

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Coombe Hill Infants' school
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	10% - 28 pupils (27 are FSM)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Janet Berry
Pupil premium lead	Jacqueline Heard
Governor / Trustee lead	Tim Sandford and Tom Glossop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,360 (financial year - Ap24-March 25)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47,360 <small>* Please note the PPG funding is for our financial year rather than academic.</small>

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Coombe Hill Infants' is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas.

Our Pupil Premium Strategy plan shows how Coombe Hill Infants' School are planning to allocate Pupil Premium Grant funding in 2024-25, so as to raise attainment and progress for disadvantaged children, as well as to diminish the difference between these children and others in their cohort. This Strategy was written by the SENCO (Inclusion Manager), in consultation with SLT and shared with governors and is updated annually. The next review will be in September 2025, which will be conducted in preparation for the amended strategy, completed on an annual basis in December 2025. This Strategy is available to view on the School Website, together with previous PPG Strategy/Information reports, in line with legal requirements.

Coombe Hill Infants' school has high expectations, a broad curriculum and aspirations for all children. We recognise that the PPG, LAC and young carers group is diverse, but that many children in this group may face barriers to learning. These needs vary individually between children and in each cohort, and this influences our individual and flexible approach to working with PPG children and their families. We never associate eligibility for PPG funding with low ability, ensuring we always aim for the highest levels. We reflect on what has worked well, lessons learnt from previous years and use evidence and research (e.g. the Education Endowment Foundation) to choose actions with evidence of raising attainment. We consider the whole child and the challenges that each child may have faced, such as those in care, those who have a social worker or those with SEND.

Our main aims are to;

- Improve and enhance educational outcomes of pupils eligible for pupil premium funding by delivering appropriately targeted support to ensure that they make good progress from their starting points and that they achieve in all areas to the best of their ability.
- To ensure pupils eligible for PPG are supported to achieve the highest levels.
- Ensure a consistent approach to Quality first teaching.
- Deliver daily “keep up” and “catch up” interventions to encourage independence and improve reading skills - all interventions are monitored and the impact regularly assessed.
- Address the health, well-being and social and emotional needs of those pupils eligible for the pupil premium funding.
- Wider strategies are established to help address and support behaviour and attendance
- All work carried out through the Pupil Premium funding is aimed at accelerating progress and moving children forward to achieve at least age related expectations and to narrow the achievement and attainment gap (where it exists) between disadvantaged pupils and their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic achievement - 2023/24 data</p> <p>Reception 86% of our PPG children in reception achieved a good level of development, compared to 78% of non PPG children. For the first time we see that the gap is now favourable to our disadvantaged pupils, when compared to non disadvantaged pupils.</p> <p>Year 1 Out of 11 PPG children, 100% passed the phonic screen, which is amazing! Well done to our pupils.</p> <p>Year 2 PPG children achieved expected or exceeding Reading - 69%, writing - 62%, maths 56%</p> <p>As you can see our PPG children achieved exceptionally well and we are extremely proud of the progress they have made.</p> <p>As this is the first time the gap has been reduced so successfully, our challenge is to maintain this, continuing to have high expectations for all</p> <p>It is worth noting that over 70% of our PPG children are subject to intersectionality in both advantageous and disadvantageous ways.</p>
2	<p>Emotional wellbeing and safeguarding needs</p> <p>Ongoing discussions with pupils and their families show that a significant number of families require additional support, including social, emotional and mental health signposting.</p>
3	<p>End of year attendance data 2023/ 2024 showed</p> <ul style="list-style-type: none"> ● PPG children attendance – 93.03% Last year - 90.68% ● Non-PPG children attendance – 95.5% ● Number of PPG children with PA – 7/33 last year - 11 <p>Although we have seen a decrease, this year we would like to see the % of PPG PA reduce even further.</p>
4.	<p>Our current economic climate in the UK means that more and more children are disadvantaged. We have seen a significant increase in food bank voucher requests.</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
<p>All PPG children will achieve age related expectations and above in all subjects - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</p> <p>Focus on QFT and adaptive practice for all children using meaningful assessment for the core and broader curricula to ensure consistency</p> <p>Focus on strong teaching and learning of foundational knowledge - phonics and early reading, writing, spelling and maths following our Agreed Approaches to ensure consistency. Listening and oracy are key.</p>	All EYFS children will achieve GLD
	Regular CPD for all staff on QFT - planned alongside AFL and adaptive practices - using Rosenshine principles. Teaching some vs teaching all - Tom Sherrington
	Reading progress is good/ better for all
	KS1 - PPG pupils - improve outcomes at EXS and GDS (in line with National) and ensure good progress
	PPG children attend targeted academic support - where it is needed
	Enhance staff PPD - to ensure SDP priorities are monitored and discussed - helping to maintain a high standard for all children - Monitoring and coaching staff on a termly basis
<p>Identified PPG children and families with SEMH difficulties will access EWP support and in house ELSA support</p>	Children are resilient, positive and take pride in their achievements and relationships
	Parental support is consented to and accessed through the EWP and family links course.
	Relationship and behaviour policy and attachment training - is regularly reviewed with an annual focus through staff CPD
	School to achieve AASA - Attachment aware school award - GOLD
	CPOMS is used by all staff
	Regular meetings are held by the DSL team with a focus on PPG and disadvantaged children - safeguarding, behaviour and mental health support. Notes are kept and shared with each year group lead and team
<p>To improve the wider life experiences - Continue our high level provision with regard to school trips and enrichment activities and acceptance of diversity.</p>	All pupil premium pupils are provided with full access to school trips and enrichment activities.
	Outdoor Play & Learning (OPAL) Programme is embedded with CHJ - improving wellbeing through play

