



Hunningley Primary Academy

The best in everyone™

Part of United Learning

Pupil premium strategy statement – Hunningley Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	N1 – Y6: 412 R – Y6: 379
Proportion (%) of pupil premium eligible pupils	N1-Y6: 44.66% R-Y6: 43.2%
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Catherine Horton-Hale (Principal)
Pupil premium lead	Catherine Horton-Hale (Principal) Andy Webb (Lead) Shannon McNamee (Lead)
Governor / Trustee lead	Paul Graham (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263440
Recovery premium funding allocation this academic year	Nil
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	Nil
40% paid towards school led tutoring	Nil
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£263440

Part A: Pupil premium strategy plan

Statement of intent

At Hunningley Primary Academy we believe that it is our responsibility to find 'the best in everyone'. All pupils should have the same experience and expectation to achieve and be the best they can be, regardless of their background. We strongly believe that all pupils deserve at the very best teaching to enable them to reach their full potential and become their best selves. Hunningley provides all children with a mastery curriculum and scaffolds are provided to enable children of all abilities to access learning regardless of background or social disadvantage. We have a clear understanding of how we believe lessons should be taught and we provide a focussed, researched based CPD offer for all staff to ensure this is achieved. Pupil Premium funding is allocated through careful planning to ensure that the relevant interventions/support is in place. We use diagnostic data analysis to identify where pupils require support and we use research, best practice and our experience to provide this in a targeted manner.

Belonging and a sense of community are key to pupil wellbeing, attendance, and academic performance. We use research-based approaches to promote positive, relational predictable practice and interactions. Approaches such as conscious discipline and the five foundations framework for supporting families to improve attendance alongside a range of nurture, welfare and inclusion resources are available to support our most vulnerable pupils and families. Pupil Premium attendance is significantly lower than other pupils in school. Our pupil premium funding is used to accelerate the progress of our pupil premium children.

Overall we:

- Adopt a whole school approach, where staff/pupils' relationships are at the core of what we do.
- We act early to address pupils educational and social disadvantage at the earliest opportunity.
- We use research and rigorous diagnostic assessment, not assumptions, to identify our pupils' challenges and carefully select a narrow range of activities to address these.

Challenges

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

Challenge number	Detail of challenge
1	Early language: 2024 GLD data clearly demonstrated that Communication and Language was a barrier to a higher proportion of our pupils achieving GLD by the end of EYFS as Communication and Language elements thread throughout all areas of learning and development. The gap in GLD was – 20% between pupil premium (72%) and non-pupil premium pupils (92%). Out of the 18% of pupils who did not achieve GLD, all 8 children did not achieve Early-Learning Goals in Speaking or Listening and Attention. In September 2023, Baseline WellComm assessments in Nursery and Reception 23/24 cohorts underlined this, with only 30% at age- related expectation within the Nursery cohort, and 56% at age-related expectation at the start of their Reception year with us.
2	Reading: Phonics (Year 1 2023) and Reading (Y1 PIRA Assessments 2023) highlights the gap between outcomes of Pupil Premium vs Non-Pupil Premium. Y1 phonics highlighted a 13% gap between PP and NPP. End of Y1 reading highlighted a 16% gap between PP and NPP. End of Y5 PIRA Assessments highlighted a gap of 14% between PP and NPP.

3	Maths: End of Y1 PUMA Assessments (2023) highlighted a gap of 16% between PP and NPP. End of Y2 PUMA Assessments (2023) highlighted a gap of 19% between PP and NPP. End of Y3 PUMA Assessments (2023) highlighted a gap of 12% between PP and NPP. End of Y5 PUMA Assessments (2023) highlighted a gap of 23% between PP and NPP.
4	Y3 writing outcomes in June 2024 highlighted a gap of 14% between PP and NPP. Y5 writing outcomes in June 2024 highlighted a gap of 21% between PP and NPP.
5	EYFS: Pupil premium pupils were below in comparison to other UL schools in the 3 prime areas along with expressive art and design and maths. On average pupil premium children in EYFS performed below non pupil premium pupils across all areas of learning (15-20%).
6	Attendance: our overall attendance in 2023/24 was 93.32% which is below the national target of 95% and the schools' own target of 96%. Our Pupil Premium attendance in 2023/24 was 92.06% %, a gap of -2.5% to Non-PP at 94.56%. Persistent absences, particularly unauthorised absences are high amongst Pupil Premium children.
7	Personal development: we provide equity in our curriculum and extra-curricular offer to ensure all pupils have the same opportunities, responsibilities and experiences and leave our school with the same cultural capital as their peers. In order to identify impact we must first create a baseline of PP vs non-PP participation and demonstrate a closing of this gap.

