

## Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Petersgate Infant School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	13.98% (26 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2027 3 years
Date this statement was published	November 2024
Date on which it will be reviewed	November 2026
Date of last review	November 2025
Statement authorised by	Wendy Mitchell
Pupil premium lead	Lauren West
Governor / Trustee lead	Helen Glover

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (2025/2026)</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,685

## Part A: Pupil premium strategy plan

### Statement of Intent

At Petersgate Infant School, our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all curricular areas. The focus of our pupil premium strategy is to support educationally disadvantaged pupils to achieve that goal, including progress for those who are already working above Age Related Expectations. Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make good progress in phonics, reading, writing and maths as well as the wider curriculum. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our Pupil premium allocation for 2021/22 was 13% of the children in our school, for 2022/23 it was 17%, for 2023/24 it is 15%, for 2024/25 it is 14% and remains approximately at 14% for 2025/26.

At Petersgate Infant School, we ensure all of these children receive the support they require. We allocate a significant amount of our resources to a range of intervention programmes to ensure all children make maximum progress at our school. These programmes include access to Emotional Literacy Support Assistants, our Family Liaison Officer and having trained staff to support specific academic needs such as speech and language therapy, language development.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We work with families to support school attendance so that all children are able to engage with the full learning experience at Petersgate Infant School. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement, culture capital, mental health and well-being.

Our approach at Petersgate Infant School will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all 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	<b>Outcomes in the Core Subjects</b> Internal and external assessment and in school monitoring indicate that the attainment of our pupil premium children as a group are not making as rapid progress and are below that of non-pupil premium children in their phonics, reading, writing and maths.
2	<b>Teaching and learning</b> Assessments, monitoring, observations and book looks highlight that disadvantage pupils' engagement in learning is often disproportionately impacted by small inconsistencies in pedagogy including pace, task design and learning environment. Whole school work is focused on ever increasing consistency of inclusive practice as detailed in our School Improvement Plan.
3	<b>Multiple vulnerabilities and emotional regulation</b> Many of our disadvantage pupils also have SEND and a significant number of pupils have SEMH needs. Emotional regulation is a key focus as dysregulation can lead to missed learning time.
4	<b>Whole School Day</b> Observations and data suggest that many of our disadvantaged pupils are finding the wider parts of the school day, such as break time, lunchtime, breakfast and afterschool clubs, and the transitions between these times challenging and that this is impacting on their ability to learn.

## 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. To increase attainments across all measures, closing the attainment gap.	<ul style="list-style-type: none"> <li>- Increased percentage of pupil premium pupils achieving at and above age related expectations in all measures including RWM combined.</li> </ul>
2. Greater consistency in pedagogy results in a higher level of engagement in learning for disadvantaged pupils.	<ul style="list-style-type: none"> <li>- SLT monitoring and resulting coaching shows and improving picture in inclusive practice</li> <li>- Observations, book looks and conversations with teachers shows a high level of engagement in learning</li> <li>- Pupils are able to articulate their learning and experiences</li> <li>- CPOMs data shows that pupils are not missing learning time</li> </ul>
3. Pupils are increasingly able to self-regulate emotions to ensure that learning time is not missed. This is evident for disadvantaged pupils with SEND, and particularly those with SEMH needs.	<ul style="list-style-type: none"> <li>- CPOMs data shows that pupils are not missing learning time</li> <li>- Pupils can articulate their emotions and how the regulation stations are helping them</li> <li>- The impact of ELSA support is evident in pupils' engagement in learning time</li> <li>- Staff report an improving picture and this is evident in learning walks, book looks and attainment data</li> </ul>
4. Pupils are able to manage transition points with increasing success, meaning that pupils are ready to learn.	<ul style="list-style-type: none"> <li>- CPOMs data shows and pupils and staff report that there are fewer incidents during key transition points throughout the day</li> <li>- This is evident in observations</li> </ul>

