



Pupil premium strategy statement – Highwood Primary School

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
Highwood Primary School, part of the Orchard Learning Alliance Multi-Academy Trust	
Number of pupils in school	458
Proportion (%) of pupil premium eligible pupils	16.4%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	31 st December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Highwood FGB
Pupil premium lead	Kirstie Rumbold - teacher
Governor / Trustee lead	Wendy Sabaroche

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 119,880
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£119,880

Part A: Pupil premium strategy plan

Statement of intent

At Highwood Primary School we aim for all pupils to make good progress and have high attainment. We aim to reduce and eliminate all barriers to accessing the curriculum that our disadvantaged pupils may face. We aim to ensure that progress for PPG pupils is in line with non-PPG pupils and that teaching, targeted support and wider approaches to school life closes any gaps between these two groups both in progress and attainment, including those PPG pupils who are already high attainers.

Our plan has evolved through careful and focused monitoring and review, and we use data and up to date research to help formulate outcomes. At Highwood, we also put great emphasis on high-quality teaching where pupils are targeted throughout learning based on identified needs. Continued professional development for staff is also identified as crucial in order to implement effective strategies to support pupils progress and attainment.

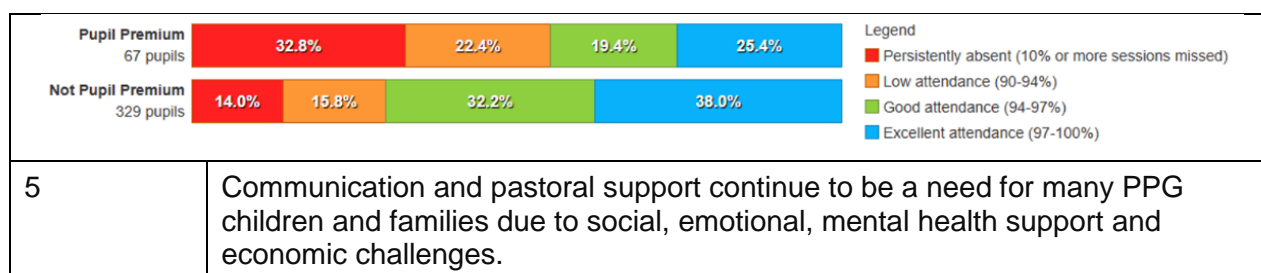
Our key principles are based around:

- Developing happy, confident pupils who value education and want to come into school every day.
- Engaging parents so they are fully equipped and confident supporting their children and having good relationships with parents.
- Nurturing children so they can access their learning and be motivated to achieve.
- Enabling access to support and enrichment so that all children can meet their potential.
- Challenging pupils through their learning
- A whole school approach where staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge																				
1	<p>Assessments of pupils has indicated that PPG children need further support in reading to close the gap between their non-pupil premium peers. The data below shows how children with PPG are 47% ARE or above compare to non-pupil premium children who are 73% ARE or above.</p>																				
<p>Reading - EYFSP</p> <p>Legend: Well below (Red), Just below (Orange), Expected (Green), Above (Blue), No data (Grey)</p> <table border="1"> <tr> <td>Pupil Premium</td> <td>14 pupils - Average: 1.9</td> <td>14%</td> <td>86%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>44 pupils - Average: 1.8</td> <td>16%</td> <td>84%</td> </tr> </table> <p>Reading - Main Assessment</p> <p>Legend: Well below (Red), Just below (Orange), Expected (Green), Above (Blue), No data (Grey)</p> <table border="1"> <tr> <td>Pupil Premium</td> <td>60 pupils - Average: Working Towards</td> <td>25%</td> <td>28%</td> <td>37%</td> <td>10%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>289 pupils - Average: Expected</td> <td>9%</td> <td>18%</td> <td>45%</td> <td>28%</td> </tr> </table>		Pupil Premium	14 pupils - Average: 1.9	14%	86%	Not Pupil Premium	44 pupils - Average: 1.8	16%	84%	Pupil Premium	60 pupils - Average: Working Towards	25%	28%	37%	10%	Not Pupil Premium	289 pupils - Average: Expected	9%	18%	45%	28%
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2	<p>Assessments of pupils has indicated that PPG children need further support in maths to close the gap between their non-pupil premium peers. The data below shows how children with PPG are 60% ARE or above in maths compared to non-pupil premium children who are 79% ARE or above.</p>																				
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3	<p>Assessments of pupils has indicated that PPG children need further support in writings to close the gap between their non-pupil premium peers. The data below shows how children with PPG are 37% ARE or above in writing compared to non-pupil premium children who are 66% ARE or above.</p>																				
<p>Writing - EYFSP</p> <p>Legend: Well below (Red), Just below (Orange), Expected (Green), Above (Blue), No data (Grey)</p> <table border="1"> <tr> <td>Pupil Premium</td> <td>14 pupils - Average: 1.7</td> <td>29%</td> <td>71%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>44 pupils - Average: 1.8</td> <td>25%</td> <td>75%</td> </tr> </table> <p>Writing - Main Assessment</p> <p>Legend: Well below (Red), Just below (Orange), Expected (Green), Above (Blue), No data (Grey)</p> <table border="1"> <tr> <td>Pupil Premium</td> <td>60 pupils - Average: Working Towards</td> <td>27%</td> <td>37%</td> <td>32%</td> <td>2%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>289 pupils - Average: Expected</td> <td>12%</td> <td>22%</td> <td>50%</td> <td>16%</td> </tr> </table>		Pupil Premium	14 pupils - Average: 1.7	29%	71%	Not Pupil Premium	44 pupils - Average: 1.8	25%	75%	Pupil Premium	60 pupils - Average: Working Towards	27%	37%	32%	2%	Not Pupil Premium	289 pupils - Average: Expected	12%	22%	50%	16%
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4	<p>Attendance data collated continues to show a disparity between with PPG pupils and non-PPG pupil. In particular, the number of persistent absentees among PPG children is proportionally higher. This level of absence could have a negative impact on the attainment, social and emotional development of the child.</p>																				
<p>Attendance comparison from 2023/2024:</p>																					



Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1 Improved reading attainment among PPG pupils.	Reading outcomes in 2026/27 show that more than 61% of disadvantaged pupils met the expected standard.
2 Improved maths attainment among PPG pupils.	Maths outcomes in 2026/27 show that more than 68% of disadvantaged pupils met the expected standard.
3 Improved writing attainment among PPG pupils.	Writing outcomes in 2026/27 show that more than 55% of disadvantaged pupils met the expected standard.
4 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by the percentage of all PPG pupils who are persistently absent being below 20%.
5 To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Seeing an increase in families (both universal and targeted) parental engagement.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>1.1 High-quality teaching is imbedded through:</p> <ul style="list-style-type: none"> Investment in developing strong pedagogical understanding across all curriculum areas through staff training. Teacher demonstration followed by guided practice and independent practice. Increased awareness for all staff of PP pupil barriers and gaps in prior learning collated through 360° profiles. Pupil progress meetings will include a focus on all PP children. Focus on oracy. Teachers to model their own thinking to help pupils develop their metacognitive and cognitive skills. Task checklists as a visual scaffold to support pupils to independently complete a task. <i>WalkThrus</i> training has been taught to staff to help support teachers with techniques to support teaching and learning. 	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment': High-quality teaching - EEF</p> <p>A School's Guide to Implementation - EEF</p> <p>Implementation is a process and not an event. Time invested in Quality Wave 1 teaching is shown to have longer lasting positive impact that a one off.</p> <p>We have implemented the use of <i>WalkThrus</i> as a school. "The UK's Education Endowment Foundation (EEF) suggests that effective professional development delivers a number of key mechanisms. WalkThrus-based programmes can deliver all the mechanisms": WalkThrus - How Does it Work?</p>	<p>1, 2, 3</p>
<p>1.2 Purchase of a DfE validated Systematic Synthetic Phonics programme, <i>Little Wandle</i>, to secure stronger phonics teaching for all pupils.</p>	<p>Government guidelines suggest that <i>Little Wandle</i> is a Validated SSP programme: Choosing a phonics teaching programme - GOV.UK</p>	<p>1, 3</p>
<p>1.3 High-quality teaching to consolidate and increase expectations through the continued implementation of our Mastery Maths Plan.</p> <p>Children will be working on the same concepts as the rest of their class to build self-esteem, and differentiation will be achieved through level of thinking required. All children are expected to achieve an understanding of each topic and concept.</p>	<p>We follow a whole- school approach of teaching maths through mastery: Mathematics Mastery Primary - EEF</p> <p><i>Singapore Maths</i> approach focuses on teaching the class through small steps of concrete representations through to abstract concept of calculations. It focuses on pupils explaining their work and justifying it – success is when you are certain you know it: Exploring Singapore Math: A Comprehensive Review - Structural Learning</p>	<p>2</p>