<p>To support families during the current economic crisis</p>	<p>Opportunities for building cultural capital are planned for and arranged, both for the whole school and also for targeted disadvantaged groups.</p> <p>Regular audits are made to determine what % of PPG children are accessing our clubs</p> <p>Access to foodbank vouchers are given automatically to eligible parents</p> <p>Free places to clubs are offered on a termly basis - disadvantaged children are given priority</p>
<p>Maximise opportunities for effective parental and community engagement to help build relationships with families and gain trust.</p> <p>Reduce the amount of PPG children classed as persistent absentees</p>	<p>Parents of PPG children attend school meetings - curriculum, welcome, EP workshops etc</p> <p>PPG attendance is in line with the national average. Persistent Absence is decreasing over time for disadvantaged pupils.</p> <p>Offering volunteer opportunities for parents, to encourage working in school and building relationships.</p> <p>Allowing reasonable adjustments to be made. Supporting children depending on their needs when separating from parents and transitioning into school - ERSA (emotionally related school avoidance)</p> <p>Relationship policy to include references to attachment and trauma informed language and practices - which can be used with both children, parents and staff. To help build and maintain positive relationships.</p> <p>CPD surrounding the relationship policy - with aims to reduce absences by supporting those children with behavioural difficulties in school, leading to more positive relationships throughout</p> <p>Leaders plan to provide training for all staff on attendance with a focus on belonging and relationships.</p> <p>Revisiting our attendance policy to ensure it has robust escalation procedures and step by step guidance including meetings with outside agencies and medical staff if applicable - ensuring this in line with CHJ</p> <ul style="list-style-type: none"> ● There is a personalised approach for families with personalised strategies. ● Leaders ensure that they are visible for pupils and parents and that a sense of belonging is promoted on arrival to school.

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: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all staff on QFT PPG - teaching some vs teaching all CPD for staff</p> <p>Staff team to focus in on those children not attaining to understand the why</p> <p>AFC costs Staff time to complete training - Head, deputy head and SENCO</p> <p>CPD for all staff on PPG children and how to ensure all children succeed in the classroom</p> <p>Reading and phonics update - agreed approaches CPD</p>	<p>EEF - Effective professional development report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Tom Sherrington - Teaching some vs teaching all</p> <p>Focus on 3 specific children https://researchschool.org.uk/greenshaw/news/the-focus-five-how-we-are-addressing-disadvantage</p> <p>EEF - Metacognition and self regulation +7</p> <p>Sutton Trust (2011) 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers'.</p> <p>Marc Rowland's active ingredients for tackling disadvantage - Dfe advisor https://www.cathypotteredublog.com/</p> <p>How best to support disadvantaged pupils</p>	<p>1</p>