## 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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers: <i>Training for staff to ensure assessments are interpreted and administered correctly.</i>	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="https://educationendowmentfoundation.org.uk/news/ee-f-blog-new-case-studies-making-effective-use-of-diagnostic-assessment">https://educationendowmentfoundation.org.uk/news/ee-f-blog-new-case-studies-making-effective-use-of-diagnostic-assessment</a>	1, 2
English Lead: <i>Training and support for staff to encourage oracy within classrooms. This will have a positive impact on engagement and pupil outcomes.</i>	Oracy is essential for the development of communication and argumentation skills, which are key to successful English learning. Oracy has also been shown to be an essential part of literacy skills and reading comprehension. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</a>	1, 2
Head teacher: <i>Implement the 'my happy mind' programme to further support the mental health and well-being of all pupils, particularly those who are educationally disadvantaged.</i>	The 'My Happy Mind' project is backed by the NHS and it aims to teach preventative habits that support mental health, resilience and self-esteem. All concepts that are taught are based on science and research and are grounded in neuroscience and positive psychology. <a href="https://myhappymind.org/">https://myhappymind.org/</a>	1, 2, 3, 4
Curriculum Lead: <i>To support staff with task design and variation to ensure the needs of all pupils, particularly those with disadvantage, make good progress across the curriculum.</i>	When task design and variation are carefully considered, there is an improvement in pupil outcomes and quality of learning. Additionally, it enables pupils to become more independent and take greater ownership over their learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 2
Senior Management Team: <i>Attend the Big District Inclusion Project to ensure all teaching and learning is fully inclusive across the school.</i>	To embed the culture and language of inclusion across the school to ensure all staff have ambitious expectations for all learners, therefore increasing our % of pupil premium pupils and targeted groups to reach expected standards. <a href="https://leadership.hias.hants.gov.uk/enrol/index.php?id=159">https://leadership.hias.hants.gov.uk/enrol/index.php?id=159</a>	1, 2, 3

<p>Pupil Premium Lead:</p> <p><i>Provide strategic oversight and drive provision for all PP children in school.</i></p>	<p>School evidence demonstrates that there is a need for strategic leadership and development for the Pupil Premium provision and professional development to further enhance opportunities for our disadvantaged pupils to close the gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding">https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding</a></p>	1, 2, 3, 4
<p>Senior Management Team:</p> <p><i>To identify and support staff who would benefit from further CPD training in behaviour managements and vulnerable groups.</i></p>	<p>The EEF highlights the importance of ensuring professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1, 2, 3, 4
<p>Teachers and Senior Management Team:</p> <p><i>Pupil Progress meetings with class teachers and SMT every milestone throughout the year.</i></p>	<p>Time for ongoing professional dialogues regarding further support for pupil premium children will keep this a priority. There is a collected responsibility for pupil premium children's progress in order to make accelerated progress. Staff will know their pupil premium children, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better">https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</a></p>	1, 2
<p>Teachers:</p> <p><i>Subject leaders are given release time to drive improvements within their subjects across the school. This includes particular focus on progress of vulnerable groups.</i></p>	<p>EEF research has found that quality first teaching is the most powerful way of helping disadvantaged children to make progress, and so if we want to develop children's vocabulary this needs to be at the forefront of what our first wave teaching is focussing upon. In addition, the Education Development Trust has found the use of peer review strategies brings about improvements in quality of teaching and learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	1, 2

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Support Assistants:</p> <p><i>Additional catch up and keep us sessions targeted for pupils who require further phonics and reading support – delivered by trained LSA staff.</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantage backgrounds. Targeted phonics interventions have shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</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>	1, 2
<p>Learning Support Assistants:</p> <p><i>Lead interventions and provide individual/group for each class</i></p> <ul style="list-style-type: none"> <li>- <i>Speech and language</i></li> <li>- <i>Catch up groups for reading, writing and maths.</i></li> <li>- <i>Additional reads for PP pupils</i></li> <li>- <i>Pre and post teaching</i></li> </ul>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1,2

