



PUPIL PREMIUM STRATEGY

2024 – 2027

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	St Thomas More Catholic Primary School
Number of pupils in school	420 (max)
Proportion (%) of pupil premium eligible pupils	14% (October 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Paula LeBreton Louise Murphy
Pupil premium lead	Louise Murphy
Governor / Trustee lead	Sinead Joshi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95, 445 Based on 63 pp at £1,515
Recovery premium funding allocation this academic year	£0
Teacher Led Tutoring	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£95,445

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to raise the educational attainment of disadvantaged pupils of all abilities to help them reach their potential. www.gov.uk

When making decisions about how to allocate our funding for our disadvantaged children, it is important to understand the context of the school and the local area. Nationally, 25.7% of pupils are eligible for free school meals, which is an increase on the previous years from 24.6%. In the South East 19.7% of pupils are eligible for free school meals. Our school is below local and national; however, we have worked hard to understand how we can support all our disadvantaged children, particularly after the pandemic which has affected all children. To know the best approach to supporting our disadvantaged children research, has been conducted from case studies and data analysis. This has enabled the school to identify the main barriers and what actions we can put in place to overcome these barriers. These are:

Internal barriers –

- Disadvantaged children are not achieving in-line with non-disadvantaged children (combined gap of 21.7% at the end of 24-25)
- Disadvantaged children reaching the expected level is less in writing compared to reading and maths, interventions and whole school provisions are in place to close the gap and raise combined percentage.
- Disadvantaged pupils reaching the expected standard in reading, writing and maths is below 56%
- Disadvantaged children entering EYFS are typically below age related expectation (ARE)
- Attendance of disadvantaged pupils is not in line with that of non-disadvantaged children (2024-25). PP children 92%

2024/25 National Attainment: 62% of pupils met the expected standard in reading, writing, and maths.

The [disadvantage gap index](#) for 2024/25 was 3.14, an increase from 3.13 in the previous year.

Actions to be taken and embedded –

- Continue Pupil Premium non-negotiables for every classroom (frequent reader, daily mental maths/times table practice, interventions)
- Provision maps using Edukey monitor the interventions, non-negotiables interventions are reviewed at least termly

- Pupil Progress meetings – focus on Pupil Premium attainment, combined percentage and progress
- Online education platforms with individual logins to support children with homework and home learning
- Parent workshops to inform parents of age-related expectations
- EYFS online platform – this informs parents of progress and age-related tasks to reach ELGs in class
- EYFS topics to be child led to engage and inspire children
- Reading for pleasure - Books to be offered to PP children from the book fair
- Focus on writing – reaching the expected standard by the end of the academic year and raising combined score. Staff to receive CPD linked to our school development plan

External barriers –

- Attendance of disadvantage pupils is below other vulnerable groups at 92% (end of 24-25)
- Parental support and engagement at home – reading, spellings and times tables.
- Self-motivation and emotional well-being of Pupil Premium children
- Children require SEMH support through various nurture groups and interventions

Actions to be taken and embedded

- Accelerated reader to continue from years 2-6 and add Purple Mash online reading books
- Purple Mash supports the learning of all areas of the curriculum and can be accessed at home by parents and the child
- Continue frequent or daily reader as a non-negotiable
- Times tables provision for every Pupil Premium child in class
- Books chosen from book fair
- ClassDojo for parent / class teacher communication
- My Maths – to support maths homework and number fluency
- Parent workshops – maths, English, phonics, online safety through National College
- Coffee mornings with SENDCo and Pastoral Manager
- Bring your parent to sessions – in class sessions to support the parent with methods and approaches taught in school
- Nurture groups
- Boxing club – target Pupil Premium children
- Clubs – non just sporting – places offer to Pupil Premium first. Monitor children's engagement with the club co-ordinator
- OPAL and muddy puddles to be embedded. Pupil Premium children can experience outdoor learning and play throughout the whole school year. Support well-being, behaviour and social interaction
- Attendance monitored closely with drop ins/home visits with pastoral manager

Knowing and understanding these barriers we have identified the ultimate objectives are to support all our disadvantaged children, whether this is academically, socially, emotionally or physically.