	https://www.podbean.com/media/share/pb-7nhw8-14f890b?utm_campaign=embed_player_share&utm_medium=dlink&utm_source=embed_player	
<p>CPD for staff on relationship and behaviour policy</p> <p>Ensure all staff understand and agree</p>	<p>EEF - Improving behaviour in schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	2 and 3
<p>CPD for all staff on Attachment and trauma informed language</p> <p>Achieving attachment and trauma informed - Gold award</p> <p>Helping to build relationships with children, parents and staff.</p> <p>CPD for staff on attendance and belonging</p>	<p>EEF - Improving social and emotional learning in primary schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>John Bowlby attachment theory</p> <p>EEF - building positive relationships https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development?approach=teaching-relationship-skills&utm_source=/early-years-evidence-store/personal-social-and-emotional-development&utm_medium=search&utm_campaign=site_searchh&search_term</p>	2 and 3
<p>CPD to continue for all staff on the teaching of phonics- Plan and implement revised guiding reading sessions to follow Little Wandle SSP using fully decodable books</p> <p>Continue to embed Little Wandle Systematic Synthetic Phonics Programme - monitor, review, ongoing CPD - focus on comprehension</p> <p>£925 annual membership £4,272</p>	<p>EEF - putting evidence to work - implementation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>EEF - Improving literacy in KS1</p> <p>EEF Literacy toolkit - focus on Oral language interventions, phonics and comprehension https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>EEF - the reading house https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house</p>	1 and 3

investment in reflecting realities books and Sparked book awards membership	EEF - Reading comprehension strategies +6 EEF - Phonics +5	
<p>Close monitoring of PPG progress and attainment</p> <ul style="list-style-type: none"> - PPG lead and PPG champions working closely across all year groups - Meet on an annual basis to discuss interventions and support needed - Completed SIMs data - Subject leader learning walks with PPG focus - PLP's target setting - reviews, evidence, impact - SENCo time - termly progress meetings with SLT, SENCO and Headteacher <p>£18,000 - time for PPG champions and staff to meet to discuss progress, cost of literacy specialist teacher, cost of support staff to run interventions, PPG lead time, SLT time etc (£52*3*38) £5928 - SENCO time</p> <p>attend PPG conference £78</p>	<p>EEF - Assessment and feedback report https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>Impact +6</p> <p>Internal data - Sims, Edukey</p> <p>Effective identification of pupil needs, for example through assessment</p>	1

<p>PPD revisited and focus shifted to incorporate both staff wellbeing, as well as a focus on SDP priorities - ensuring high standards are maintained for all children including those that are disadvantaged and/or have SEND - monitoring and coaching staff</p>	<p>https://www.gov.uk/guidance/education-staff-wellbeing-charter</p> <p>Beyond boundaries: leading great SEND provision across a trust - suggest by school improvement advisor for Pupil premium provision</p>	<p>1,2 and 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 4,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure staff are skilled and trained to deliver targeted academic interventions and effective feedback time is allocated. - focus on reading and literacy - oral skills and comprehension including regular spotlighting training for support staff</p> <p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>To upskill support staff with appropriate approaches and pedagogy to teaching interventions - link experienced TA/ support staff with inexperienced staff - regular support staff meetings - increase to 6</p>	<p>EEF making best use of Teaching assistants report</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Previous success and outcomes - evaluations of impact - Edukey provision mapping</p> <p>EEF - 1:1 tuition +5 EEF - Oral language interventions +6</p> <p>EEF - small group</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 and 3</p>

<p>a year (previously 3 a year!)</p> <p>support staff will provide weekly 1:1 support for identified children</p> <p>Class teachers will provide daily 1:1 support and targeted intervention - PLP targets, Keep up sessions, EP timeetc</p> <p>£3,045 + £1,000 EP time</p>		
<p>Targeted interventions to support language development, literacy and numeracy - school start language intervention and speechlinks.</p> <p>£800</p> <p>(SDP Continue to develop vocabulary and knowledge through a language rich environment which builds throughout the school)</p>	<p>Communication and language +7</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=language</p> <p>EEF - oral language interventions - high impact and low cost +6</p>	<p>1,2 and 3</p>