<p>The <i>White Rose Education</i> scheme has been purchased for Maths to support teachers in teaching small steps.</p>	<p>We use <i>White Rose</i> maths scheme to break learning into small steps: 1 of 3 - The history of the WRM schemes - White Rose Education</p>	
<p>1.3 We teach fluency explicitly across the school and we also assess the fluency of children to track progress.</p>	<p>There is strong evidence that teaching of fluency is vital in developing pupils' reading development: EEF blog: Shining a spotlight on reading fluency</p>	<p>1, 3</p>
<p>1.5 We have a clear reading and writing rationale document. Reading and writing is carefully mapped across every year group for each term. The writing process is embedded in each unit of writing and there have been staff training sessions to understand the Highwood Writing Cycle. There has also been a clear focus on audience and purpose of writing across the school to make writing engaging and meaningful. The rationale for books is chosen based on extending pupils vocabulary.</p>	<p>Research has been conducted into ways to improve writing, particularly for children in KS2, for example: Improving Literacy in Key Stage 2 - EEF</p> <p>This document (What is the research evidence on writing? DfE) outlines that effective teaching of writing involves:</p> <ul style="list-style-type: none"> • Teach pupils the writing process • Teach pupils to write for a variety of purposes • Set specific goals to pupils and foster inquiry skills • Teach pupils to become fluent with handwriting, spelling, sentence construction, typing and word processing • Provide daily time to write • Create an engaged community of writers. <p>It is recommended that writing has a purpose and clear audience to make it meaningful and engaging: Real-world writing: Making purpose and audience matter - Writing4Pleasure</p>	<p>1, 3</p>
<p>Subscriptions to <i>Spelling Shed</i> and <i>Letter Join</i> to help teach the correct letter formations from Year 1 and spellings throughout the school.</p>	<p>A handwriting scheme like <i>Letter Join</i> has demonstrated benefits across the school: Choosing-a-Handwriting-Scheme - NHA</p>	<p>3</p>

	The EEFs 'Improving Literacy in Key Stage 2' states that explicitly teaching spellings is beneficial to improving literacy: Improving Literacy in Key Stage 2 - EEF	
Purchase of standardised tests (<i>NFER</i>) to track children and to respond to the needs of pupils.	The EEF advise assessment can certainly help to identify the extent of pupil learning to inform and enhance subsequent teaching: Assessing learning in the new academic year - EEF	1, 2

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

Budget: £66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Class – This focuses on supporting SEMH needs and currently has a high percentage of PPG children.	The nurture class focuses on SEMH needs and selects children via the <i>Boxall Profile</i> : Boxall Profile Leaflet.pdf Nurture classes can have a positive impact on the social, emotional and behavioural skills of children: The impact and cost effectiveness of Nurture Groups in Primary Schools in Northern Ireland	5
Phonics groups for children in KS2 who need extra support and to close the gap between peers	Catch up groups for children who have fallen behind is seen as essential: Getting all pupils reading - Ofsted: schools and further education & skills (FES)	1
Small group support	Targeted children to have small group support with either teacher, HLTA or LSAs to improve attainment in reading, writing and maths: Small Group Tuition - EEF	1, 2, 3
One-to-one daily readers	One-to-one reading in school is vital for children, especially those who may not have an opportunity to read at home with an adult: Want to improve reading? Make time to do it one-on-one	1
Targeted support	Children who require extra support each have their own personalised learning plan provision	1, 2, 3

	map: 5 benefits of Individual Learning Plans (ILPs)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budget: £35,000 +£23,000 (FSW and Attendance Officer)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE improving school attendance guidance including appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence: Working Together to Improve School Attendance - GOV.UK DFE	4
<p>Family Support Worker (FSW) has universal offering to all via the newsletter, coffee morning, parent gym, group workshops on key areas (toilet training, early communication, play skills).</p> <p>PSA engages with parents who need an enhanced level of bespoke support through 1:1 and family meetings. Individual work with children may also be applicable.</p> <p>Use home visits that happen in F1 and F2 to support what might be needed for individual families.</p> <p>FSW signposts parents and families to appropriate support both in school and in the local area.</p> <p>Head Teacher, Dept Head, FSW, attendance officer and SENCO meet every 3 weeks to review cases and allocate support</p> <p>Supporting disadvantaged families holistically by looking at other influencing factors such as housing, finances and access to enrichment</p>	<p>Families who engage well with school benefit from close relationships and timely, focussed support. Children and family well-being is supported and children make better progress in school.</p> <p>Having a FSW allows many of the recommendations by EEF to take place to allow us to work with parents: Working with Parents to Support Children's learning - EEF</p>	5

activities and school supplies/uniform.		
Supporting pupils' social, emotional and behavioural needs.		
All teachers and staff trained in Therapeutic Thinking.	Therapeutic Thinking is a way to support children's wellbeing and needs.	5