- Our objectives are to –
Raise academic standards for all our Pupil Premium children.
As a school we intend to narrow the gap between disadvantaged and non-disadvantaged children with a focus on writing and increase the combined percentage for reading, writing and maths.
- For our disadvantaged children to be supported fully at school and at home academically, socially and emotionally to achieve their full potential.
- To give all disadvantaged children a broader experience outside of the curriculum.
As a school we intend to give our disadvantaged children access to as many clubs (sport and non-sport) and experiences outside of the classroom (theatre trips, music concerts, OPAL and Muddle Puddle lessons) as we can.
- To raise the attendance percentage to be in line with other vulnerable groups.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children entering EYFS are school below age-related expectation (ARE) – particularly with speech and language
2	Disadvantaged pupils reaching the expected standard in reading, writing and maths is below 56%
3	Disadvantaged children reaching the expected level in less in writing compared to reading and maths
4	Disadvantaged children to have wider experiences outside of the classroom
5	Supporting parental engagement to support learning outside of the classroom
6	To raise attendance levels from 92%

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
For disadvantaged children entering EYFS to make accelerated progress to reach the GLD by the end of year R.	By the end of Year R, disadvantage children will be broadly in line with non-disadvantaged children. Teacher will have received CPD to support with the delivery of the framework/curriculum and planning to raise outcomes in EYFS. The trust advisor will support with lesson delivery, assessment and the transition from EYFS to KS 1 Targets will focus on specific needs, ensuring inclusive practices and equitable opportunities for all learners. Delivered planned interventions, targeted continuous provisions, and an effectively planned curriculum for all children to achieve in personal, physical development and social skills. The pastoral layered approach and provision mapping has been used to support staff in understanding what is offered for all children, especially SEN, to achieve the GLD. The Assessment for Learning (AFL) strategies and early identification practices has enabled timely interventions and support for children's individual needs; promoting progress and development i.e. use of Portage document. Teachers have used Sonar (internal tracking system) to monitor the progress and attainment of all children with a focus on vulnerable groups.
For disadvantaged children to reach ARE by the end of the year (increase on previous data)	Increased the percentage of disadvantage children reaching ARE to above 50% Teachers have used target tracker to track and monitor the progress and attainment of all children with a focus on vulnerable groups. Use tools to identify those pupils who are not expected in one or more subjects to ensure

	quick intervention and to increase % of those achieving combined. SEN coordinator and Pupil Premium lead will have monitored and tracked interventions, targeted support, attainment and progress of SEN/PP children. Year group pupil progress meetings will have focused on reading, writing and maths combined attainment and progress of pupil premium children. Subject pupil progress meetings with subject leads of English and Maths will have identified pupil premium children not meeting expected and provisions put in place. Evidence based on high quality specific CPD delivered to all staff. Lesson observations (including governor monitoring visits) monitored the delivery of English and Maths in all year groups and provided support where required. SLT and curriculum governors monitored the data presented from teachers – focused on combined percentage of R, W, M. (Minimum 3 times per year in line with assessment cycle). Subject leads have tracked all children through lesson observations, moderation and data drops.
For children to reaching a minimum of 6 levels of progress in reading, writing and maths.	Disadvantaged children have made 6 or more levels of progress by the end of the academic year. Pupil premium lead has monitored and tracked interventions, targeted support, attainment and progress of every Pupil Premium child. Staff have been provided with an overview after each data drop. This monitors the progress of children and identifies children falling below expected progress. Teachers used Assessment for Learning (AFL) to track the children's progress and provided them with a formative summary of their progress. Interventions targeted Pupil

	Premium children that need support in a specific area. Class teachers targeted children that are not expected in one subject (either R, W, M) with specific interventions to achieve the combined. Teachers have continued to monitor barriers that may hinder the learning progress of PP children and notified the pupil premium lead. Pupil premium lead to monitor barriers to learning through staff meetings and case studies.
Continue to engage parents so that they are equipped to support their children	A range of parent workshops to be attended Curriculum evening has given the parents an overview of what their child will be learning this year. Expectations of parents to support their child's learning journey is detailed. PPT unloaded to the class pages for parents to refer to at a later date. Subject specific workshops delivered to parents. The workshop provided information about the content of the curriculum and how parents can support them at home. Bring your parent to... has enabled parents to witness and engage in the child's learning within the classroom and understands what the learning expectations are. SEND and PP lead meet with parents and carers to provide support both pastorally and academically.
To give children a range of experiences beyond the classroom	Pupil Premium children have accessed to a range of clubs, sport events and outdoor learning and play. PE co-ordinator has targeted all Pupil Premium children and given them the opportunity to attend a school club throughout the academic year. Pupil Premium children have experienced MYGs and represented the school in various sporting competitions.