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

Budgeted cost: £ 9,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EWP in position and able to provide 1-1 sessions for identified children.</p> <p>EWP to meet with families to identify relevant next steps for relevant children and family members</p>	<p>EEF - social and emotional learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Parental feedback and surveys</p>	<p>1,2 and 3</p>
<p>CPOMs is being used by all staff to ensure all</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngageme</p>	<p>2</p>

<p>safeguarding incidents are monitored closely - This is to be used alongside the behaviour log - ensure all staff are using consistently</p> <p>£685</p> <p>Time for staff training</p>	<p>nt/EEF Parental Engagement Guidance Report.pdf</p>	
<p>ELSA's and class teachers identify pupils as potentially vulnerable - additional ELSA trained staff in reception - increase trained staff from 2 to 3</p> <p>Small group or one to one time ELSA intervention planned by ELSAs with support from SENCo and class teachers in response to individual needs to start</p> <p>More time allocated to reception - train staff in reception</p> <p>Attachment awareness training</p> <p>£790 x 3 ELSA training and supervision = 2,370</p> <p>CPD + hours from EP time if needed.</p> <p>£90 x 32 weeks ELSA staff £3420</p>	<p>EEF - social and emotional learning</p> <p>EEF: 'On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'</p>	<p>1, 2, 3 and 4</p>
<p>Refresher CPD for staff on Zones of regulation</p> <p>Supporting children effectively with their ability to emotionally regulate</p>	<p>EEF evidence - teaching children how to self regulate</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development?approach=teaching-children-to-self-regulate&utm_source=/early-years-evidence-store/personal-social-and-emotional-development&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>2 and 3</p>
<p>Continue to embed Outdoor Play & Learning (OPAL) Programme with</p>	<p><i>Supporting School Improvement Through Play</i> Play England, National Children's Bureau (2011).</p>	<p>2</p>

<p>CHJ - improving wellbeing through play</p> <p>Invite parents to come into school and enjoy playtime with their children - helping to build and maintain relationships</p>	<p>https://outdoorplayandlearning.org.uk/home/or-schools/research/</p>	
<p>To ensure the curriculum is balanced and carefully sequenced, and allows opportunities for cultural development</p> <p>To allow all disadvantaged children free trips, clubs and experiences</p> <p>Each term - £1000 = £3000</p> <p>PPG packs - (annual)</p> <p>Develop diversity group - ensure PPG children are represented and encouraged to join meetings</p> <p>To allow pupils and parents to partake in visits, both virtually and in school, which build on skills and knowledge from our curriculum</p> <p>To provide greater enrichment opportunities for disadvantaged pupils - forest school, swimming, theatre workshops etc</p> <p>Paid for by parental donations/ CHIPTA</p>	<p>EEF Outdoor Adventure Learning evidence summary</p> <p>EEF: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but 4,5,6 exposed to broader experiences. moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science.</p> <p>EEF: Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	<p>1,2, 3 and 4</p>

Regular audits are made to decipher who is attending		
Regular second hand uniforms and books are given for free.		
Supporting families with regular and/ or persistent absenteeism	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf	3
Training for all staff on attendance with a focus on belonging and relationships.	EEF blog https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-school-attendance-a-new-tool-for-reflection-and-planning	3

Total budgeted cost: £49,600 - Any additional costs spent are taken from our school budget.

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 2023 to 2024 academic year.

Our evaluation of the impact of our activities has been based upon sources of evidence such as summative assessment data, staff voice, pupil voice and attendance data.

- 1. Academic achievement - Periods of school closures have resulted in significant knowledge gaps. Our youngest children in reception were born during covid, so it is important to recognise the effect that this could still have on our current cohort.**

It is important to note that intersectionality affects over 60% of our PPG children, in both advantageous and disadvantageous ways.

