

Pupil premium strategy statement – Grove School

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

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

School overview

Detail	Data
Number of pupils in school	651
Proportion (%) of pupil premium eligible pupils	271/651 42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023, 2023/2024 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Justine Baker Head teacher
Pupil premium lead	Jonathan Bentley Deputy Headteacher
Governor / Trustee lead	Ingrid Hines, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£384,120
Recovery premium funding allocation this academic year	£38,280 (Sept 23 payment = £9,570)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year	£422,400

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are 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	Assessment data overtime suggest that disadvantaged pupils sometimes have greater difficulty mastering phonics which impacts negatively on their reading development at the end of Key Stage One.
2	Assessment data, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many

	disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	A high proportion of disadvantaged pupils do not access a wide range of learning opportunities beyond school experiences to enhance their knowledge the wider curriculum.
4	Some disadvantaged pupils lack self-belief, determination, resilience and readiness to learn and can lack self-motivation and confidence to improve.
5	Attendance of some disadvantaged children can be lower than non-disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of the academic year 2023 -2024** and how we will measure whether they have been achieved.

Intended outcome	Success criteria- PPG targets for July 2024									
Improve outcomes for disadvantaged pupils in EYFS (increase of 11 PPG on 2022-23)	Targets 2024 <table border="1"> <thead> <tr> <th>GLD</th> <th>All</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td></td> <td>50/79</td> <td>21/29</td> </tr> <tr> <td></td> <td>63%</td> <td>73%</td> </tr> </tbody> </table>	GLD	All	PPG		50/79	21/29		63%	73%
GLD	All	PPG								
	50/79	21/29								
	63%	73%								
Improve attainment for disadvantaged pupils in phonics at the end of Year 1 (Increase of 12 PPG on 2022-2023)	Targets 2024 <table border="1"> <thead> <tr> <th>Phonics</th> <th>All</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td></td> <td>70/89</td> <td>29/42</td> </tr> <tr> <td></td> <td>79%</td> <td>70%</td> </tr> </tbody> </table>	Phonics	All	PPG		70/89	29/42		79%	70%
Phonics	All	PPG								
	70/89	29/42								
	79%	70%								
Improve attainment for disadvantaged pupils in Year 2 who did not meet the expected standard in phonics in July 2023 (end of year 1)	Targets 2024 – current Year 2									

<p>(Of the 12 children who did not meet the expected standard in July 2023 – 3 children are NTG in reception & new to English)</p> <p>3 Children have significant SEND</p>	<p>Number of pupils who did not meet the PSC in Year 1</p>	<p>All</p> <p>14</p>	<p>PPG</p> <p>5</p>
	<p>Phonics</p>	<p>8/14</p> <p>57%</p>	<p>3/5</p> <p>60%</p>
<p>Improve attainment for disadvantaged pupils in reading at the end of Key Stage One</p>	<p>Targets 2024</p>		
	<p>Reading</p>	<p>All</p> <p>89</p>	<p>PPG</p> <p>32</p>
<p>Improve attainment for disadvantaged pupils in writing at the end of Key Stage One</p>	<p>Targets 2024</p>		
	<p>Writing</p>	<p>All</p> <p>89</p>	<p>PPG</p> <p>32</p>
<p>Improve attainment for disadvantaged pupils in mathematics at the end of Key Stage One</p>	<p>Targets 2024</p>		
	<p>Mathematics</p>	<p>All</p> <p>89</p>	<p>PPG</p> <p>32</p>
<p>Improve attainment for disadvantaged pupils in reading, writing and maths</p>	<p>Targets 2024</p>		
		<p>All ARE+</p> <p>90</p>	<p>PPG</p> <p>42</p>

(combined) at the end of Key Stage Two		62/90 69%	23/42 55%
Improve attainment for disadvantaged pupils in reading at the end of Key Stage Two	Targets 2024		
	Reading	All ARE+ 90	PPG 42
		62/90 69%	23/42 55%
Improve attainment for disadvantaged pupils in writing at the end of Key Stage Two	Targets 2024		
	Writing	All ARE+ 90	PPG 42
		58/90 64%	19/42 45%
Improve attainment for disadvantaged pupils in mathematics at the end of Key Stage Two	Targets 2024		
	Maths	All ARE+ 90	PPG 42
		64/90 71%	25/42 60%
Improve attainment for disadvantaged pupils in science at the end of Key Stage Two	Targets 2024		
	Science	All ARE+ 90	PPG 42
		64/90 71%	25/42 60%
To provide a wide range of experiences beyond the classroom for all pupils and particularly our disadvantaged pupils that broaden experiences and help pupils contextualise their learning	<ul style="list-style-type: none"> • Qualitative data from pupil surveys • Data on participation in after school enrichment activities and clubs • Data on participation in residential visits • Data on participation in the citizenship projects 		
To prepare all pupils, particularly our disadvantaged pupils for life in the community and the 21 st century	<ul style="list-style-type: none"> • RECRE8 drama programme report • Welsh National Opera performance • The progress of pupils in computing and online safety • Data on pupils who have participated in the citizenship project at Grove • Drama project for each year group 2-6, based on class novel. Impact reports written by YGL and drama specialist. 		

