

Pupil premium strategy statement 2024-2025

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	Saint Mary Magdalene C of E All Through School Primary Campuses
Number of pupils in school	632
Proportion (%) of pupil premium eligible pupils	38% (240 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	18.12.2024
Date on which it will be reviewed	18.12.2027
Statement authorised by	C.Harrison
Pupil premium lead	A Ermellino
Governor / Trustee lead	S Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£289,017
Recovery premium funding allocation this academic year	£0
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	£289,017

Part A: Pupil premium strategy plan

Statement of intent

OUR PUPIL PREMIUM STATEMENT OF INTENT

Our vision is that every Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

We use our pupil premium funding to support our pupils, from whatever their starting point, to make the maximum progress they can academically as well as socially and emotionally.

We offer a wide range of strategies to tackle disadvantage and support each individual to achieve the best possible outcomes. In all our work as a Federation we strive to offer equality of opportunity, remove barriers to learning and close any identified gaps in attainment and progress.

Our Federation's Key Principles for our strategy plan are to:

- Focus on quality first teaching for all pupils, irrespective of their background and academic ability.
- Ensure appropriate provision is put in place to support our vulnerable and disadvantaged families so they may access our curriculum offer in full.
- Interrogate our school data to identify attainment gaps in order to formulate our key strategies to address challenges to achievement.
- Offer targeted academic support as well as strategies that address non – academic factors (including attendance, behaviour and social and emotional support).
- Strive to engage all stakeholders to fully participate in the life of our schools and the opportunities they offer in order that each individual pupil can reach their full potential. Endeavour, as best we can, to offer a diverse range of activities that will enhance each pupils life and cultural experiences.

Challenges

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

Challenge number	Detail of challenge
1	Ensure that all pupils have access to highly effective quality first teaching and every teacher is supported through professional development, training and resources to ensure they support pupils to make at least good progress and narrow the gap between PP pupils and non-PP pupils who attain at least the expected standard by the end of each academic year.

2	Close progress gaps in core subjects between non-disadvantaged and disadvantaged students using the Recovery Premium and School Tutoring Sessions ensuring all pupils have access support through to high quality teaching in small interventions group and booster.
3	Support raising attainment for all pupils through high quality professional development and training for Teachers, TA's and LSA, including Federation led training and INSET for all core subjects
4	Raise Early Reading and phonics skills for all pupils through targeted reading and phonics support using Little Wandle phonics scheme and particularly for both PP and non-PP pupils whose attainment is lower than for other pupils, preventing them from making at least good progress throughout the year.
5	Raise mathematics skills for all pupils that are making slower progress with targeted support from booster sessions for lower attaining PP pupils as well as non-PP pupils.
6	To continue widening pupils' cultural capital by extending their experiences through a wide range of trips, as well as cultural based homework tasks, that would give both PP and non-PP pupils a good grounding in general life skills and basic knowledge.
7	Ensure all PP pupils make at least good progress through effective and rigorous analysis of assessment data using the Arbor assessment tools. Train teachers and support staff in how to analyse assessment data effectively using the Arbor tools to ensure that attainment gaps between PP and non-PP are narrowing year on year
8	Raise levels of aspiration, resilience and study skills and tackle low confidence and a low level of self-esteem through the targeted use of external agencies such as counsellors, residential trip providers, providers of Gifted & Talented programmes and Beanstalk readers.
9	Attendance, close the attendance gap of 2% between disadvantaged pupils and non-disadvantaged pupils from 94% for PP pupil to at least 97% for all pupils.
10	Provide support for those pupil premium pupils who are unable to access online learning resources and the online homework tool to enable them to consolidate and extend their learning and close the attainment gap.
11	Ensure the development of behaviour for learning for both PP pupils and non-PP pupils by removing barriers to behaviour through the use of an effective behaviour pathway that promotes good behaviour for learning and has clear consequences that are used consistently to reinforce acceptable behaviour.

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.

Challenge number	Intended outcome	Success criteria
1, 7	Narrowing progress gaps in core subjects between non-disadvantaged and disadvantaged students, through rigorous $\frac{1}{2}$ termly, and termly, data analysis using the Arbor Assessment Tools. All pupils will be assessed twice a term including half termly pupils progress meetings to measure the progress	Comparison between data for PP and non-PP pupils show that the gap in progress and attainment has narrowed although a minimal gap main remain in. the first and second year of this action plan. Higher percentage of pupils in all year groups are achieving at least the expected standard in Maths, Reading, Writing and all three combined in