Overall 86% of our PPG children in reception achieved a good level of development, compared to 78% of non PPG children. For the first time we see that the gap is now favourable to our disadvantaged pupils, when compared to non disadvantaged pupils.

The impact of adopting the Little Wandle phonics scheme so far seems positive. Teachers' and pupil voice, learning walks and phonics trackers suggest that the programme is now well embedded. Reading outcomes continue to improve.

Our Year 1 phonic results show that 92% met the Phonic Screen threshold in June.

Out of 11 PPG children, 100% passed, which is amazing! Well done to our pupils.

Our Year 2 children also did well - **Progress - expected or exceeding**

	Reading	writing	maths
15 FSM & 1 YC = 16 PPG	11/16 69%	10/16 62%	9/16 56%
6 pure PPG (no intersectionality)	6/6 100%	6/6 100%	5/6 83%

- 2. Emotional wellbeing and safeguarding needs**

Ongoing discussions with pupils and their families show that a significant number of families require additional support, including social, emotional and mental health signposting.

This year we have continued our focus on being an attachment and trauma informed school and achieved the silver award. We received the attachment aware schools award originally in 2021 as a recognition of a commitment to the steps we have taken, to further develop a culture of compassion and nurture. This plays a pivotal role in getting our children and young people into a state of 'learning readiness'. The award recognises and celebrates best practice in attachment and trauma aware schools and settings.

Silver award - our main aims...

- We would like to continue to embed the work started in the previous year - for new staff and to also refresh staff knowledge - we plan to do this every year as a part of our annual CPD programme.
- The relationship policy has a lot of words - could this be more child friendly? Involve children in the process.
- Use Zones of regulation as a whole school approach
- Incorporate Zones of Regulation and emotion coaching approaches into our relationship and behaviour policy.
- Involve parents and governors by sharing Zones of regulation training with them and staff - involve MHST in this work

Mental health & Wellbeing

This has been an important part of our work this year, as we see more and more children and families needing support.

Please see our MHST provision map for the work we have completed in 2023/24

Pupil Voice:

We hold regular school council and prefect meetings where children have the opportunity to express opinions and take part in decision making. Children are regularly asked to vote on important decisions, whether that is class based or for the whole school. The RRS work has focused on pupil voice and ensuring all children know their rights. We managed to achieve the silver award this year and have regular meetings with the RRS ambassadors. Children are regularly surveyed and their voice impacts their personal learning targets.

3. End of year attendance data 2022/ 2023 showed that 33% of our PPG children (11 children) were classed as persistent absentees and therefore missed out on core learning building blocks.

This can have detrimental effects on their language, long term memory (knowing more and remembering more) and their positive mental health.

Overall attendance for the year is currently **95.56%** and persistent absence is **9.20%** overall with **25** children (was 43 last year) currently in this category (PA - persistent absence is overall absence less than 90%).

- PPG children attendance – **93.03%** Last year - **90.68%**
- Non-PPG children attendance – **95.5%**
- Number of PPG children with PA – **7/33** last year - **11**

Our Attendance manager meets regularly with the Education Welfare Officer to discuss children whose absence % was below 95%.

Although we have seen a decrease, this year we would like to see the % of PA in all children decrease again further next year

Parental engagement

As a school we have prioritised this throughout the year. We now have a large number of parents coming in to work alongside us.

We held several workshops to support phonics and early reading at home which were a great success with parents. These were targeted at EYFS and KS1. We continue to encourage parents to support their child's learning with mathematics, spelling and 1:1 reading at home

We have an established Celebrating diversity group, run by parents, many of whom are parents of children accessing PPG.

Our SENCO invites all SEND parents to attend an extra meeting each term, where notes are taken, shared and action points are followed up on and highlighted.

Parents are renewing their DBS and are now coming into school to help

EYFS and key stage 1, now use Google Classroom as a consistent way to communicate with parents.

A weekly newsletter is sent to all parents.

4. Our current economic climate in the UK means that more and more children are disadvantaged. We have seen a significant increase in food bank voucher requests.