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.

Challenge	Intended outcome	Success criteria
1	Improved oral and language skills and vocabulary among disadvantaged pupils EYFS and KS1.	Through the use of: • RWI Virtual Classroom – use of ipads instead of chromebooks • Specific area for child led phonics • Streamed phonics groups with KS1 Staff and an additional class phonic session • SCI Team training – identifying needs in EYFS and how to support them • Pathfinder project • Child initiated creative investigations – indoor and out Assessments and observations will show significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment. Half termly WellComm assessments will identify gaps will identify gaps in communication and language which will then be targeted through small group intervention and a specific area in provision for children to access daily.
2	Improved reading attainment for disadvantaged pupils at the end of KS1 and KS2.	KS1 and KS2 reading outcomes in 2025 show that more than 80% of disadvantaged pupils met the expected standard.
3	Improved maths attainment for	KS2 maths outcomes in 2025 show that more than 80% of disadvantaged pupils met the expected standard.

	disadvantaged pupils at Y2-Y6.	
4	Improved writing outcomes for disadvantaged pupils in Y4 and Y6.	Writing outcomes in 2025 show that more than 80% of disadvantaged pupils met the expected standard.
5	To close the gap in EYFS in the 3 prime areas along with expressive arts and design and maths. To close the gap between PP and NPP in all areas.	Through teaching of the EYFS curriculum gaps in the 3 prime areas will be addressed on a whole class basis. Weekly assessments will identify children with specific gaps who will then be targeted through bespoke intervention. This will close the gap between PP and NPP in all areas.
6	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.	Sustained high attendance from 2025 demonstrated by: - The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. - The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.
7	Build cultural capital by ensuring all pupils are engaged in their learning and a variety of extra-curricular opportunities.	Sustained high levels of positive learning behaviours, wellbeing and cultural capital. Demonstrated by: - Qualitative data from student voice, student and parent surveys and teacher observations – 100% engagement in learning and no lessons disrupted by low-level behaviour. - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils – 100% of disadvantaged pupils attend an extra-curricular activity, school trip and sporting event in the academic year.

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: £39489.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of WellComm speech and language toolkit to assess, track and support early language development. We will provide staff time and CPD so the toolkit can be implemented. CPD and funded peer support to embed high quality adult/child interactions in the early years and to enhance our language rich learning environments. Develop new EYFS leads through coaching and completion of NPQSL.	There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk) EEF Communication and Language (educationendowmentfoundation.org.uk) Communication and language approaches typically have a very high impact and increase young children's learning by seven months. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches Internal data shows a clear link between low C&L/Literacy outcomes in EYFS and low Reading data in KS1 and KS2	1,5

Share best practice from other settings through United Learning network, United Learning EYFS lead visits and local BPS network (funded by schools) and leads training/visit.		
Reading – whole school approach introduced in September 2022/23 with a clear framework for teaching Reading through KS1 and KS2. Our reading curriculum is based on extensive research, particularly the work of Ruth Miskin (Read, Write Inc) and the work of Christopher Such. Pedagogy has been developed to enable children to become expert readers as they move through school and into adulthood, thus providing them with better life chances. Fluency explicitly taught in reading lesson and through 1.1 daily reading. Assessed through the fluency rubric on pace, accuracy, phrasing and expression.	Tim Oates CBE (Cambridge University Assessment Research & Development), Making the most of Pupil Premium webinar 07/12/2023, highlighted that tracking reading speed/fluency (based on evidence from Iceland) highlights children falling behind and identifies supports required. Information can also be shared with parents to implement practise at home. “Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.” EEF https://educationendowmentfoundation.org.uk/reading-house/fluency Christopher Such (2021) 60% of all words in English have Latin or Greek origins. Willingham (2017) suggested that 98% of words need to be understood for what he termed 'comfortable comprehension'. Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily	2