	PP are making to close the attainment gap. To use data to put in place interventions to close the attainment gap.	comparison to SATs 2024 and other year group combined scores.
1	To improve quality first teaching until no significant gaps in progress, and all pupils are seen to make expected and better than expected progress in all areas of the primary curriculum.	Comparison between data for PP and non-PP pupils show a higher percentage of PP pupils achieving at least the expected standard in comparison with non-PP pupils.
1, 3	To provide suitable Federation INSET training and external professional development opportunities for all teaching and teaching support staff to ensure they are developing quality first teaching and feel support by the school ensuring pupils are receive high quality teaching by both teachers and Teaching Assistants when work in class or working in targeted support groups	High quality first teaching evident through various forms of monitoring including monitoring of teaching, pupils work, vigorous analysis of data and positive staff, pupil and parent voice surveys.
1	PP and LAC students receive personalised support to ensure that they make good rates of academic progress and have appropriate pastoral support.	Positive data and a minimal gap between PP and non-PP students. Personalised learning programmes in place and continually evaluated to ensure pupils are making expected progress and the gap in attainment is being closed. Positive pupil/parent/carers voice surveys.
10	To ensure the most vulnerable and disadvantaged pupils are able to access all the online learning resources including Education City, Times-tables Rockstars.	All pupils are able to access homework tasks through the Satchel online Homework site, and other online learning sites such as Education City, timetables Rockstars. Analysis of the quantity and quality of homework submitted shows a very narrow gap or no gap in comparison to the homework submitted by non-disadvantaged pupils. Positive pupil/parent/carers voice survey results.
2, 4	Improve PP and non-PP pupils Early reading (using Little Wandle reading resources) and higher-level reading and comprehension skills through targeted class and group support to ensure all pupils make at least good progress: Encourage independent, regular reading to improve reading skills to ensure equality of attainment for all pupils.	Gap in attainment in both early reading skills and higher-level comprehension skills narrowed between PP non-PP students.
2, 4	To improve phonic skills by targeted phonics support and intervention in the class through high quality first teach and through smaller intervention groups to develop Early reading skills.	Data which shows PP pupils are closing the attainment gaps in Early reading skills through the effective use of intervention and small group teaching and SLT-led booster sessions.
2, 5	Through targeted Maths intervention and support in smaller groups close the gap between PP pupils and both higher achieving PP pupils and non-PP pupils by developing and improving Maths skills, understanding of Maths concepts, and maths vocabulary using a variety of manipulatives and	Data which shows PP pupils are closing the attainment gaps in all areas of Maths through the effective use of intervention and small group teaching and SLT-led sessions.
2	Increase underperforming PP students' progress and attainment in Maths so that they are in line with their peers.	Data which shows PP pupils are closing the attainment gaps in all areas of Maths through the effective use of intervention and small group teaching and 3 to 1 tutoring sessions.
6	Increase in cultural capital and life experiences that would otherwise give PP students a good grounding in general life skills and basic knowledge.	Equal uptake for and trips/visits and experiences between PP and non-PP students.
3	To ensure an even split in the participation of extra-curricular activities for PP and no-PP students.	Equal uptake for extracurricular activities and experiences between PP and non-PP students.
7	To ensure teachers are fully trained to undertake rigorous analysis of pupil progress and attainment using Arbor Assessment tools and half termly pupil progress meetings to ensure all teaching staff have a clear understanding of what the learning gaps are for all pupils and can plan to close the gaps.	Teachers are confident in analysing data rigorously and diagnosing their pupils needs. Data shows that gaps have been closed between PP and non-PP pupils and planning takes into account the individual needs of each pupil.

8	Provide targeted interventions to improve performance of high ability PP students through external programmes such as the Scholar's Programme.	Data from the core interventions and enrichment activities which illustrates rapid progress for HA PP students.
9	Ensure attendance rates are at least in line with national average and narrow the gap between PP and non-PP students' attendance.	Gap between PP and non-PP students school attendance has narrowed and all pupils attendance is at least 97% by the end of the year.
5	Increased the level of attainment, progress, aspiration, resilience and increased confidence of high achieving PP pupil who lack the self-esteem to engage with higher level thinking and learning skills, using G&T and secondary supported projects and transition projects	Assessment data from analysis of assessment data evidencing that high achieving PP pupils benefit from enhancing their independent learning skills through higher-level teaching and extended independent learning and mentoring from a PhD Scholars programme lecturer. PP pupils who have undertaken the Brilliant Club sessions feel supported and able to undertake challenging higher-level studies. Evidence from assessment data and pupil/parent/carers surveys.
11, 2	Better engagement at school for some PP students due to targeted wellbeing support and intervention. Support for these PP families too.	Evidence of targeted support for those PP families who require it.
11	Remove all behaviour barriers to ensure that PP students have the emotional resilience to succeed in their learning.	Behaviour Pathway is in place in each class and is used in conjunction with Arbor to ensure consistency throughout the Federation, ensuring high level behaviour learning within the class and in the school environment and support for pupil's well-being and resilience.