<p>To improve the attendance of all pupils at Grove, particularly our disadvantaged pupils</p>	<p>The overall absence rate for all pupils and disadvantaged pupils is no more than 5%</p> <p>The absence gap between all pupils and disadvantaged pupils is closed.</p> <p>The percentage of all pupils who are persistently absent is below 10% and the figure among disadvantaged pupils being no more than 1% lower than their peers</p>

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: £254,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Little Wandle Letters and Sounds resources to secure stronger teaching of phonics for all pupils</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Improved outcomes in word reading and reading comprehension by the end of EYFS in July 2023.</p> <p>Improved outcomes in phonics in Year 1 in July 2023.</p> <p>Improved outcomes in phonics by the end of KS 1 in July 2023.</p> <p>Quality of teaching in phonics by all teachers and teaching assistants is consistently good.</p>	<p>1, 2</p>

<p>Annual subscription to LWLSR</p> <p>Training for all new staff who join the school on LWLSR and reading practice.</p>		
<p>Additional support staff in Year 3 and Year 4.</p>	<p>This will strengthen the attainment of pupils in the current Year 3 and 4 cohort in reading, writing and mathematics whose attainment at the end of Key Stage One was significantly below national (IDSR October 2023)</p>	<p>2</p>
<p>Level 3 Teaching assistant to teach phonics in Year 3 and Year 4 with pupils who did not meet the expected standard at the end of Year 2</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Intervention is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil.</p>	<p>1, 2</p>
<p>The DHT for English to work</p>	<p>Literacy EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>

<p>with an external consultant in autumn 2023 and spring 2024 to moderate the writing standards in KS 1 and review and revise the non fiction curriculum for Years 1-6.</p> <p>Employment of a drama specialist 1 day per week to enhance the all pupils understanding of key themes in their class novels.</p> <p>Leaders to monitor the quality of</p>	<p>The review, sequencing and development of our non fiction reading curriculum and subsequent CPD with teachers and leaders to enhance and develop the teaching and learning of all learners.</p> <p>Quality at least good teaching in all classes every day.</p> <p>Monitoring of provision of teaching and learning/interventions for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Ongoing moderation and next step planning of writing in KS 1 & KS2 with an external consultant who works with the English lead and teachers improves outcomes for pupils in writing by the end of KS1 & 2.</p> <p>6 days per half-term to cover for CT to review impact with drama specialist and plan next half-term</p>	
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<p>teaching of writing through learning walks, book looks and pupils conversations with a focus on the progress of disadvantaged pupils</p>		
<p>Class teacher for year 5/6 to teach core subjects to target pupils</p>	<p>Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>
<p>Curriculum leader mathematics development:</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>The review, develop of our maths mastery curriculum and subsequent CPD with teachers and leaders to enhance and develop the teaching and learning of all learners.</p>	<p>4</p>
<p>The DHT for maths to work with an external consultant in autumn 2023 and</p>	<p>Consultant working in EYFS and Y1 to develop early number sense and mathematical classroom and outdoor provision.</p> <p>Consultant working with DHT from NCETM maths hub to embed a mastery approach to learning in maths.</p> <p>Monitoring of provision of teaching and learning/interventions for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>1,2</p>

spring 2024	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	
Leaders to monitor the quality of teaching of mathematics through learning walks, book looks and pupils conversations with a focus on the progress of disadvantaged pupils	Monitoring of provision of teaching and learning/interventions for children identified as needing to catch-up – https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	2
Purchase of diagnostic tests	Standardised tests can provide insight into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf	2,
Pupil progress meetings each term	Year group leader meets with the leader for mathematics and the leader for English to track and monitor pupil progress in core subjects. Interventions and support are identified for all pupils and disadvantaged pupils. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1, 2, 3

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

Budgeted cost: £128,767

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Baseline assessment of all nursery pupils and new to Grove reception pupils using the WELLCOMM screening tool</p>	<p>Delayed language skills lead to under-performance later in life, yet many primary school children have unidentified speech and language difficulties.</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: Early language EEF (educationendowmentfoundation.org.uk)</p> <p>Protocols on rapid language assessment: https://d2tic4wvo1iusb.cloudfront.net/documents/EY-peer-to-peer-search-protocol.pdf?v=1669908819</p>	<p>1,2</p>
<p>Interventions to support the development of communication and language skills are planned as part of the curriculum for EYFS. The AHT for EYFS to monitor the impact of these interventions.</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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2, 4</p>
<p>Additional keep up to catch up sessions for reception</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	<p>1,2,4</p>