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

Budgeted cost: £9,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Virtual School: <i>Attachment and Trauma training</i>	The aim of this training is to offer school staff a deeper insight and understanding into the impact of trauma, and the presentations they see in school, particularly for adopted children. The aim is to support schools on their journey to be attachment aware and trauma informed in their practice.	3, 4
All Staff: <i>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</i>	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	3, 4
Family Support Leader: <ul style="list-style-type: none"> <li>- <i>Building relationships with vulnerable families</i></li> <li>- <i>Supporting forces families when needed (i.e. deployment)</i></li> <li>- <i>Monitoring parental engagement</i></li> <li>- <i>Targeting attendance</i></li> <li>- <i>Organising food bank referrals</i></li> </ul>	We acknowledge that before we can accelerate progress there are other barriers that we need to address, including those linked to attendance, social and emotional factors and early intervention family support.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 3, 4
Emotional Support Learning Assistants: <ul style="list-style-type: none"> <li>- <i>Supporting pupils with their learning, social and emotional behaviours by using ELSA support</i></li> <li>- <i>1 – 1 ELSA</i></li> <li>- <i>Small group ELSA sessions</i></li> <li>- <i>Supporting forces pupils with their emotional needs.</i></li> </ul>	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and Emotional Learning interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs. <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>	1, 3, 4
Behaviour Support Learning Support Assistants:	THRIVE has been developed by the Hampshire primary behaviour support service who have tested its effectiveness. It focuses on filling key	3, 4



<ul style="list-style-type: none"> <li>- <i>Dedicated staff member to provide 1:1 Thrive support.</i></li> <li>- <i>Thrive practitioners from PBS support staff member in school implementing these interventions</i></li> </ul>	<p>personal/emotional developmental gaps. This is valuable in itself for children, but also then allows them to access the curriculum much more effectively.</p> <p><a href="https://www.thriveapproach.com/impact-and-research">https://www.thriveapproach.com/impact-and-research</a></p>	
<p>Pupil Premium Lead and Family Support Leader:</p> <ul style="list-style-type: none"> <li>- <i>Poor attendance (below 90%) will be challenged with communication from the head teacher</i></li> <li>- <i>Admin officer will promptly call families who have an absent child without reason</i></li> <li>- <i>Family liaison officer will support families when needed</i></li> <li>- <i>Breakfast club and afterschool club offered to families at no cost</i></li> </ul>	<p>Historically, our attendance figures have been relatively good for PP pupils and we would like to maintain this. A higher percentage of our PP children are late to school than non-pupil premium pupils. Monitoring the attendance ensures it remains a high focus. This is monitored weekly during Inclusion meetings with the PP lead, FSL, SENDCo and head teacher.</p> <p><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>	1, 2, 3, 4
<p>Pupil Premium Lead:</p> <ul style="list-style-type: none"> <li>- <i>Will improve the extra-curricular opportunities available for our pupil premium children through inviting PP children to attend after school activities and clubs.</i></li> </ul>	<p>Extra-curricular activities are an important part of education in its own right. These approaches may increase the engagement of learning and well-being.</p>	4

**Total budgeted cost: £42,700**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Intended outcome	Success criteria
1. To increase attainments across all measures, closing the attainment gap.	- Increased percentage of pupil premium pupils achieving at and above age related expectations in all measures including RWM combined.