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: £104,046.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject Leaders and SLT to work with the Federation Teaching and learning Leader in observing and supporting teaching and learning and undertaking regular learning walks and lesson drop-ins in lessons covering all subject areas including focus on PP students in all classes.	Driving improvement in the quality of teaching and learning by continuing to make sure all pupils have access to high quality first teaching in all lessons covering all subject areas. Identifying key areas of improvement ensuring the progress of PP pupils, in line with non-PP pupils, is supported and enhanced to ensure all pupils make at least expected progress and the number of PP pupils that achieve the expected standard at the end of the academic year is at least the same as that for non-PP pupils.	1,2
Implement the Little Wandle Phonics Scheme to develop and improve the teaching of Phonics throughout the school, initially focussing training for Teachers and TAs/LSAs in Early Years and Key Stage 1.	PP pupils identified through the Phonics Check assessment as not having achieved the pass score halting the declining data and PP pupils achieving the pass score for Phonics either at the end of Year 1 or at the end of Key Stage 1.	1,2,4
Use support programmes such as Ready To Progress Maths intervention and catch up programme to support PP pupils and under achieving non-PP pupils in accelerating progress in the mastery of numeracy skills.	Through initial assessment and monitoring pupils will be identified. Following the sessions, they should show an improvement in their numeracy and be able to make progress more in line with their peers.	1,2,5
Small group targeted Maths interventions for those underachieving PP pupils in all year groups from Year 2 to Year 6 with a focus on PP pupils in Years 1, 2, 3 and 6.	Weekly targetted maths intervention sessions in mathematics including booster and interventions the on targeted topics show improved results for pupils, including PP, who are at risk of underachieving in maths in SATs assessments and in-school assessments.	2,5
Undertake the Talk for Writing project to build capacity and sustain improvement enabling all PP pupils to accelerate progress in their writing.	Writing assessments, samples of written work and monitoring of writing lessons evidence that PP and non PP pupils are developing their writing skills and confidence in all genres of fictional and non-fictional writing. Teachers trained and confident in undertaking Talk for Writing sessions, strategic planning days undertaken to ensure all staff understand the processes and principles of the project. Monitoring of planning, lessons, pupil voice and review of project evidences the impact Talk for Writing has on PP pupil's progress in developing their writing skills and ensure a narrowing of the gap between PP and non PP pupils.	1

Revision material to be provided to all PP students that do not have any.	Inability to access the various online learning platforms available to all our pupils due to financial barriers leading to a lack of resources and access to homework tasks at home	1,10
Federation Teaching and Learning Deputy Headteacher and Federation Maths, English and Phonics Leads to monitor targeted interventions to improve performance of PP student across Early Reading, Reading, Writing and Maths in Early Years, Key Stages 1 and 2.	Analyse data from monitoring of lessons, pupils work and termly assessments and evaluation of pupil progress to measure impact and track progress of PP students. Regular learning walks across intervention groups facilitated by the Deputy Headteacher for T&L. Extend resources available such as First News, Wide Range of reading books that are clearly coded to monitor progress in reading/comprehension skills. Extension of reading resources through Epic reading and various other reading resources.	1,2,4
To enhance and extend the quality and accessibility of home learning for all pupils using Education City, TT Rockstars and other online learning platforms.	All pupils are able to access the online learning platforms and are engaging with the homework tasks on Satchel. Support greater engagement in the use of online resources including Education City and TT Rock Stars	1,2,10
Assessment Data Analysis using the Arbor Assessment Tools and Class ranking lists.	Teachers who are aware of any differences in attainment between PP students and non- PP students can use this information to inform lesson planning and close the gap between them. Training led by SLT.	1,2,7
Use Data from analysis of Arbor assessment data and SharePoint to measure attainment and progress gaps between PP and non-PP pupils and analyse trends.	Sharing of data will enable professional discussion of pupil underachievement and trends identified in the data. PP students have made less progress in the past, although this has varied between subjects. This can then inform planning, teaching and booster groups and interventions.	1,2,7