Total budgeted cost: £16,000 + £66,000 + £78,000 = £160,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year in comparison to the previous two years. The data demonstrated that there is still a gap between children in receipt of PPG and their peers with regards to attainment and attendance.

Children with PPG have made good progress in maths over the past three years: previously in 2021/22, only 51% of PPG children were ARE compared to 2023/24 where 60% of pupils with PPG were ARE.

Attainment in Maths 456 all Pupils			
Pupil Count	2021/22 Sum2 Maths Main Assessment - At or above ARE	2022/23 Sum2 Maths Main Assessment - At or above ARE	2023/24 Sum2 Maths Main Assessment - At or above ARE
Disadvantaged: 68 (15%)	51%	52%	60%
Not Disadvantaged: 388 (85%)	81%	78%	80%

In reading and writing there appears to be a drop in the ARE levels for pupils with PPG. As discussed in the previous PPG Strategy 2024, the 'Cost of Living' crisis affecting many families was evaluated as a contributor to this disparity and continuation of this effect is still being shown (Gibson-Moore et al., 2023; Finch & Tinson, 2022; Hill & Webber, 2022). Support continues to be in place through our Family Support Worker to mitigate the impact on the attainment of all children affected by this crisis.

Attainment in Reading 456 all Pupils			
Pupil Count	2021/22 Sum2 Reading Main Assessment - At or above ARE	2022/23 Sum2 Reading Main Assessment - At or above ARE	2023/24 Sum2 Reading Main Assessment - At or above ARE
Disadvantaged: 68 (15%)	57%	58%	47%
Not Disadvantaged: 388 (85%)	77%	74%	73%

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

Drawing on national assessment data for disadvantaged, the data demonstrated that 62% reached ARE or higher in reading. Whilst in the local authority, 60% reached ARE or higher in reading. When we compare this to our data, 52% reached ARE or higher in reading.

Drawing on national assessment data for disadvantaged, the data demonstrated that 58% reached ARE or higher in writing. Whilst in the local authority, 50% reached ARE or higher in writing. When we compare this to our data, 48% reached ARE in writing.

Drawing on national assessment data for disadvantaged, the data demonstrated that 59% reached ARE or higher in maths. Whilst in the local authority, 52% reached ARE or higher in maths. When we compare this to our data, 43% reached ARE in maths.

The data demonstrates that disadvantaged pupils at Highwood are performing [below] when compared to national and local authority levels.

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

Overall attendance across the school has increased since 2022/23. Overall attendance of disadvantaged pupils has increased from 89.4% to 92.1%. The attendance officer regularly tracks absences across the school and will communicate accordingly with parents.

Attendance 456 all Pupils		
Pupil Count	2022/23 Attendance percentage	2023/24 Attendance percentage
Disadvantaged: 68 (15%)	89.4%	92.1%
Not Disadvantaged: 388 (85%)	94.3%	95.2%

Regarding wellbeing and support, it is clear communication and pastoral support continue to be a need for many PPG children and families due to social, emotional, mental health support and economic challenges. This is also true of children who are on behaviour reports. The hiring of a new Family Support Worker and the implementation of a therapeutic thinking approach to behaviour has led to a wider support network for parents and children to support them at times of need. The new nurture classroom has also help support the emotional wellbeing of many pupils.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present on course for Maths, but not on course for Reading and Writing to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year is provided below in the following section.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Assessment of previous pupil premium strategy plan

