

Pupil premium strategy statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Roman Way Primary School	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	42%
DISADVANTAGED children also on SEND register	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sarah Jones
Pupil premium lead	Evangeline Cannell
Governor / Trustee lead	Tanya Hampton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,640
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£12,036.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£137,676.00

Part A: Pupil premium strategy plan

Statement of intent

At Roman Way Primary School, we believe every child has the right to the highest standard of education delivered by highly skilled, trained and committed staff, therefore high quality inclusive teaching is at the heart of our approach. We work hard to establish a culture of active participation, particularly for children who may be disadvantaged for any number of reasons. We want our school to be an emotionally rich and inclusive learning environment within which every child is known and every learner is supported. Ultimately, happy children learn best.

Roman Way encourages a very positive culture that ensures all staff look at the whole child rather than a perceived label. We define disadvantage/vulnerable children as any child who has a barrier preventing them from reaching their full potential. We are clear that vulnerable groups could be made up of a variety of subgroups such as pupil premium, special educational needs (SEND), looked after children (LAC), post-looked after children, travellers, pupils with or from families with mental health needs, refugees and those pupils who make up the lowest percentage of attainment in the school. We recognise that pupils can often dip in and out of being vulnerable/disadvantaged and therefore knowledge of the child is a key expectation of all staff.

This Pupil Premium Strategy sets out the key principles that we believe will support our aim for all children, regardless of whether they are considered disadvantaged or not, to excel and thrive in school. We believe that for many children in receipt of this funding challenges at home, often outside of their parents' control, can negatively impact on their availability for learning. To this end a large proportion of our pupil premium funding is spent on dedicated Pastoral Workers, who work closely with all of these families to give them all of the strategies they need to give their child the best possible start in education. Childhood is short and unrepeatable, and it is our duty to ensure that their short time with us at school lays a strong foundation for future learning.

We look at every child at Roman Way very much as an individual, and through highly detailed observations, discussions and assessments we unpick every aspect of school life for our disadvantaged children. This information is then used to plan in a very bespoke way for each child; as such, this strategy document will only outline the broad strategies that we can deploy, and is not a complete list of everything we can offer; to each child we will provide exactly what they need.

At the heart of this strategy is High Quality Inclusive Teaching, as we believe that this is the key to ensuring that all children experience the joy and excitement of true learning. Our teachers know their children well, and expect every child to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Academic attainment Assessments, observations, and discussions show that we have traditionally low attainment on entry to YR, which is mainly underdeveloped oral language skills and vocabulary gaps. This is a significant barrier to reading, writing and accessing the National Curriculum. Focus: Year on year increase the %age of pupils who make 8+months progress with the NELI, increase the %age of pupils who pass the PSC and increase %age of pupils who achieve combined at end of KS2 in statutory SATs testing. Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.
2	Access to home learning Discussions with families and children clarify that predominately, our disadvantaged children do not live in language rich/book rich homes or have access to resources that could reinforce learning at school. Not every child has access to a device at home.
3	Cultural Capital Research shows that children from disadvantaged backgrounds start school with a significantly less well-developed vocabulary compared to their peers. Some children in receipt of disadvantaged funding do not have access to the experiences that their peers do such as enrichment opportunities, putting them at a further disadvantage educationally.
4	Attendance Historically, national attendance figures for children in receipt of disadvantaged funding have been lower than non-disadvantaged children. Poor attendance and persistent absence has a significant detrimental impact on a child's educational engagement and achievement. Roman Way attendance data shows a -6% difference between disadvantaged and all children (89% compared to 95%). We have improved our Attendance system so that any drop in attendance is identified and actioned more swiftly. We avoid the punitive and take a much more supportive approach in the first instance.
5	Parental engagement and support Pockets of low-level family engagement impact all aspects of school life. Some parents had a poor experience of education themselves, which can have a significant impact on their ability to promote a love of learning for their children, feel unable to support their children at home,

	alongside ineffective parenting skills. Many families struggle with routines, including breakfast and good sleep patterns.
6	Children's emotional wellbeing and mental health Parental mental health and anxiety about financial difficulties can cause strains on family life that impact on children's ability to successfully access education. A significant number of disadvantaged pupils present with high levels of anxiety, stress, sadness, anger and lack of motivation. Some children need high levels of support to be 'ready to learn'. 67% of our disadvantaged children receive significant extra support and 60% of families have outside agency support.

