupils, enabling them to explore talents and interests and benefit fully from the wider school experience.

To achieve and sustain improved attendance for all pupils, particularly for our disadvantage pupils.

Targeted pupils – those with lower attendance, Pupil Premium (PP) pupils, and those not previously involved in extra-curricular activities – were successfully supported to join a club during Summer 1. The impact was highly positive: **40% of these pupils improved their attendance from the mid-80% range**

to 100%, resulting in an impressive **average increase of 11.6%**. This demonstrates the strong influence that club participation can have on pupil engagement and attendance.

Building on this success, continuing to encourage and support PP pupils to take part in extra-curricular clubs will further strengthen attendance and promote sustained engagement with school life.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding