

# Pupil premium strategy statement – Pye Green Academy

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
Number of pupils in school	410 (primary age pupils)
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah Yates - Headteacher
Pupil premium lead	Ellen Scott
Governor / Trustee lead	Gina Russell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 124,320
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b> <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>	£124,320

# Part A: Pupil premium strategy plan

## Statement of intent

The effective use of Pupil Premium Grant encompasses all elements of Pye Green's vision and core values. We believe all pupils can thrive irrespective of their background and the challenges they may face if given the right support. Our goal is to strengthen provision and maintain high quality teaching to enable sustained improvement and progress for disadvantaged pupils and all others overtime.

Our approach to supporting disadvantaged learners permeates through our whole approach to teaching and learning to ensure that we have an equitable model to give more support, guidance, and challenge to our disadvantaged youngsters in all lessons. All staff take responsibility for our approach to supporting disadvantaged learners to raise expectations and secure positive outcomes.

We recognise that disadvantaged learners need support in overcoming barriers to learning and that these can encompass academic, familial, behavioural, social and emotional needs.

We will work to achieve proportional representation for disadvantaged youngsters in all aspects of school life so that our disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom so they will develop skills to be successful in life.

We will utilise robust diagnostic assessment strategies to accurately identify and address the challenges faced by our vulnerable pupils. These can be individual challenges or needs faced by a group of learners. We prioritise the development of high-quality teaching and consistently embed effective strategies across the school in all subjects.

Our pupil premium strategy includes a sharp focus on additional targeted group interventions and opportunities to extend and consolidate learnt knowledge, helping pupils to develop deep and secure understanding and transfer skills effectively. To ensure the successful implementation of the plan, evidenced-based research and strategies will be utilised to support the most disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Communication and Language</b> Assessments, observations, and discussions indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and are more prevalent among our disadvantaged pupils than their peers.
2	<b>Attainment gap between disadvantaged and non-disadvantaged pupils in writing</b>

	<p>Data analysis indicates a gap in broad gap between the attainment of disadvantaged learners and non-disadvantaged learners in writing on entry to Reception. By the end of the KS2, this gap has not closed as much as in other areas of learning.</p> <p>Gap between disadvantaged and non-disadvantaged at the end of <u>KS2</u>:</p> <p>2022-2023 – PGA -16%</p> <p>2023-2024 – PGA -31%</p>
3	<p><b>Attendance – persistent absence</b></p> <p>Significant work has been dedicated to closing the attendance gap between disadvantaged and non-disadvantaged pupils.</p> <p>At the end of the academic year 2023-2024, the gap between disadvantaged learners and all pupils for attendance was -0.8%</p> <p>However, there continues to be a gap for persistence absence between disadvantaged learners and their peers.</p> <p>2023-2024 – 9% gap for persistent absence (21.7% PP)</p> <p>This, in turn, has a negative impact on progress</p>
4	<p><b>Safeguarding and wellbeing</b></p> <p>A high proportion of our vulnerable children and families present with complex safeguarding issues. These issues, in turn, can lead to complex and significant social and emotional difficulties for pupils that impact on their wellbeing and ability to succeed at school</p>
5	<p><b>Cultural capital</b></p> <p>Pupil voice, observations and internal monitoring of engagement in wider experiences indicates that our disadvantaged learners are less likely to be exposed to the cultural capital that can develop their aspirations, creativity and confidence.</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>To develop the oracy skills of pupils at Pye Green so that they can demonstrate the four key skills of the oracy framework (Voice 21)</p> <p>To significantly improve the language acquisition and vocabulary skills of disadvantaged pupils within the Early Years and across Key Stage 1</p>	<p>Disadvantaged pupils use their voice and participate fully in the curriculum. They can communicate their thoughts and needs</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>To ensure that all disadvantaged pupils, unless they have a particular SEND need, leave Reception achieving their age-related stage on WellComm assessments</p>
<p>To significantly narrow the gap between disadvantaged pupils and their peers in writing</p> <p>To improve the number of disadvantaged pupils reaching an age expected level of writing</p>	<p>For published data to show a closing of the attainment gap for disadvantaged pupils in writing in EYFS GLD results, Year 1 Phonics, Year 2 SATs (where applicable) and Year 6 SATS</p> <p>Triangulated evidence will show PP pupils are challenged effectively within the classroom</p>

To lower the persistent absence rates of disadvantaged learners and close the gap with non-disadvantaged peers	Persistent absence figures will decline from previous years for PP pupils (21.7% in 2023-24) The gap for persistent absence rates will close (Gap 9% in 2023-2024)
To ensure that our vulnerable learners and their families receive timely support to meet their needs and overcome barriers	Barriers to learning are removed through timely referrals and early support so that pupils attend school and can thrive and make good progress to be in line with their peers The social, emotional and behavioural needs of disadvantaged learners are met (evidenced with data tracking tools where applicable)
To provide a wide variety of opportunities for pupils to participate in meaningful experiences beyond the national curriculum and ensure proportional representation of our disadvantaged learners	PP pupils will be proportionately represented in school life – clubs, representative bodies and wider curriculum experiences.

## 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: £ 52,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
C.P.D. for all teachers to ensure teaching is good or better in every classroom and that pupils are developing their oracy skills	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium</p> <p><b>EEF Teaching and Learning Styles</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles</a></p> <p><a href="#">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Continued phonics CPD has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early</p>	1, 2

	<p>reading skills, particularly for children from disadvantaged backgrounds</p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Work with RADY (Raising Attainment of Disadvantaged Youngsters)</p> <p>Beacon Schools Project</p>	<p>The development of an effective pupil premium strategy should be cyclical and be considered an integral part of existing school development planning. A strong, cohesive approach ensures that all staff are responsible for the progress of disadvantaged learner and creates a culture of support</p> <p><b>Using your Pupil Premium Funding Effectively</b></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	All
<p>Voice 21 project (creating a culture of oracy)</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	All
<p>Purchasing of high-quality curriculum resources to facilitate pupil outcomes</p>	<p>Recommends that spelling is explicitly taught and that diagnostic assessment should focus effort on the spellings that pupils are finding difficult.</p> <p><b>EEF Improving Literacy in KS2</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p><b>EEF Phonics Toolkit</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><b>EEF Mastery Learning</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1 and 2

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

Budgeted cost: £ 23,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>WellComm – continued CPD and resources to improve expertise and capacity in delivering</p>	<p><b>EEF Oral Language Interventions</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Evidence for Oral Language Interventions +5 months progress per year.</p>	1, 2 and 5

WellComm interventions Provide regular focused intervention groups using the WellComm program across EYFS-YR1.		
Small Group Targeted Tuition	<b>EEF Teaching and Learning Toolkit</b> Small Group Tuition has a low cost, higher gain <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> <b>EEF Making a difference with effective tutoring</b> <a href="https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring">https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</a>	1 and 2
One to one tuition	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. <b>EEF One to One Tuition</b> <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</a>	1 and 2
Deliver focused specific interventions groups weekly for; Literacy – One minute reading, RWInc Fresh Start and RWInc phonics, EPATT	1:1 Tuition & small group work +5 months <b>EEF – Using your Pupil Premium Funding Effectively</b> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <b>Lee Elliot Major &amp; Steve Higgins – ‘What Works +5 months Mastery Learning / Catch-Up intervention</b>  <b>EEF Teaching Assistant Interventions</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  SCC Families First Teaching reading, writing and spelling to children and young people with literacy difficulties <a href="#">Staffordshire-Literacy-Guidance-2021.pdf</a>	1

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

Budgeted cost: £ 48,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of full-time pastoral support teaching assistants	Poor and inconsistent attitudes and learning behaviours can have a lasting impact on the outcomes of pupils. <b>EEF Improving Behaviour in Schools</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	3, 4 and 5