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
Disadvantaged children will make at least expected progress from their starting points in all areas of the curriculum; we are aiming for no internal attainment gap between disadvantaged and non-disadvantaged children. An increase in higher attaining disadvantaged children at the GDS standard.	Percentage of disadvantaged children achieving GLD, Phonics Screening Check and ARE+ in reading, writing and maths (combined at Y6) will be at least in line with non-disadvantaged On transition into KS2 colleagues report that the work to diminish the difference has been sustained and most children have strong independent learning skills. Interventions are specifically targeted, regularly and robustly assessed and bespoke to the needs of individual children Additional support, including School Led Tutoring, will focus on pre-teaching and preparing children to ensure they can fully access high quality initial teaching
Disadvantaged children will have any emotional, social and mental health needs met to ensure equitable access to education	Thrive and Forest School qualitative data will show improvements in all areas for individual children, Pupil voice, family surveys and Support Hub interventions show improved attendance, learning time and an increase in children that are thriving Academic attainment data will show that more children are ready to learn and are therefore making better-than-expected progress

	Children have strategies to self-regulate and incidents of poor self-regulation are minimised, as evidenced through ABCC forms
Disadvantaged children will attend school and be punctual at least as often as non-disadvantaged peers; high attendance to be considered non-negotiable	Attendance data and records of persistent absence will show children eligible for disadvantaged are at least in line with school average working together to improve school attendance.
Parents of children eligible for disadvantaged will engage fully with the school, prioritising their children's needs and supporting them to develop academically, emotionally and socially	Thrive sessions are embedding and the approach is becoming consistent across the school, High level of disadvantaged engagement with pastoral workers and Support Hub, including access to parenting programme and workshops 100% attendance at parent consultations and any additional review meetings for SEND Strong communication between home and school, number of hard-to-reach families is reduced and families feel a part of the school community. Families are better engaging by influencing decisions about supporting at home

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: £ 2,474.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional training from external providers to ensure oracy and teaching of reading reflects best practice	EEF research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size Evidence suggests smaller class/group work in the early stages of primary education help provide targeted support for specific identified gaps from Pupil Progress Reviews.	

	Language and literacy provide the building blocks for success. EEF offers approaches for younger children, struggling readers and children with EAL. EEF suggest that the average impact of oral language interventions is approximately an additional six months progress over a year. This is coupled with an improved classroom climate and fewer behavioural issues. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf	
Additional time for Reading Lead to robustly track and assess reading progress	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions EEF evidences extensive research around a balanced approach to reading including comprehension and fluency.	
Additional coaching time with an external coach to ensure HQIT and subject leads become 'experts' particularly English and Maths to improve oracy and the teaching of reasoning and problem solving, family workshops to include mastery readiness training, Makaton to support reasoning in maths, coaching staff to develop pupils precise mathematical vocabulary,	The Sutton Trust has evidenced that HQIT is especially impactful with disadvantaged children, and that children could gain 1.5 years worth of learning with highly effective teachers https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf Evidence based approaches from National Centre for Excellence in the Teaching of Mathematics and DfE non-statutory guidance. https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf	
Coaching programme using external coach to support metacognitive approaches for long-term memory learning.	The National College of Teaching recommends coaching as an effective form of collaborative professional development. It instils a culture of continuous improvement and provides a supportive environment in which staff continuously learn.	
Thrive	The Thrive approach closes the gap for disadvantaged children across a range of measures including attainment, behaviour, relationships, behaviour, relationships, self-confidence and attendance (McGuire-Snieckus et al 2015). Thrive helps to develop resilience in children (Hart and Heaver 2025).	
Forest School	The New Economics Foundation (NEF) suggests that FS supports children with confidence, communication, motivation, physical developments and social skills.	
Speech and Language	Improvements with S+L need small group and /or 1:1 support from the school S+L practitioner	

Playworkers	The school wraparound care offer will always prioritise disadvantaged children as safe play with mixed are-range peers can have a significant benefit to confidence, self-esteem and physical development	
ELSA	A significant number of disadvantaged children need crucial 1:1 support around recognising and regulating emotions so that they are ready to learn and resilient against any challenges	
Pastoral staff for Support Hub	The hub is a well-resourced safe space where children can go to calm, to be heard and to work with their families for a positive and effective life at home. Highly skilled staff support bereavement, self-harm, depression, anxiety and children who live with complex issues at home. This support is crucial to enable children to settle and thrive at school and to give them the understanding they need to live safely within family dynamics. An EEF study on Social and Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact of attainment is equivalent.	