Etymology is a key part of our reading cycle. We teach children some of the most common Greek and Latin root words as a way to empower them to infer meanings of unfamiliar words. RWI development days used to support leads, provide training, monitor standards and track data. Targeted interventions for bottom 20% of readers and phonics.	life, influencing the opportunities that they have available to them in the future. Professor Timothy Rasinski of Kent State University USA, in EEF blog https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency 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: Phonics Toolkit Strand Education Endowment Foundation EEF By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. Gov.uk: The Reading Framework	
Ensure we recruit and retain the best teachers to teach our pupils. More pay, more time, more support (United Learning). Training on adapted teaching, part of our T&L handbook and building on our United Learning curriculum, will meet pupils' needs and interests and further engage them in their learning. Ring fenced CPD and leadership time will be given to instructional coaching and line manager	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching More pay, more time and more support for teachers to increase retention and recruitment. United Learning High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Increasing the availability of high-quality CPD has also been shown to improve retention problems, particularly for early-career teachers. Education Policy Institute	all

meetings to aid teacher development. Whole school approach and staff CPD on Conscious Discipline will support staff developing positive relationships with pupils.	https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ https://www.walkthrus.co.uk DfE figures suggest that FSM children are more likely to be excluded due to persistent disruption. Self-regulation and Social and Emotional Learning improve pupils' decision-making skills, interaction with others and their self-management of emotions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	
Path Finder Project to be rolled out across school. Training with Dan Bunker to support staff in delivering quality sessions using different technology types to enable disadvantaged pupils to access the curriculum. Technology includes: AI, Immersive Reader, Office Lens, PowerPoint Caption, PowerPoint Live, Dictate, Translate and Reading Coach.	The inclusive classroom: Find the correct learning tools to help all students achieve more - Training Microsoft Learn The inclusive classroom: Find the correct learning tools to help all students achieve more 2 hr 48 min remaining • Learning Path • 1 of 4 modules completed Beginner K-12 Educator School Leader Microsoft Teams Office 365 Windows Every student is unique with different strengths and abilities. Microsoft provides learning tools to help personalize learning experiences, thus empowering students to access and engage with the content being taught. Accessibility tools such as Immersive Reader, Read Aloud, Dictation, and Translator give students inclusive tools to access reading and writing in ways that meet diverse needs. Products such as Teams, Word, and OneNote Notebook not only allow for collaboration with peers, but also allow students and educators to organize their workflow. PowerPoint's Presentation Coach, Flipgrid, and the new Reading Progress allow students to demonstrate mastery in student learning allowing for a more holistic student progress analysis. This learning path is designed to help teachers recognize and address various learning needs with Microsoft learning tools.	2, 4, 7

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

Budgeted cost: £164676.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully engage with P80+ Disadvantaged project and upcoming actions, resources and CPD	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language interventions EEF (educationendowmentfoundation.org.uk) The Oracy Skills Framework provides a useful tool for schools wishing to review and develop their approach to oracy. The associated Oracy Assessment Toolkit provides teachers with a tool that can be used diagnostically and to track students' progress in developing oracy skills. Voice 21: Oracy Curriculum, Culture and Assessment Toolkit EEF (educationendowmentfoundation.org.uk)	all
Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions) Reading lead and RWI coordinator provide daily and weekly coaching and training for staff at all levels. Phonics approaches have a strong evidence base indicating a	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: Phonics Toolkit Strand Education Endowment Foundation EEF One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 5