#### Evaluation:

Below is a table showing Petersgate's data compared with national results for the academic years 2021/2022, 2022/2023, 2023/2024 and 2024/2025:

		End of KS1			Year 1	EYFS
		Reading	Writing	Maths	Phonics	GLD
2021/2022	National PP	51%	41%	52%	62%	49%
	Petersgate PP	44%	22%	33%	58%	33%
	National Non-PP	67%	58%	68%	75%	63%
	Petersgate Non-PP	74%	61%	72%	74%	65%
2022/2023	National PP	54%	44%	56%	67%	51.6%
	Petersgate PP	38%	38%	38%	73%	73%
	National Non-PP	69%	61%	72%	79%	66%
	Petersgate Non-PP	66%	62%	70%	91%	71.5%
2023/2024	National PP	*			68%	51.5%
	Petersgate PP	63%	50%	50%	91%	75%
	National Non-PP	*			82%	72%
	Petersgate Non-PP	80%	71%	78%	91%	76%
2024/2025	National PP	*			67%	51.3%
	Petersgate PP	78%	44%	78%	75%	54%
	National Non-PP	*			80%	72.5%
	Petersgate Non-PP	88%	75%	86%	92%	74%

\*End of KS1 assessments became non-statutory from the 2023/24 academic year onwards. Optional assessments will still be offered, but these statistics will not be published from 2024.

<p><u>Autumn term 2025</u></p> <ul style="list-style-type: none"> <li>- Phonics outcomes in year 1 for those who are pupil premium eligible have improved each academic year from 58% by the end of 2022, to 73% by the end of 2023, to 91% by the end of 2024.</li> <li>- Phonics outcomes in year 1 for those who are pupil premium eligible have decreased at the end of 2025 to 75%, but this is still above National which was at 67%.</li> <li>- GLD outcomes have improved from 33% by the end of 2022, to 73% by the end of 2023, to 75% by the end of 2024.</li> <li>- GLD outcomes for those who are pupil premium eligible have decreased at the end of 2025 to 54%, but this is still above National which was at 51.3%.</li> <li>- End of KS1 reading outcomes for those who are pupil premium eligible have improved from 44% by the end of 2022 to 78% by the end of 2025.</li> <li>- End of KS1 writing outcomes for those who are pupil premium eligible have improved from 22% by the end of 2022 to 44% by the end of 2025.</li> <li>- End of KS1 maths outcomes for those who are pupil premium eligible have improved from 33% by the end of 2022 to 78% by the end of 2025.</li> </ul>	
<p>2. Greater consistency in pedagogy results in a higher level of engagement in learning for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- SLT monitoring and resulting coaching shows and improving picture in inclusive practice</li> <li>- Observations, book looks and conversations with teachers shows a high level of engagement in learning</li> <li>- Pupils are able to articulate their learning and experiences</li> <li>- CPOMs data shows that pupils are not missing learning time</li> </ul>
<p><b>Evaluation:</b></p> <p><u>Autumn term 2025</u></p> <ul style="list-style-type: none"> <li>- There has been a significant reduction in behaviour incidents recorded on CPOMS for our pupil premium eligible pupils in the last academic year, meaning that less learning time is lost due to unproductive behaviour.</li> <li>- The senior management team conduct regular learning walks across the school, ensuring there is consistency in pedagogy and providing constructive feedback to teachers.</li> <li>- Subject leaders conduct regular monitoring across the school. This includes completing learning walks, looking in books, pupil conferencing and looking at planning. Teachers are provided with feedback to ensure there is consistency in pedagogy for each subject.</li> <li>- The curriculum and assessment lead has created our 'Petersgate Learning Principles' to help promote consistency in pedagogy across the school.</li> <li>- Feedback from external agencies, such as our LLP, Ofsted (2023) and HIAS advisors, shows that teaching and learning at Petersgate is good and that there is greater consistency across the school.</li> <li>- Members of the senior management team and conducted coaching with various members of staff across the school. This has also helped improve consistency in regards to teaching and learning, as well as SEN provision and approaches to managing behaviour.</li> </ul>	