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

Budgeted cost: £25,283.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional tutoring provided by experienced teachers to complement and enhance in-class teaching, including pre-learning sessions and vocabulary work. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	EEF research https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition Evidence suggests that on average four months' additional progress is made over the course of a year using small group, targeted tutoring. This supports the use of this strategy to ensure disadvantaged children make accelerated progress.	

1:1 and small group additional support to accelerate progress, including precision teaching This support is fluid for any identified gap in a child's learning across the curriculum but priorities are always S+L, phonics, reading, times tables and basic skills.	EEF research https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition Evidence suggests one-to-one tuition is very effective at improving pupil outcomes. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons, hence pre-learning and precision teaching structure.	
Enhanced education around money during current cost-of-living crisis, with parent workshops offered as an opportunity to develop understanding of how to talk to children about money	Study published by the UK government's MoneyHelper service (available at https://www.moneyhelper.org.uk/en) suggests that the early experiences children have with money can shape their financial behaviour as adults. By the age of 7 children begin to form habits that will last into their adulthood	
Research suggests that disadvantaged children start school with a significantly less well-developed vocabulary compared to their peers; assessment in Year R reflects this. School target disadvantaged children to access language groups, including NELI	Oxford Language Report https://www.oup.com.cn/test/word-gap.pdf Significant impact of vocabulary deficit on life chances of children as they move through school. Reports of lower self-esteem, negative impact on behaviour and ultimately less likely to stay in education. Significant evidence base for the NELI programme available at https://www.teachneli.org/what-isneli/evidence-and-programme-development/ Children receiving the NELI programme made the equivalent of 3 additional months' progress in oral language skills compared to those who do not receive the programme.	

and topic/curriculum pre-learning is offered alongside explicit vocabulary teaching to ensure language deficits are addressed		
Paired reading is used as a strategy to promote accelerated progress for disadvantaged children	Paired Reading and Related Methods for Improving Fluency (Topping) Scholarly article identified that paired reading improves reading skills in terms of measured reading accuracy and comprehension. It resulted in greater fluency, fewer refusals (greater confidence), greater use of the context and a greater likelihood of self-correction, as well as fewer errors.	

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

Budgeted cost: £93,256.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
School needs a fulltime Family Support Worker to actively address individual home-related barriers to learning: • Termly parenting courses • Weekly drop ins • Access to all local food/clothes/cos	John Hattie's 2008 study on visible learning found that "the effect of parental engagement over a student's school career is equivalent to adding two or three years to that student's education" More can be found at https://www.parentkind.org.uk/for-schools/parents-matterthe-research#:~:text=When%20parents%20are%20involved%20in,confidence%20and%20greater%20self%2Destee "parental engagement is a powerful level for raising achievement in schools. When parents and teachers work together to improve learning, the gains in achievement are significant" (Do Parents Know They Matter (Harris & Goodall/University of Warwick 2007))	

t of living resources • Access to food bank vouchers • Christmas presents and hampers distributed • Uniform vouchers • Attendance supported by Support Hub, working with parents on morning routines • Organising funded places on holiday schemes for disadvantaged children	Attendance: https://www.schoolhomesupport.org.uk/news/suspendisenon-nisl-sit/ Data around attendance shows that nationally this is still of great concern, particularly for children who are disadvantaged. Our Support Hub works hard to engage with families and to get children into school.	
School fund in-house speech and language practitioner and but need to access occupational therapist and play worker. Where children in receipt of disadvantaged funding have additional learning needs they are prioritised for access to these professionals	Strong evidence base for play therapy available at https://playtherapy.org.uk/what-is-play-therapy/ Best start in speech, language and communication by Public Health England available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931312/BSSLC_Supporting-evidence.pdf highlights the importance of early intervention work to get children's speech and language skills where they should be. NHS Waiting lists can be long for these services and childhood is short; it is important we can meet as many of the children's needs as possible as quickly as possible.	
Transition is carefully planned to reflect understanding of child's individual needs and situation, included	https://www.teachearlyyears.com/a-unique-child/view/supporting-transitions-in-the-early-years Research article above highlights how strong transition practice supports new settings to build good relationships not only with the child, but with their parents.	