<p>pupils in word reading, reading comprehension and number.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>See also One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Additional keep up to catch up sessions for year 1 and year 2 pupils in reading, writing and mathematics</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Phonics EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,4</p>
<p>Assistant Head Teachers monitor and track the progress of disadvantaged pupils in leadership time</p>	<p>Monitoring of provision of teaching and learning/interventions for children identified as needing to catch-up – https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>2,3,4</p>

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

Budgeted cost: £39,241

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>A 5 week participatory programme which uses drama in education techniques and psychology exercises to explore extremism and radicalisation of CYP</p>	<p>Following the five key strands of the Prevent strategy (2011) and framework (2014) the project aims to understand how the human mind can be shaped by misinformed ideologies and enables the children to safely speculate on the nature of this contentious issue providing them with both a better understanding and increased resilience</p>	<p>3</p>
<p>Year 5 work with Welsh National Opera for 39 weeks</p> <p>After school choir club for Key Stage One pupils for 39 weeks with WNO</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,4</p>
<p>Residential visits for Year 4,5 and 6 pupils.</p>	<p>PPG funding is used to subsidise the costs of residential visits for disadvantaged pupils. We believe that these visits support classroom learning through high-quality first-hand experiences to develop oracy, vocabulary development, personal and social skills and basic skills in numeracy and literacy.</p>	<p>3</p>
<p>After school clubs for all pupils with disadvantaged pupils a focus</p>	<p>Clubs for pupils in the following in music, art and crafts and physical education.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,4</p>
<p>To improve the attendance of all pupils at Grove,</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>5</p>

<p>particularly our disadvantaged pupils through incentives and prizes</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	
<p>All pupils in Year 3 and Year 4 have a weekly swimming lesson</p>	<p>https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study</p> <p>2 terms swimming funding is taken from the sports premium grant 1 term is taken from PPG funding.</p>	<p>3, 4</p>
<p>Opportunities for all pupils to learn outside the classroom</p>	<p>PPG is used to subsidise these visits for disadvantaged pupils. We believe that these visits support classroom learning through high-quality first-hand experiences to develop oracy, vocabulary development, personal and social skills and basic skills in numeracy and literacy. They also develop the cultural capital as a high proportion of disadvantaged pupils do not access a wide range of learning opportunities beyond school experiences to enhance their knowledge of history, geography, science and the arts.</p>	<p>3,4</p>

Total budgeted cost: £254,392+ £128,767+ ££39,241 = £422,400

Part B: Grove School Review of pupil premium strategy 2022-2023

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year’s national assessments and qualifications, once published (including school attainment and progress measures)*
- Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school’s non-disadvantaged pupils*
- Information from summative and formative assessments the school has undertaken.*
- School data and observations used to assess wider issues impacting disadvantaged pupils’ performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

In 2022-2023 Grove school received £390,150 PPG funding.

The Pupil Premium Statement Strategy for 2022-2023 identified the following as intended outcomes:

Improve outcomes for disadvantaged pupils in EYFS	Targets 2023		
	GLD	All 89	PPG 38
	89	66/89 74%	28/38 74%
Improve attainment for disadvantaged pupils in phonics at the end of Year 1	Targets 2023		
	Phonics	All 90	PPG 30

		79/90 88%	22/30 73%
Improve attainment for disadvantaged pupils in Year 2 who did not meet the expected standard in phonics in July 2022 (end of year 1)	Targets 2023 – current Year 2		
	Number of pupils who did not meet the PSC in Year 1	All 25	PPG 11
	Phonics	20 80%	9 82%
Improve attainment for disadvantaged pupils in reading at the end of Key Stage One	Targets 2023		
	Reading	All 89	PPG 44
		71/89 80%	35/44 80%
Improve attainment for disadvantaged pupils in writing at the end of Key Stage One	Targets 2023		
	Writing	All 89	PPG 44
		70/89 79%	35/44 80%
Improve attainment for disadvantaged pupils in mathematics at the end of Key Stage One	Targets 2023		
	Mathematics	All 89	PPG 44