<ul style="list-style-type: none"> <li>- There are still some pupil premium eligible pupils who are regularly late to school and therefore have missed a proportion of learning time. Our inclusion team monitors this regularly and conducts attendance meetings with families impacted.</li> </ul>	
<p>3. Pupils are increasingly able to self-regulate emotions to ensure that learning time is not missed. This is evident for disadvantaged pupils with SEND, and particularly those with SEMH needs.</p>	<ul style="list-style-type: none"> <li>- CPOMs data shows that pupils are not missing learning time</li> <li>- Pupils can articulate their emotions and how the regulation stations are helping them</li> <li>- The impact of ELSA support is evident in pupils' engagement in learning time</li> <li>- Staff report an improving picture and this is evident in learning walks, book looks and attainment data</li> </ul>
<p><b>Evaluation:</b>  <u>Autumn term 2025</u></p> <ul style="list-style-type: none"> <li>- There has been a significant reduction in behaviour incidents recorded on CPOMS for our pupil premium eligible pupils in the last academic year, meaning that less learning time is lost due to unproductive behaviour.</li> <li>- The behaviour and inclusion lead conducts weekly assemblies focusing on the 'Zones of Regulation'. This is helping more pupils to identify and articulate their emotions.</li> <li>- 'Zones of Regulation' posters are on display across all areas of the school and this helps the staff and pupils to use the associated language.</li> <li>- In the academic year 2024/2025, Petersgate Infant School had two ELSAs who were able to support pupils with their emotional literacy, meaning there was greater engagement in learning and a reduction in unproductive behaviour.</li> <li>- Every classroom in the school has at least one 'regulation station' which all pupils can access if they need time away from their learning to either co-regulate with an adult or self-regulate.</li> <li>- On the whole, staff have reported an improving picture of pupils being able to regulate their emotions, engage in learning and articulate how they are feeling.</li> <li>- Most pupils make good or better progress across all areas of the curriculum. This is evident in regular monitoring and through our data (see table above). Monitoring includes learning walks, pupil conferencing, book looks and looking at planning.</li> </ul>	
<p>4. Pupils are able to manage transition points with increasing success, meaning that pupils are ready to learn.</p>	<ul style="list-style-type: none"> <li>- CPOMs data shows and pupils and staff report that there are fewer incidents during key transition points throughout the day</li> <li>- This is evident in observations</li> </ul>
<p><b>Evaluation:</b>  <u>Autumn term 2025</u></p> <ul style="list-style-type: none"> <li>- Petersgate Infant School currently run their own wrap around care, which is called 'Treetops'. The behaviour and inclusion lead, the ELSAs and the wrap around care staff have worked collaboratively to improve the provision in 'Treetops'.</li> </ul>	

- A number of our pupils who are pupil premium eligible regularly attend our wrap around care.
- Our wrap around care staff and class teachers have thorough hand overs to ensure smooth transitions between provisions.
- There has been a significant reduction in behaviour incidents recorded on CPOMS for our pupil premium eligible pupils in the last academic year, meaning that less learning time is lost due to unproductive behaviour during transitions.
- The senior management team regularly review play times and lunch times to ensure there are smooth transitions back into class.
- Provision is provided for pupils who struggle during certain transitions, such as assembly.
- The behaviour and inclusion lead works closely with all school staff to support if certain children are struggling with transitions before, during and after the school day.
- The senior management team and our family support worker work closely with parents to ensure as many pupils as possible arrive at school promptly to start the school day.
- Provision is provided for some of our families whose children find it difficult coming into school each day.
- Members of the senior management team support families coming into school. On occasion, this can include collecting children from home and bringing them into school.

## 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
SCARF – PSHE programme	Coram
Nessy Literacy Support	Net Educational Systems
NumBots	Maths Circle
Widget	Widget Online
Thrive Training	Primary Behaviour Service

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Our Emotional Literacy Support Assistants are available to provide support the emotional needs of service children. Induction programmes have previously been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time, Seesaw, using transitional objects and communication book activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning. We have improved the communication between deployed parents and their children by using Seesaw.