attachment-related barrier		
disadvantaged children have priority access to Thrive-based interventions, including lunch clubs	https://portal.thriveadisadvantagedroach.com/%20adisa%20advantagedroach/info/credentials/ The Thrive approach has been positively evaluated by CELSI for the Department of Health. A case study approach has been used to evidence impact in schools, and progress made in our trial year while our practitioner was training showed many vulnerable children developing their emotional skills quickly, bringing them more in-line with their peers.	
Where disadvantaged children also have EAL school fund additional EMTAS support, including translated resources for parents where necessary	https://www.bell-foundation.org.uk/eal-programme/guidance/parental-involvement/ The Bell Foundation, as well as Hampshire EMTAS, have a strong evidence base for the importance of engaging with parents with EAL, particularly where their school experiences may have been very different culturally. By providing translated resources and access to bilingual assistants we can support parents to ensure their children are ready for school and accessing learning.	
Books are provided for all children at key points throughout the year to help with engaging with reading. Support is offered through pop-ins	https://www.booktrust.org.uk/what-we-do/impact-and-research/ Research carried out by the Book Trust highlights that certain vulnerable groups, including LAC/post-LAC, do not have access to reading books. We feel that by providing all children with a book to support families to engage with reading, as well as fun reading initiatives throughout the year, we can raise the profile of reading and support equal access.	
Project working with local preschools to support early identification of any additional support needs, including early vocabulary work and priority referrals to support services	DfE research into how pre-school influences children's attainment and developmental outcomes over time, available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/455670/RB455_Effective_preschool_primary_and_secondary_education_project.pdf.pdf This highlights the value of strong pre-school practice and the importance of schools sharing practice with pre-school colleagues.	

Children identified as vulnerable in terms of ability to access education remotely offered access to a Google Classroom Club. This is with the intention of giving children the skills they need to complete homework independently, recognising that as children move through the education system an increasing number of schools use online platforms to set and manage homework. We want all of our children to be able to do this independently where possible to develop appropriate behaviours and attitude around homework.	EEF Research about homework https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework One of the EEF's key findings was that some pupils may not have a quiet space for home learning, and schools should consider providing homework clubs for pupils. In addition, home libraries will be developed.	
Where disadvantaged children are identified as needing support in this area, technology for home can be provided for	During the pandemic the government realised the importance of ensuring equitable access to technology for pupils: https://www.gov.uk/government/news/hundreds-ofthousands-more-laptops-to-support-disadvantaged-pupilslearn-at-home We feel that the pandemic has shifted the way homework and other home learning activities are being	

children to apply the skills they learn when taking part in the club. This includes laptops, tablets	accessed, and we want our children to have fair access. Therefore, we will continue to provide technology to support those children who need it at home	
Additional e-safety sessions organise through Google Classroom Club to ensure children understand the importance of being safe online, especially where technology supervision at home may be lacking	Statistics from Ofcom (2020) available at: https://www.e4education.co.uk/our-blog/esafety-whats-theadvice suggest that 35% of 5-7 year olds play games online, and 4% already have a presence on social media. If parental supervision is lacking children can easily end up accessing content that is harmful or upsetting, and equipping children with the skills to keep themselves safe online is vital.	
Disadvantaged children prioritised for access to regular Forest School sessions, led by a qualified practitioner, to develop their skills and give them access to nature and woodland	A longitudinal research project on Forest School tracked disadvantaged KS1 children over three years of weekly Forest School sessions. Study showed that children's academic attainment, social development and emotional well-being increased as a result of Forest School. The study showed, in particular, how playful social interactions in Forest School support emotional resilience which in turn supported academic attainment. https://forestschoollassociation.org/new-research-alongitudinal-study-on-forestschool/#:~:text=The%20study%20showed%20that%20children's,whole%20school%20and%20national%20data.	
Access to school-run clubs is tracked and disadvantaged children are prioritised for access. These clubs include music, art and sport	The EEF guide to using pupil premium https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium This recommends as part of its tiered model and menu of approaches that extracurricular activities, including sports, outdoor activities, arts, culture and trips are all good uses of the pupil premium fund in an effort to improve children's cultural capital	