	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p><b>Working with Parents to Support Children's Learning</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><b>EEF Social and Emotional Learning</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><b>EEF Attendance Interventions</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	
Training and resourcing of Forest School area to engage pupils in collaborative learning	<p>Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem, through hands on learning experiences in a local woodland or natural environment with trees. Forest School is a specialised approach that sits within and complements the wider context of outdoor and woodland learning</p> <p><b>Council for Outside Learning</b>  <a href="https://www.lotc.org.uk/">https://www.lotc.org.uk/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4 and 5
ELSA – emotional literacy support training for lead staff member	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	1 and 4
Team Teach training and emotion coaching	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	4
Subsidise extra-curricular activities, clubs, visit & experiences Cover time for – School Council & Children's University Leader Artists, performers & sports specialist programs	<p><b>EEF Arts Participation</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	3 and 5
Breakfast Club	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.</p> <p><b>EEF Breakfast Clubs found to boost primary pupils' reading, writing and maths</b></p>	3, 4 and 5

	<a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a>	
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p><a href="#">Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)</a></p> <p><a href="#">The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)</a></p> <p><a href="#">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Removing barriers to learning fund – e.g purchasing of correct PE kit to attend clubs etc.</p>	<p><b>EEF Using your Pupil Premium Funding Effectively</b></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	3, 4 and 5
<p>Leading parent partnership award</p>	<p><a href="#">Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)</a></p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4 and 5

**Total budgeted cost: £ 124,320**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Priority 1 - Attainment gap between disadvantaged and other pupils

The attainment gap between disadvantaged and other pupils was closing in the academic years 2021-2022 and 2022-23 but widened again in 2023-2024 at a national level in some statutory assessments. Our analysis in school links this to specific cohort-related needs but highlights the need for continued precise support and strategies need to be implemented so that disadvantaged pupils attain in line with their peers and that the gap continues to close.

Targeted small-group tuition for Maths in KS2 was particularly effective in closing the gap for target pupils.

Compared with the disadvantaged gap nationally, learners at Pye Green compare favourably in all areas in 2022-23 with a smaller gap present than national averages.

#### 2022-2023

Reception GLD (PGA -16% National -20%)

Year 1 Phonics (PGA -11% National -18%)

Year 4 MTC (PGA average point score gap - 1.2, National average point score gap -1.9)

Year 6 Reading (PGA -11% National -18%)

Writing (PGA -16% National -19%)

Maths (PGA +1% National -20%)

RWM Combined (PGA -10% National -22%)

Analysis of 2023-24 data shows a broader gap than national at the end of Reception and KS2 for specific cohorts. School actions are in place to address this for cohorts still in school. The gap was the same as national for phonics and compared favourably to national in both the MTC and end of KS2 Maths assessments.

#### 2023-2024

Reception GLD (PGA -28% National -17%)

Year 1 Phonics (PGA -12% National -12%)

Year 4 MTC (PGA average point score gap – 0.9, National average point score gap -1.9)

Year 6 Reading (PGA -17% National -12%)

Writing (PGA -20% National -14%)

Maths (PGA -11% National -14%)

RWM Combined (PGA -22% National -16%)

#### Priority 2 – Attendance

Significant work has been carried out to carefully track attendance and implement relevant school-wide and individualised strategies to raise the attendance of disadvantaged students.

Strategies used have improved disadvantaged attendance so that the gap in the 2023-2024 academic year was only 1%. Overall attendance for disadvantaged learners had also increased during the period of the previous plan to stand at 93.9%

### **Priority 3 - Cultural Capital – Wider Curriculum Experiences**

During the timeframe covered by the previous plan, a school-wide curriculum promise has been implemented in school to ensure all pupils have the chance to participate in experiences within school that will develop their cultural capital for life beyond school. This includes trips, visitors, learning about people and events of note across the curriculum and more.