		68/89 76%	35/44 80%
Improve attainment for disadvantaged pupils in reading, writing and maths (combined) at the end of Key Stage Two	Combined	All ARE+ 86	PPG 39
		59/86 67%	28/39 72%
Improve attainment for disadvantaged pupils in reading at the end of Key Stage Two	Targets 2023		
	Reading	All ARE+ 86	PPG 39
		64/86 74%	30/39 77%
Improve attainment for disadvantaged pupils in writing at the end of Key Stage Two	Targets 2023		
	Writing	All ARE+ 86	PPG 39
		62/86 72%	31/39 79%
Improve attainment for disadvantaged pupils in mathematics at the end of Key Stage Two	Targets 2023		
	Maths	All ARE+ 86	PPG 39
		63/86 73%	29/39 74%
Improve attainment for disadvantaged pupils in science at the end of Key Stage Two	Targets 2023		
	Science	All ARE+ 86	PPG 39
		63/86 73%	29/39 74%

These are the outcomes for pupils in the academic year 2022-2023:

EYFS

	Grove All pupils	Grove PPG
GLD	64%	

Year 1 Phonics

Phonics	All	PPG

	84%	81%
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Cumulative Phonics Year 2

Phonics	All 99%	PPG 100%
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Key Stage 1

Reading	All 61%	PPG 56%
Writing	All 48%	PPG 42%
Mathematics	All 61%	PPG 63%
Combined	All 46%	PPG 42%

Key Stage 2 (unvalidated data)

Reading	All 66%	PPG 76%
Writing	All 71%	PPG 67%
Mathematics	All 62%	PPG 57%
Combined	All 51%	PPG 48%

To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.

In 2022-2023 the school commenced after school clubs in physical education. The PE leader and assistant head teacher ensure vulnerable pupils and disadvantaged pupils have the opportunity to participate in these clubs to develop team work, well being, confidence and allow other, non academic skills and talents to develop.

To improve the outcomes in reading and phonics for all pupils including PPG pupils the school invested in a new systematic, synthetic phonics scheme and a new reading scheme for Early Years Foundation Stage and Key Stage One. We invested PPG funding in an annual subscription to Little Wandle Letters and Sounds Revised (LWLSR) and resources for teachers and teaching assistants to use when teaching groups of pupils.

PPG funding was used in KS 1 to fund teaching assistants delivering keep up to catch up in phonics and reading practice.

Teaching of phonics and reading practice improved. This is evidenced in the audit report from The Little Sutton English Hub.

To improve the outcomes in maths the school have begun a transition towards a maths mastery approach using the WRH scheme. The school is part of a maths hub and has begun to develop a mastery approach across the school. This has produced improvements in EYFS and in KS1 compared to the previous year.

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

Activity	Outcomes
<p>A five week participatory programme which uses drama in education techniques and psychology exercises to explore the notion of extremism and the radicalisation of young people.</p>	<p>All year 5 pupil took part in the 5-week, 15 hour drama programme.</p> <p>The outcomes for the project were assessed as excellent for one classes, all the aims and objectives were met and clearly understood and for two classes outcomes were good, the majority of aims and objectives were met.</p> <p>More information about the impact of this project please refer to the post programme standard report.</p>
<p>Emotion coaching interventions for pupils who have been identified by school as requiring additional support with their social, emotional, mental health needs.</p>	<p>In 2022-2023 there was no permanent exclusion and 3 suspensions.</p> <p>23 pupils were registered as having social, emotional and mental health needs</p> <p>Three pupils were supported by a Pastoral Support Plan</p> <p>2 pupils with SEMH needs were supported with play therapy over the year.</p> <ul style="list-style-type: none"> ● In July 2023 4 pupils were supported by a target card <p>The school had 270 pupils on roll, the number of pupils presenting with social and emotional needs is low, they pupils are met well.</p>
<p>Year 5 participation in Welsh National Opera</p>	<p>All year 5 pupils participated in a year-long singing project with the Welsh National Opera.</p> <p>The project culminated in the performance of an opera the pupils wrote, parents participated as an audience.</p> <p>Pupil participation was high, pupils who at times lack self confidence and self-esteem gained much from this project.</p>

<p>Opportunities for all PPG pupils to learn outside the classroom.</p>	<p>PPG is used to subsidise the cost of these residential visits for disadvantaged pupils. PPG pupils in years 4, 5 and 6 attended residential visits to Whitemoor Lakes, The Brighthouse and London.</p> <p>We believe that these visits support classroom learning through high-quality first-hand experiences to develop oracy, vocabulary development, personal and social skills and basic skills in numeracy and literacy.</p> <p><u>Whitemoor Lakes</u> 46 children attended 23 PPG 50% of children attended were PPG</p> <p><u>Brighthouse Hostel</u> 50 children attended 23 PPG 46% of children attended were PPG</p> <p><u>London</u> 40 children attended 27 PPG 67.5% of children attended were PPG</p>
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Externally provided programmes

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

Programme	Provider

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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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