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

Budgeted cost: £93,930.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group targeted English and Maths interventions for those PP students who are identified as low-level readers and mathematicians.	Supporting PP pupils through improved teaching and learning using the Arbor assessment tools and analysis to evidence the most effective strategies used in class. The analysis tools and progress ladders will identify some key areas of teaching and learning including metacognition and self-regulation, effective feedback, mastery of maths concepts. Support both the 'catch up' curriculum, eg Phonics Little Wandle catch up resources and accelerate progress	1,4

	for Pupil Premium pupils that are not achieving expected standard as evidenced from Rank lists and o low engagement of the online learning provision.	
Small group targeted Maths interventions for those underachieving PP pupils in all year groups from Year 2 to Year 6 with a focus on PP pupils in Years 1, 2, 3 and 6.	Weekly targetted maths intervention sessions in mathematics including topics show improved results for pupils, including PP, who are at risk of underachieving in maths in SATs assessments and in-school assessments.	2,5
Specifically tailored Interventions for SEND and PP pupils who are underachieving run-in small groups using a variety of strategies including extra booster sessions before or after school.	Supporting PP pupils through targeted interventions both through learning support and pastoral support using programmes such as social communication programmes, bucket therapy, social and emotional support and Zones of Regulation support evidencing the most effective strategies used in class using the Arbor Assessment and analysis tools. The analysis of data in Arbor and will identify some key areas of teaching and learning including metacognition and self-regulation, effective feedback, mastery of maths concepts.	1,2,3
Targetted tutoring programme to support those PP pupils and non-PP pupils who are identified as underachieving or have made less than expected progress.	Supporting PP pupils through improved teaching and learning through by undertaking booster sessions using the Arbor analysis tools to evidence the most effective strategies used in class. The Class ranking lists and data analysis from Arbor will identify some key areas of teaching and learning including metacognition and self-regulation, effective feedback, mastery of maths concepts.	2
Reading support 2 to 3 sessions per week from Beanstalk Readers to support both PP pupils and non-PP pupils who need extra targeted interventions, including extending early reading skills and comprehension skills.	Supporting PP pupils through targeted Early Reading and Reading comprehension interventions using our own school-based Reading Assessment tool to measure the effectiveness and impact on pupil progress as well as analysis of the Class ranking lists and data analysis from Arbor at the end of each term.	8

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

Budgeted cost: £91,040.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Behaviour Pathway consistently throughout the Federation, ensuring high level behaviour learning within the class and in the school environment and support for pupil's well-being and resilience. Teachers and Leadership team to use Arbor to record and inform parents of pupil behaviour incidences, promote good behaviour and ensure communication is effective in keeping parents/carers of both PP and non-PP pupils informed.	Behaviour data and progress attainment data shows that the percentage of low level and serious inappropriate behaviour is lowered year on year. Evidence of excellent behaviour for learning through observations, learning walks and analysis of behaviour data. Use Arbor to consistently and effectively record all communications with parents/carers.	11

Community Garden Project at the Peninsula Campus, in school project run in school and Forest schools in both Woolwich and Peninsula campuses.	<p>Classes using the outdoor space to enhance learning which will have a positive impact on progress and attainment shown in pupil progress meetings. Pupils attend outdoor lessons when possible, either with their class teacher and class support staff or a specialist teacher.</p> <p>Outdoor learning have an impact on pupil progress, enjoyment in learning and personal development.</p> <p>Out door learning is enhancing PP and nonPP Pupils experiences through a wider range of practical and environmental learning activities.</p>	1,6,8
To use school based Sports coach to support lunchtime behaviour through structured play and support for MTS training to support lunchtime activities – use of prefects and play leaders to support active play at lunchtimes	Behaviour data shows that the percentage of detentions given due to poor behaviour is higher for vulnerable and PP pupils than for non-PP pupils. Analysis of behaviour data should evidence a narrowing of the gap between vulnerable and PP pupils and non-PP pupils.	11
Home-School Link Worker (HSLW) to support PP families	<p>HSLW to support our families when a need arises either through safeguarding concerns, attendance concerns or general concerns. A food bank will be set up and used in the school to extend Magic Breakfast, plus additional support from Greenwich Council will supply extra Breakfast boxes for our FSM pupils.</p> <p>HSLW will report to Campus Leader each half term regarding parent support that has been given and how it can be increased HSLW to sign post parents to appropriate places for support</p> <p>Home school link worker to support parents in a range of activities. Accessing benefits; back to work; secondary school applications; understanding school life and curriculum</p>	8
Engage parents to support initiatives to improve attendance amongst PP pupils from 94% to 97%.	<p>Deliver a wide range of attendance strategies to encourage maximum participation in school life and learning inc. Individual and whole school attendance prize</p> <p>Parents and children will recognise and understand the importance of maintaining a good attendance record, supported by our Home School Link Worker. They will be motivated to come to school because of the range of activities that take place during and after the school day.</p> <p>Subsidise breakfast club places for Pupil Premium children who are regularly late to school.</p> <p>HSLW calls parents of absent children daily, meet with Attendance Advisor and support families on Fast track.</p> <p>Close the gap between the percentage of attendance of PP pupils at 93% and all school pupils at 96% so that both percentages are over 97%.</p>	9
Food Parcels and Breakfast deliveries run by the NSBP Family Action programme in connection with Amazon, to be sent to vulnerable families during the Christmas, Easter and Summer holiday periods	This is available and used for all PP families and vulnerable families who need support with food where needed to support the families during the holidays when the children do not have access to school meals.	8