As a school, the RADY notion of proportional representation is utilised to ensure that disadvantaged learners are represented in all aspects of school life: clubs, representative bodies, speaking roles, questioning within lessons and more. Internal data reflects that this is happening.

Careers Week was introduced within school in 2022 and a wide range of speakers have been to visit school to broaden horizons and disadvantaged learners are given the opportunity to discuss experiences in school with an adult.

### **Priority 4 - Communication and Language**

WellComm interventions are used to target disadvantaged learners working below their chronological age for language processing and understanding across EYFS. 66% of Disadvantaged Learners attained their ELGS in all 3 areas of C&L at the end of Reception. A 3% increase on the previous year and a significant increase from baseline.

All disadvantaged learners in Reception had achieved stage 9 on WellComm by the end of the academic year in 2023.

Learners without a specific SEND/EAL need had reached their age-related stage on WellComm by the end of the academic year in 2024 and target pupils will continue to receive WellComm support in Year 1.

A language rich environment is created in the Early Years to develop communication and listening skills, and this is supported by internal and external monitoring.

### **Priority 5 - Safeguarding and Wellbeing**

The employment of HLTAs to develop a pastoral team at PGA has ensured that more supportive work can be carried out with families to help them to access funding and support as required. Breakfast club is now well-established and disadvantaged learners are at greater than proportional representation. Lunchtime clubs are running to support pupils' behavioural needs during lunchtime and to provide quiet time as and when required.

Links with local businesses and support agencies are effectively utilised to support families in need to address in the moment issues and to develop greater long-term stability for families.

Actions in the previous two academic years:

- 6 families have been referred to the Curry technology scheme for access to new laptops for pupils.
- 19 families have had support from the Household Fund Scheme.
- 9 PP families have received food bank vouchers.
- 2 families have received Morrisons supermarket hampers.
- 37 families have been given a slow cooker.
- 16 families have received clothing bundles, including uniform.
- 7 children have received footwear.
- All PP children have had trips part-funded by school (50%)

During December 2023

- 14 families received food hampers and Christmas presents (PTFA and Dunelm).
- 3 families received a Christmas dinner hamper (Morrisons).
- 3 families received £50 worth of meat from Rugeley Lions.

Between September 2023 – October 2024

-30 referrals to tier 2 and 3 support with a large percentage being families of pupil premium pupils. (46%)

-A further 8 PP referrals to other external support services - Action for Children Referrals / CAMHS/CP/Counselling/CYPAS/behaviour support

Based on the triangulated information above, the performance of our disadvantaged pupils shows an improving trend. Attendance has improved and pupils are more fully engaged in all aspects of school life. Pupils and families receive timely, targeted support both internally and through external agencies to improve the lived experiences of our disadvantaged youngsters.

Our evaluation of the approaches delivered in the previous plan has informed our future plans moving forwards to ensure that disadvantaged learners can continue to thrive at Pye Green.

## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Learning by Question	Learning by Question
RWInc	Ruth Miskin Literacy
Third Space Learning tuition	Third Space Learning
RADY – Raising the Attainment of Disadvantaged Youngsters	Achieving Equity Foundation
Book in a Box	Book in a Box
EPATT – EP Literacy Approach	Staffordshire County Council
WellComm	GL Assessment
ELSA – emotional literacy support assistant	ELSA Support
WALKTHRU	John Catt Education
Leading Parent Partnership Award	Optimus Education

## Service pupil premium funding (optional)

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

Targeted support provided for Service Pupil Premium pupils has been based on individual needs. In particular, this has been required when serving parents are deployed. Pastoral support, including 1:1 sessions, is offered when pupils are struggling to cope due to parents not being in the family home. Pupils have been offered ELSA 1:1 support or small group pastoral support through discussion with parents/carers.

### **The impact of that spending on service pupil premium eligible pupils**

Pupils have been provided with a mentor which has ensured stability in the school environment and someone to share any concerns with should they arise.

**Further information (optional)**

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