positive impact on pupils, particularly from disadvantaged backgrounds. Regular External Training led by experienced RWI consultant at least 3 x a year for staff across the school. Additional reading sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions). Additional reading boosting sessions targeted at Y6 which are teacher led. Virtual classroom RWI 1.1	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Identify the skills, knowledge or experiences that a pupil will need at the start of a unit of work. Provide these in advance where required through trips, visitors or interventions. Staff training on lesson structure (through T&L handbook and instructional coaching) with recap	Some pupils will have a very limited background knowledge on the topic, making learning considerably more difficult. A consequence of this is that those better informed pupils will dominate the discourse in the lesson. https://researchschool.org.uk/unity/news/levelling-the-playing-field Pre-teaching can boost confidence and minimise experiences of failure in lessons. Secure success, Motivated Teaching, Peps Mccrea	all

or pre-teaching at the start of a lesson or unit. Enhanced curriculum, included funded termly forest school, Barnsley Music Alliance and Reds in the Community will provide pupils with exposure to new skills and experiences. Immersive classroom to provide pupils with experiences that they wouldn't be given outside of school. This will deepen their understanding through their senses.	Secure success Give pupils a high success rate to look back on; frame what success means and help them attribute it accurately; pre-empt failure	
Learning by Questions Programme to provide bespoke learning to close gaps in Y5 and Y6.	Bespoke Engagement Education strongly believe that education should be based around an individual's strengths with continual positive rewards. Learning by Questions tackles accelerated pupil progress on multiple fronts; it's continuous formative assessment. The teacher can make highly informed interventions and most importantly, pupils receive scaffolded feedback after every answer https://www.lbq.org/primary/benefits/for-teachers/	2,3

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

Budgeted cost: £60591.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team provides daily, weekly and monthly attendance reports on pupil and pupil premium attendance. Attendance team to track and analyse pupil premium attendance (including daily tracking with HT) to identify patterns and barriers in attendance. Attendance team to run contract meetings with parents of pupils who are persistently late or absent.	Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Persistent lateness adds up to a large amount of missed learning. 5 minutes a day for 190 days is almost 16 hours in missed schooling. Supporting attendance EEF (educationendowmentfoundation.org.uk)	all
Ensure that expected routines are followed throughout the school day. For example: -Morning Meet - Clear behaviour expectations - Safe Space - Access to nurture team Staff to maintain high expectations.	Running routines allows disadvantaged or vulnerable pupils feel safe, trust their environment and focus on what they are doing not how they are doing it. Peps Mccrea, Motivated Teaching Run routines Make the <i>process</i> of learning easy, whilst keeping the <i>content</i> of learning challenging; script chains and cues; stick with it Conscious Discipline: MAPs https://consciousdiscipline.com/scaffolding-in-parenting-teaching-your-children-how-to-follow-your-directions-with-success/	all
Ensure equity in disadvantaged pupils' access to the school's wide extra-curricular provision.	Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf	7

After school wraparound care and Breakfast club provided for key children. Supporting children emotionally with a quiet place to go, reflect and feel supported. Food and clothing banks for families in need. Through our pupil charter and heritage award, we aim to promote character-building qualities that lead to creating well-rounded, global citizens which allow our children to achieve recognised and meaningful qualifications that will open doors to paths in later life.	There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances. Maslow's Hierarchy of Needs acknowledges that people need their basic needs met before they are able to thrive. Parents are signposted and supported with accessing foodbanks, food vouchers and other basic needs.	
Empathy Lab training provided to staff to equip pupils with the empathy skills to develop trusting relationships, it is key to their wellbeing and life chances. School to purchase Empathy Lab Reading List. This will help children to develop a language for emotions and understand their own and other people feelings by delving deeper into characters. Children to take part in the Social Impact Award to bring active citizenship and social action into the classroom. SuperKind has been	• Empathy is a vital social and emotional skill. Research shows these skills are more significant for young people's academic attainment than IQ (Public Health England, 2014) • 94% of employers say that in the workplace, social and emotional skills are as important as academic qualifications (Sutton Trust, 2018). • A pivotal social/emotional competence: influential frameworks include empathy as a key factor an essential ingredient in education: it builds the relationships pupils need to learn/feel safe (Settling Children to Learn, Bomber & Hughes, 2013).	2,4,7

designed to help teachers integrate social action and philanthropy within the wider curriculum and their classrooms.		
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £263440