We have a range of enrichment opportunities and a strong focus on vocabulary. Our high quality texts and POR approach develop this area.

The full range of enrichment activities listed above enhance the cultural capital of our children. Here are just a few of the enrichment opportunities we provided for all of our children. Please see our enrichment offer below.

We now regularly advertise food bank vouchers in our weekly newsletters, collect for local food banks and offer second hand uniforms for free or for small donations.

<i>Opportunity</i>	<i>Impact</i>
All children take part in drumming/percussion lessons delivered by a professional musician. They have several opportunities to perform at the Rose theatre, summer concert and international night. PPG pupils are offered additional sessions in smaller groups.	Increased musical knowledge Improved self confidence and self esteem
All children have the opportunity to swim in our outdoor pool in the summer term. They take part in a gala with other schools and PPG pupils are offered additional lessons.	Increased swimming ability Improved water confidence and therefore safety Improved fitness and self esteem
All children take part in Forest school	Improved well being

lessons. We have a designated forest school area with a fully qualified FS teacher. PPG pupils are offered additional sessions.	Increased skills-DT/Science/PSHE/Maths/Art/ speaking and listening/Physical
All children experience Theatre workshops linked to the curriculum work eg. Florence Nightingale, minibeast, Fire of London	Improved cultural capital Improved well being, confidence and self esteem
All children take part in the Daily mile programme	Improved fitness Increased self esteem and confidence Improved self esteem
All children learn about good nutrition and regularly prepare food	Increased knowledge of the importance of good nutrition Improved confidence and well being Links to science/Speaking and listening/ PSHE
Each child is given the opportunity and skills to reflect on their own wellbeing- focus weeks, PSHE curriculum, Wellbeing practitioners, circle time, focussed assembly, outdoor learning, worry box, carefully chosen books to support well being	Improved well being, awareness of the
Each child is given the opportunity to take part in a full menu of after school clubs. PPG pupils and other disadvantaged are given priority and are able to attend free of charge.	Increased opportunity experience new things Improved well being, self esteem and self confidence Opportunity to meet children from different year groups
Each child enjoys several peer massage session with a qualified practitioner	Improved well being and self esteem Improved self regulation
Each child enjoys regular class trips , or 'adventures'.	Increased cultural capital Improved confidence, self esteem.
Each child will learn a musical instrument - recorder, glockenspiel, sound drums etc	Improved musical knowledge Improved well being, self esteem and confidence
Each child will perform to an audience <ul style="list-style-type: none"> ● Summer concert ● Class assembly ● Christmas play 	Improved self esteem and confidence Increased cultural capital Improved well being
Each child will meet the RNLI, scientists, doctors, green campaigners, authors, illustrators, the firefighters from Green Watch etc	Increased cultural capital

All children celebrate our diverse cultures- International fortnight, reflecting reality books, curriculum.	Improved self esteem and well being Increased cultural capital Equality
All families experience a range of events organised by the PTA <ul style="list-style-type: none"> ● Fireworks ● Summer and Christmas fairs ● Bounceathon ● Outdoor theatre ● Pizza kits 	Improved self esteem and confidence Increased cultural capital Improved well being
All children will enjoy extra curricular sports <ul style="list-style-type: none"> ● Inter year competitions (gymnastics) ● Football matches with other schools ● Girls football ● Swimming gala with cluster schools 	Improved self esteem and confidence Increased cultural capital Improved well being
All children experience science week <ul style="list-style-type: none"> ● Visiting scientists ● Trip to secondary school ● Science experiments ● Coombe Hill spring watch ● Competitions-birdwatching, tree search etc ● Visits to the pond ● Frogspawn, webcams of birds hatching 	Improved self esteem and confidence Increased cultural capital Improved well being Increased curriculum knowledge

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle systematic phonics programme	The Wandle English hub
Decodable books - online reading books	Oxford owl ebook library & Big Cat ebook library
Provision mapping	Edukey
PSHE teaching plans	Jigsaw
Online learning journal	Tapestry
Safeguarding and wellbeing online system	CPOMS
Focused SALT activities and assessment	Speechlinks

Power of Reading teaching sequences	CLPE
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A