	Forest school and outdoor lessons have been delivered to every Pupil Premium child. OPAL and muddy puddle lessons has provided Pupil Premium children with exciting and engaging experiences outside of the classroom. Pupil Premium children will have experienced school trips and experiences-theatre trips, music concerts and performances and visitors.
To support the children socially and emotionally.	Children have been offered nurture groups, supported by trauma informed teachers and benefit from targeted interventions. Children have benefitted from different learning approaches, such as our outdoor curriculum (muddy puddles) and OPAL. With this in place, they will be better equipped to learn in the classroom. The pastoral manager has worked closely with families and supported them with referral and directing them to programmes that will support their needs. Therapy dog, ELSA and SEMH provisions support children both in the classroom and in small groups. Play leaders, ELSA club and Strike (PE teacher) lead games to promote social interaction.

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 48,674.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching in all lessons along with adult focused groups of children. This will allow for more targeted teaching aiming at achieving specific academic objectives.	By supporting children in smaller groups with a specific focus, this will improve outcomes and raise standards. Teaching will continue to be effective. The aim is to close the gap between the non-disadvantaged and the disadvantaged children. Effective teaching is monitored through planning/work scrutiny, learning walks and drop ins. It is evident that careful targeted <i>planning can make a huge impact on the outcomes of disadvantaged children</i> (EEF1).	2,3
Muddy Puddle Teacher. All staff will deliver high quality lesson using the environment outside of the classroom. This will run alongside OPAL.	<i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged children (EEF3)</i> Opportunities will be provided for the children to learn beyond the constraints of the classroom. Teachers will be trained Muddy Puddle Teachers to deliver lessons outside and raise the aspirations and interest of disadvantaged children. <i>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 – EEF Outdoor Learning</i>	4
To continue to track and assess the EYFS children	Our most recent data has suggested that the children in EYFS are not making the expected level of development. Phonics tracker will enable	1, 2, 3

and CPD on planning.	the teachers to track and assess the children more closely; build relationships with parents to support their children at home with reading. <i>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. EEF – Parental Engagement</i>	
Local Authority and Trust Support for EYFS outcomes and transition to KS 1.	Teachers will receive CPD to support with the delivery of the new framework/curriculum and planning to raise outcomes in EYFS. The advisor will support with lesson delivery, assessment and the transition from EYFS to KS 1	1, 2, 3
In house phonics training – for all staff (teachers and LSAs) Phonics tracker training – KS1 staff Accelerated Reader – training	CPD – to support the teaching of literacy across the school. <i>Evidence consistently shows the positive impact that targeted academic support can have - EEF guide to PP.</i>	1, 2, 3
CPD for staff Purple Mash NPQ Reading / Maths / Early Years SEND training	<i>High-quality CPD enhances subject knowledge, pedagogy, and classroom management, improving learner outcomes at all levels. Appropriate, targeted and individualised CPD also supports career progression, helping educators transition into leadership and specialist roles. EEF</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3

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

Budgeted cost: £38,125.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
The continuation of using Purple Mash and My Maths to support children's work in school and at home. Purple Mash CPD	EEF – digital technology – <i>having clear evident technological approaches are beneficial for writing and maths practice.</i> Children has access to Purple Mash and My Maths which have a plethora of resources to support their SPAG and maths. It is being used as pre and post teaching and to support homework. <i>Providing practical strategies with tips, support, and resources to assist learning at home – EEF Parental Engagement</i>	1, 2, 3, 5
To offer a wide range of extra-curricular/outdoor activities that prioritise disadvantaged children. Targeted PP clubs -	Through case studies and pupil voice it is evident that the disadvantaged children benefit from engaging in meaning experiences outside of the classroom. Children have raised self-esteem, motivation and develop teamwork skills. <i>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 – EEF Outdoor Learning</i>	4,6
Tailored interventions and provisions – Nurture/ELSA - Better Reading Program - BRP Early Literacy Skills - ELS	<i>Evidence consistently shows the positive impact that targeted academic support can have - EEF guide to PP.</i> Children identified as needing an intervention in a specific area will have a tailored provision put in place. This will range from academic support through to social and emotional support. It is evident in our school that children need support emotional and by having this support has a positive impact on	1, 2, 3, 6