Part B: Review of the previous academic year (2023/24)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

PP data analysis June 2024:

Year	% per pupil	Reading		Writing		Maths	
		% gap	Pupil gap	% gap	Pupil gap	% gap	Pupil gap
1	4	-16%	4	-6%	2	-16%	4
2	2	-10%	3	-10%	3	-19%	5
3	2	-8%	3	-14%	4	-12%	4
4	2	-2%	1	+7%	n/a	-6%	2
5	1.6	-14%	5	-21%	8	-17%	7
6	2	+1%	n/a	+5%	n/a	-1%	n/a

Year	% per pupil	Combined	
		% gap	Pupil gap
1	4	-10%	2
2	2	-10%	3
3	2	-14%	4
4	2	+2%	n/a
5	1.6	-19%	7
6	2	+1%	n/a

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 – 2024 Academic Year.

	Hunningley	National	PP Hunningley	Non-PP Hunningley	Gap (PP/NPP) Hunningley	Gap (PP Hunningley/ PP National)
GLD	84%	67%	72%	92%	-20%	+5%
Phonics Y1	86%	79%	78%	91%	-13%	-1%
End of Key Stage 1 Reading	90%	68%	85%	95%	-10%	+17%
End of Key Stage 1 Writing	85%	60%	81%	91%	-10%	+21%
End of Key Stage 1 Maths	90%	70%	81%	100%	-19%	+11%

End of Key Stage 2 Reading	87%	74%	87%	86%	+1%	+13%
End of Key Stage 2 Writing	85%	72%	87%	82%	+4%	+15%
End of Key Stage 2 Maths	90%	73%	90%	91%	-1%	+17%

As a result of having high expectations of all our children, the data above shows that PP children perform much better at Hunningley than those nationally.

Our evaluation of the approaches delivered last academic year is here:

Using previous challenges:

Challenge 1 – To reduce persistent absences, particularly of Pupil premium children.

Gap reduced by 0.3% despite daily calls, walk to school and home visits put in place.

There has been no significant reduction due to persistent absentees. With continued work with the EWS, pastoral team and United Learning Attendance Project persistent absentees for 2024/25 Autumn Term has improved when compared to last year.

Challenge 2 – Poor attendance slowing progress, attendance levels of PP children is below national.

In 2022-2023 PP attendance was 93.02%. In 2023-2024 PP attendance was 93.32%. As a result, progress made is still not in line with NPP in some areas.

Challenge 3 – To close the attainment gap of PP premium pupils across Reading/Writing and Maths.

Year Group	2023-2024 Pupil Premium (average PUMA scaled score)	2023-2024 Non-Pupil Premium (average PUMA scaled score)	PP Gap	2023-2024 Pupil Premium (average PIRA scaled score)	2023-2024 Non-Pupil Premium (average PIRA scaled score)	PP Gap
Year 1	103.1	105.5	-2.4	100.9	100.9	0
Year 2	101.1	114.5	-13.4	100.5	107.7	-7.2
Year 3	102.6	111.8	-9.2	101.7	110.9	-3.2
Year 4	106.1	108.5	-2.4	108.3	109.1	-0.8%
Year 5	100.8	102.6	-1.8	98.3	104.7	-6.4%

Highlighted areas show where NPP and PP children are within 5 scaled scored points. Key year groups will be targeted 2024-2025 (see above).

Challenge 4 – To improve PP children's home circumstances (housing, parenting skills, mental health, access to internet and on-line learning/resources).

Families has access to food and clothing banks. They were also provided with opportunities to attend relevant parenting courses and mental health support. Online learning resources were provided were necessary to support learning at home.

Externally provided programmes

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

Programme	Provider
1. Wellcomm 2. CPOMs 3. Class Dojo 4. Learning by Questions 5. Virtual classroom RWI 6. RWI 1.1 tutoring	1. GL Assessment 2. Raptor Technologies 3. Y Combinator 4. Bowland Charitable Trust 5. Ruth Miskin 6. Ruth Miskin

Service pupil premium funding (optional)

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

N/A

The impact of that spending on service pupil premium eligible pupils