Challenge number	Intended outcome	Success criteria	Assessment
1 Attendance	1 Attendance for vulnerable groups is at least in line with other school groups and at least in line with National Average.	The gap between PPG attendance and whole school attendance is diminished. Evidenced through HT report to governors and the impact of the PSA role.	Highwood All 94.6% Highwood DA 91.9% LA 95.2% NA 94.5%
2 Accelerating progress	2.1 Whole Class Reading (WCR) has a positive impact on the PPG children (in particular for those children with LPA)	PPG children, in particular those with LPA, will have accelerated progress as a result of the WCR initiative. This will be evidenced through use of Insight tracking data and through the school's Pupil Progress Meetings.	PPG children's reading data seems to have declined and based on new fluency assessments a more focused approach on fluency is being implemented rather than WCR.
	2.2 Appropriate challenge for children in their writing leads to children making at least expected progress (in particular for those children with HPA)	An increased percentage of children will be assessed at the GDS stage for writing with more children from the EXS group across the school reaching the increased expectation. This will be evidenced through use of Insight tracking data and through the school's Pupil Progress Meetings.	Pupils with PPG had a greater level of GDS compared with previous years. GDS for Pupil Premium was 2% in Summer 2023 and was 5% in Summer 2024. However, the attainment for writing for children with PPG seems to have dropped. EXS for Pupil Premium was 41% in Summer 2023 and was 33% in Summer 2024.
	2.3 PPG Maths attainment at EYFS, KS1 and KS2 is at least in line with National Average.	Disadvantaged pupils' attainment and progress in all subject data held by the school is at least in line with the school average. Reportable 'headline' data is at least in line with National Average. Evidenced through data held in Insight and through PPM documentation. External validation of school's approach to	GLD: Highwood All = 73% GLD: Highwood DA = 69% GLD: LA = 75% GLD: NA = 68% KS1 R: Highwood All = 62% R: Highwood DA = 43% R: LA = n/a R: NA = 71%

		<p>maths having positive impact.</p>	<p>W: Highwood All = 57%</p> <p>W: Highwood DA = 43%</p> <p>W: LA = n/a</p> <p>W: NA = 62%</p> <p>M: Highwood All = 66%</p> <p>M: Highwood DA = 43%</p> <p>M: LA = n/a</p> <p>M: NA = 72%</p> <p>KS2:</p> <p>R: Highwood All = 81%</p> <p>R: Highwood DA = 52%</p> <p>R: LA All = 80%</p> <p>R: LA DA = 60%</p> <p>R: NA All = 74%</p> <p>R: NA DA = 62%</p> <p>W: Highwood All = 67%</p> <p>W: Highwood DA = 48%</p> <p>W: LA All = 74%</p> <p>W: LA DA = 50%</p> <p>W: NA = 72%</p> <p>W: NA DA = 58%</p> <p>M: Highwood All = 69%</p> <p>M: Highwood DA = 43%</p> <p>M: LA All = 79%</p> <p>M: LA DA = 52%</p> <p>M: NA = 73%</p> <p>M: NA DA = 59%</p>
3 Emotional Wellbeing	Emotional wellbeing needs of PPG children are being met and there is not a disproportionate amount of nurture	The number of nurture referrals for PPG pupils is more in line with non-PPG pupils:	No data is available on this due to nurture referrals no longer being a way we support pupils. The

	referrals for our PPG pupils.	2020/21 PPG = 13%; Non-PPG = 3% The time invested in our 360° Profiles has a positive academic and pastoral impact.	new Family Support Worker supports pupils in a range of ways.
4 School accessibility for all parents.	An increased number of parents of vulnerable children are accessing the provision available from the school.	There is an increased percentage of PPG parents attending events that will support pupils' learning. This will be evidenced using Autumn term events as a baseline and the same events in Spring and Summer used to compare. (Literacy Workshops, Maths Workshops, SPLAT events, Parents' evening etc.)	Since this form of attendance is not tracked, there is no data available to evaluate this. However, information about school events is signposted in many ways and our Family Support Worker has contact with many parents encouraging them to attend events.
5 Wider school enrichment	PP pupils attend educational visits, represent the school in sport fixtures and are involved in extracurricular and performing arts activities. PP pupils wear the school uniform. PP pupils have access to IT and online resources at home	Each PP student is properly dressed and wears the correct school uniform. Students wear correct sports equipment and can immediately access reserves as required prior to purchase to avoid missing lessons. Pupils have access to all educational visit opportunities on offer. Increased involvement of PP pupils in sport fixtures (PP target involvement >10%). Increased involvement of PP pupils in extracurricular activities (PP target involvement: >10%). This will be evidenced through our Sport's Premium analysis and through our 360° Profiles.	The school continue to provide school uniform and ensure all pupils attend school trips via funding.

Externally provided programmes

Programme	Provider