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

Budgeted cost: £8,627.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance meeting and home visits –	As a school we track the disadvantage children's attendance and interventions are put in place if required. Meetings both as senior leaders and with the school's attendance officer provides the school with the next necessary steps. https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance	6
Parent workshops - maths manipulatives, online safety, phonics and any workshops that parents feel would benefit them in supporting their child at home.	Parents will be invited into school to attend workshops to help support their child at home. We have considered and used parent voice to tailor workshops for parents to support their children learning.	1, 2, 3, 5, 6
Meet and greet coffee mornings and parenting group – SENCo and Pastoral manager	Our SENCo/PP coffee mornings are specifically designed to encourage an open forum so parents can receive support from each other as well as the school; building good relationships. Our pastoral manager has been instrumental in breaking down the barriers between school and home, and supporting the parents.	5
Family support – one to one	Focusing on supporting parents if they are in crisis that reaches beyond the relationship or teacher parent. The Pastoral Support Manager and Head Teacher deal with families in need.	

Bring you parent to ...sessions and curriculum evening	EEF - https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/ • <i>There is an established link between the home learning environment at all ages and children's performance at school.</i> • <i>Schools and parents have a shared priority to deliver the best outcomes for their children.</i> Bring your parent to...sessions open the classroom doors to parents so that they can engage in classroom practice and understand how their children learning specific subjects. Feedback from session held previously has been positive and parents have a better understanding of the curriculum expectations in their child's year group. <i>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading to help their children.</i> <i>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</i> - <i>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</i> - <i>general approaches which encourage parents to support their children with, for example reading or home-work;</i> - <i>the involvement of parents in their children's learning activities; and</i> - <i>more intensive programmes for families in crisis.</i> <i>EEF – Parental engagement</i>	5, 6 1, 2, 3, 4, 5, 6
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Total budgeted cost: £ 95,427.62

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 to 2025 academic year.

Teaching – Impact 24-25

Teachers continue to use the attainment and progress tracking overview and have implemented interventions to support accelerated learning to close the gaps. Teachers will use the previous year's overview and compare against current assessment to closely monitor children that are not on track; provisions will be planned, implemented and monitored. Writing continues to be a focus on our school improvement plan and disadvantaged children continue to achieve below expected attainment in writing. Disadvantaged children will continue to be supported with booster groups and interventions to raise attainment in writing and other subjects that have been identified as not meeting expected attainment or progress. Planning will be closely monitored and supported with additional CPD resources, leadership support, pupil progress meetings and the use of progression skills along with subject expectations.

This approach has had a positive **impact** and will continue to focus heavily on targeting the Pupil Premium children. This is evidenced below –

KS 2 SATs data

Taken from - <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment>

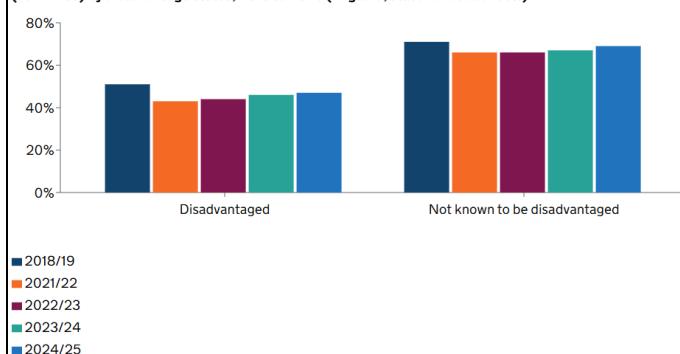
In 2025, 32% of pupils at the end of key stage 2 were considered disadvantaged.

In reading, writing and maths (combined), 47% of disadvantaged pupils met the expected standard in 2025 compared to 69% of other pupils, keeping the gap at 22 percentage points.

In 2025, 4% of disadvantaged pupils met the higher standard in reading, writing and maths (combined), while 11% of other pupils met the higher standard.

Attainment in reading has increased compared to 2024 for both groups. Attainment in writing increased for non-disadvantaged pupils but remained at the same level as 2024 for disadvantaged pupils, whilst attainment in maths increased compared to 2024 for both groups. Only in reading is attainment at or above levels seen before the pandemic (equal for disadvantaged pupils, with an increase of 2 percentage point for non-disadvantaged pupils)

Percentage of pupils at the end of key stage 2 meeting the expected standard in reading, writing and maths (combined) by disadvantage status, 2019 to 2025 (England, state-funded schools)



Our pupil premium children are performing slightly below non pupil premium children but the gaps are being targeted through bespoke academic and pastoral interventions, provisions and targeted support in class.