School trips are subsidised to ensure all children have fair access. Trips are planned carefully to ensure they represent best value in terms of children's access to culture and the wider knowledge and understanding offered	The EEF guide to using pupil premium https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium This recommends as part of its tiered model and menu of approaches that extracurricular activities, including sports, outdoor activities, arts, culture and trips are all good uses of the pupil premium fund in an effort to improve children's cultural capital	
School fund access to breakfast club /After School Club where necessary for DISADVANTAGED children	Research report from DfE "Evaluation of Breakfast Clubs in Schools with High Level of Deprivation" https://www.gov.uk/government/publications/breakfastclubs-in-high-deprivation-schools This report found that subsidised access to a breakfast club supported disadvantaged children to ensure they did not start the school day hungry, putting them at a further disadvantage. It also ensures working parents can get to work on time, helping families to remain financially secure.	
Young Carers	The EEF has extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	

Total budgeted cost: £121,013.55

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

. This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Extracts from our 2022 LLP Report:

The headteacher actively engages in research to improve the practice within the school. This includes accessing the Hampshire Tackling Educational Disadvantaged (TED) materials.

Leaders were therefore able to

discuss a planned range of pedagogical approaches in their quality first provision that were or will be used to support vulnerable pupils, including: pre-teach when required,

use of the learning environment to support/scaffold as required,

adaptation in learning journeys as required, bespoke curriculums when required,

ensuring cultural capital experiences run throughout their curriculum provision,

ensuring that diversity is positively promoted across the curriculum.

Leaders recognise the importance of continual professional development and invested time last year in

enhancing the wider curriculum so that it builds upon the interests and needs of Roman Way pupils.

Leaders have spent the last academic year developing The Support Hub. This hub supports the most vulnerable families through: signposting to appropriate external agencies

accessing resources and grants including funding for young carers to access residentials

providing emotional support and professional guidance even through the school holidays

providing bespoke training.

Leaders were able to demonstrate the impact of their work in the improvement of attendance, reduction in

suspensions and improved parental engagement. However, they are also aware that gaps remain between the

outcomes for vulnerable pupils and how the same groups are performing nationally. They are ambitious to

address this over the forthcoming academic year and have the right school improvement priorities to achieve.

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.

The data demonstrated that attainment for too many disadvantaged pupils was not in line with non-disadvantaged but through our additional approaches progress for disadvantaged pupils was good.

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 (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates good progress for our disadvantaged pupils from their starting points and tightly structured assessment and approaches will continue to ensure more and more disadvantaged pupils attain as well as their non-disadvantaged peers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that a significant amount of the disadvantaged funding will be spent in this area to ensure children are in school, ready to learn and continue to thrive year on year.

Based on this information Roman Way School can confidently say that the performance of most of our disadvantaged pupils met expectations. There is still a real challenge around disadvantaged children who also have a SEND need. We have a very strong SENDCo who is working closely with staff to ensure well-tailored and effective provision.

The school's evaluation of the approaches used last year indicate that we are 'getting it right' as most of our disadvantaged children made good progress, spent increased time in school and the classroom and families began to engage more with school. The Support Hub played a significant role in these successes.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

	2021-2022	2022-2023	
GLD	- 20%	-9%	+11%
PSC	-16%	-9%	+10%
KS1			
R	-15%	-25%	+10%
W	-25%	-24%	+ 1%
M	- 35%	-6%	+29%
KS2			
R	-24%	-29%	- 5%
W	-24%	-22%	+ 2%
M	-24%	0%	+24%

Data analysis shows that disadvantaged children have improved in every area across the school. This validates the work we are doing to try to close gaps. There is only a very small attainment gap with Y6 Reading.

This is the rationale for the renewed focus on academic support, closing basic skill gaps to ensure accelerated progress this academic year. Parental engagement with the Support Hub is growing and they worked closely with more families eligible for FSM. There was higher take-up of a parenting programme and pop-ins, and many children benefitted from uniform vouchers and other financial support, including access to the food bank. Thrive was a new programme of support for us in the previous academic year and we look forward to using DISADVANTAGED funding to fully embed this strategy across the school, particularly for those children who are disadvantaged.

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
Read, Write, Inc	Oxford Reading

Further information (optional)

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

- Lego Therapy
- Targeted feedback
- Senior Mental Health Lead
- Extracurricular activities
- Work with other local schools
- TED documents/training from Hampshire County Council
- EEF Implementation models
- Subject Leads becoming 'experts'
- Review of our Pupil Progress Meetings
- Collective Teacher Efficacy (all staff)
- Adjust curriculum to ensure basic skills are embedded
- Deepening teacher knowledge of standards
- Improving interventions
- Precision teaching
- Guidance from research and outside agencies