School outcomes 2025				
	All pupils (59)		PP pupils (16)	
	EXS	GDS	EXS	GDS
RWM	78%	19%	56.3%	12.5%
Reading	90%	47%	81.3%	18.8%
Writing	83%	22%	62.5%	12.5%
Maths	85%	42%	68.8%	31.3%
GPS	88%	54%	62.5%	37.5%
Science	81%	N/A	62.5%	0%

How does STM compare to National?

STM is **above** national for children reaching expected standard in combined (reading, writing and maths)
 STM is **above** national for children reaching greater depth standard in combined (reading, writing and maths)

STM is **above** national for children reaching expected standard in reading

STM is **above** national for children reaching expected standard in writing

STM is **above** national for children reaching expected standard in maths

Whole school data

Increased percentage in children reaching **expected attainment** for reading

Increased percentage in children reaching **expected attainment** for writing

Increased percentage in children reaching **expected attainment** for maths

Sustained percentage in children **reaching Greater Depth** in reading

Sustained percentage in children **reaching Greater Depth** in writing

Sustained percentage in children **reaching Greater Depth** in maths

Sustained percentage in children **expected progress** in reading

Increased percentage in children **expected progress** in writing

Increased percentage in children **expected progress** in maths

Sustained percentage in children making **accelerated progress** in reading
Increased percentage in children making **accelerated progress** in writing
Increased percentage in children making **accelerated progress** in maths

Non-negotiables and targeted interventions continue to support Pupil Premium children to close the gaps, raise attainment and make expected or accelerated progress. All teachers have taken responsibility for tracking the children's attainment and progress using target tracker, the Pupil Premium overview and Edukey. This whole school approach has had a positive impact on the children's attainment and progress. Interventions are targeted within the lessons and adaptive teaching is embedded. This will continue in 25-26.

Teachers at STM school have worked with small groups of Pupil Premium children to support their attainment and academic progress through additional tutoring sessions. Formative and summative assessment has informed the teacher of next steps and this information was disseminated to support further in class. Impact of these boosters was recorded using Edukey to monitor the effectiveness of the programme. The impact showing children reaching expected standard by the end of the year increased.

CPD for SEND has been positive and teacher and LSAs have developed their practice and implementing varied adaptive teaching approaches to support all learners. This is evident within the weekly plans and lesson observations.

Targeted academic support – Impact 24-25

My Maths and Purple Mash has continued to be used for homework, booster groups and to support pre and post teaching has been positively received by parents and teachers. Workshops and bring your parent to sessions conducted in school have supported parents with their knowledge and understanding of how subjects are taught in their child's year group. A survey was completed with positive feedback.

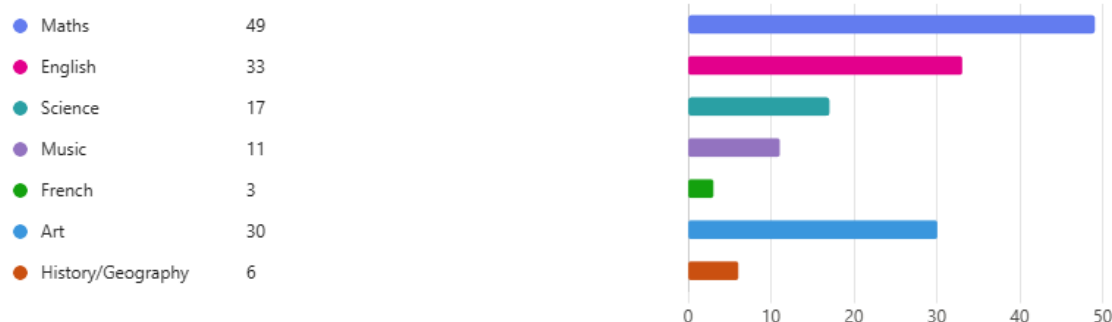
Responses from the maths workshop and bring your parent to maths:

What did you learn/observe that you will be able to use when supporting your child with maths at home?

"I found the maths workshop incredibly useful. It showed me how visual tools and hands-on materials—like egg cartons—can make abstract concepts more understandable. I now know how Logan is learning maths at school and can support him better at home using similar strategies. The session also highlighted how important it is to make maths fun and engaging, and how simple household items can be used to reinforce learning."

Purple Mash continues to support staff with the teaching of core subjects and children feel confident to access the site at home to support their home learning. Year 4 continue to use Purple Mash in their maths booster club which supports the times tables test and fluency in maths.

Purple Mash is used by parents and children at home to support home learning and teachers use it to set homework tasks. A parent survey revealed that parents and children choose to access Purple Mash at home to support their learning in other subjects - not just computing. (June 2025)



As a school, we will continue to promote the use of Purple Mash as an educational resource for parents and children to access at home.

Nurture groups continue to target children struggling with SEMH, (Social, Emotional and Mental Health). This supported them academically because they had the emotional support to learn in a safe and stable environment. Boxing club has had a positive impact on their mental agility and 100% of the children said they enjoyed the activity that is offered to them before they start lessons. A survey conducted stated that children felt *'confident, more resilient and gave them the opportunity to make new friends in other year groups.'*

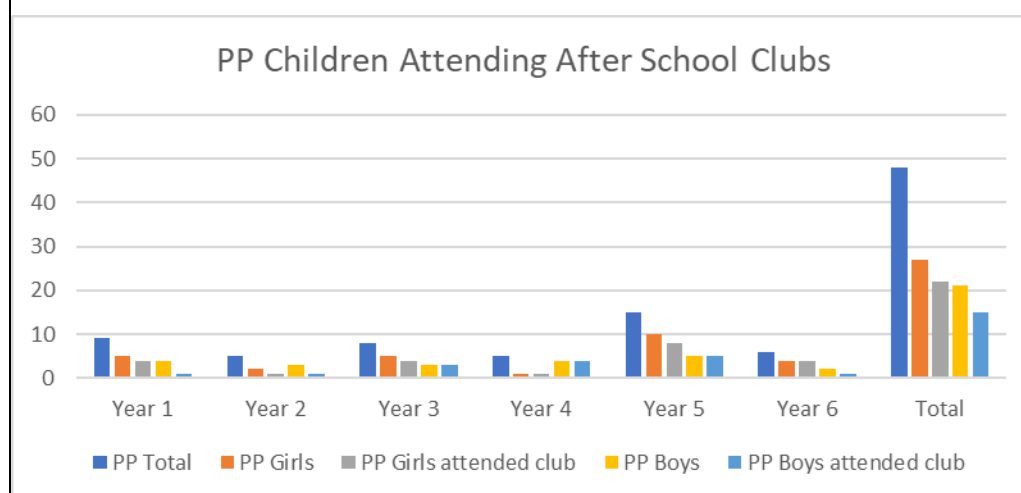
Children have had a range of clubs offered to them this year. These consisted of sports and creative clubs. Clubs were offered throughout the year to each key stage to nurture other talents and passions. A higher number of Pupil Premium children were targeted to access and take part in clubs and activities outside of the classroom. Children engaged in sports that they would not have necessarily participated in previously. One non-negotiable states – all Pupil Premium children are to be offered a club place first.

There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.

It is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.

There is a small positive impact of physical activity on academic attainment.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity>



Wider Strategy – Impact 24-25

The Importance of Parental Involvement in Education - Involving parents is crucial to a child's development and to building trust and effective communication between parents and teachers. One successful strategy has been the use of questionnaires that invite parents to share information about their child before parents' evening and during key transition periods. These tools have supported meaningful dialogue between home and school, allowing both parties to identify strengths, areas for development, successes, and concerns.

This collaborative approach ensures that the child receives consistent support both at school and at home. Ultimately, our goal is to empower parents and create a partnership that enables every child to thrive and succeed.

Bring your parent to... sessions have continued and all subjects have been covered. Computing videos (delivered by our Digital Leader) have been added to the website. The bring your parent to sessions have successfully engaged parents, enabling them to know how we teach certain skills and knowledge and children have been confident to show their learning alongside their parents in lessons. In addition to this, curriculum evenings and parents evenings have been held face to face in school. ClassDojo continue to be used in class to keep communications open between parents and the school.

Our SENCo/Pupil Premium coffee mornings are specifically designed to encourage an open forum so parents can receive support from each other as well as the school; this has helped to build good relationships. This relationship between parent and school is vital and has led to parents feeling more confident to talk to our pastoral manager and teachers should they feel a need to.

We have continued to offer a number of parent workshops to support parents working at home with their children. These include - Phonics, early reading, reading, My Maths, maths fluency and resources, SPaG, and writing skills. These will continue to run and more workshops offered to parents.

Our pastoral manager, along with our in-school attendance officer, has supported school attendance by supporting families with drop ins and home visits to help transport children to school. Our pastoral manager continues to work closely with families and offers further support with Early Help intervention. This continues to be a barrier to learning and will remain a focus moving forward.

Externally provided programmes – N/A

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 - N/A

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?	