Counselling support from Grenville Counselling for PP and vulnerable pupils	Counsellor supports our pupils to ensure there are no barriers to our most vulnerable pupils learning, well-being and pastoral needs.	8
Class and Residential School trips, Oyster travel	Support all PP pupils to enable them to participate in school journey in Years 4 and 6 with Rock UK and other Residential School Journey providers. Support all PP pupils in enhancing their learning experiences through attending a wide variety of school trips at least once a half term.	6, 8
Paid tuition and academic support for targeted year groups through the Brilliant Club	Use of the scholars and tutoring programme to start to remove all behaviour barriers to ensure that PP students have the emotional resilience to succeed in their learning and can be academically stretched with aspirations of higher education.	6, 8
Extend Parental Engagement Initiatives to support parents and carers	<p>Parents invited to Celebration Collective Worship, and Class Collective Worships during each term, as well as church services for Christmas and Easter and Harvest.</p> <p>Planning Parent workshops to be run by teaching/leadership staff to support online learning. Leaflets and texts to be sent to encourage more parents to participate in Parent Workshops.</p> <p>HSLW to run parent workshops on E-Safety and a termly parent support meeting.</p> <p>Provide more opportunities for parents to be involved in the school day via school blogs, telephone calls from teachers to ensure regular communication with parents. Continue the return to face to face Parent consultations.</p>	10

Total budgeted cost: £ 289,017

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 2024 to 2025 academic year.

2024-2025 assessment data:

2025 Analysis of SMM Pupil Premium

2025 Analysis of GLD – Reception Good level of Development

72% of pupils in EYFS achieve a good level of development which is above the national average of 68%. At the end of EYFS for the last three years, pupil premium pupils at SMM perform better than the national average for pupil premium. This shows the impact of Quality First Teaching, Initiatives and interventions that have been put in place in our reception classes.

Challenge 2 - KS2 Disadvantaged

In KS2, SMM disadvantaged pupils perform in line with or better than national disadvantaged pupils at a greater depth standard. Small group targeted Maths interventions have had a positive impact on pupil's progress. Science in KS2 is higher than both the borough and national average in the expected standard.

Year 1 Continuous Provision

High levels of pupil engagement in year 1. We have observed a smoother transition for our pupils and better learning behaviours. Pupils in Year 1 have better quality teacher input with focus group work that ensures they get targeted teaching and immediate feedback.

Challenge 11 – behaviour

Good behaviour for learning for both PP pupils and non-PP pupils is promoted and celebrated through collective worship, celebration assemblies, and weekly reports sent home to families reinforcing positive behaviour.

Targeted academic support - Interventions

Targeted interventions based on analysis of assessment data, pupil progress and SEND in place across the school. These are having a positive impact on learning outcomes, pupil progress and emotional wellbeing eg. Lego Therapy, Bucket therapy, booster groups, Nessy, LW Phonics, ELSA.

Challenge 6 - Cultural Capital

Increased life experiences such as visiting the theatre and meeting authors that would otherwise give PP students a good grounding in general life skills and basic knowledge. For example, we hosted an author, Mark Ballabon, who is an environmentalist, philosopher, and author of 'Home.' Zoe-Grace, Year 5: *"I like that his book was about global warming and climate change and it made me think about my invention and what I can do to make the world healthier."* Children in Year 2 had a great time in central London at the Royal Festival Hall, where they watched the London Philharmonic Orchestra perform The Snail and the Whale live.

"The trip was fantastic. I liked how the orchestra played The Snail and the Whale. My favourite part was when all the schools sang under the sea together and performed all the different part". Year 2 visited the National Portrait Gallery following clues to discover famous pieces of art...portraits of Mary Seacole and Florence Nightingale, as the students have been learning about these historical figures in class.

Beanstalk Readers / Volunteer Reading / One to One

Pupil voice shows that they appreciate and enjoy these sessions. All children reading with Beanstalk reading have improved their confidence in reading.

Online learning support/ Home Learning

All pupils in Year 6 provided with revision and learning materials which supported pupils to practise skills at home. TT Rockstars, Spelling Shed and Nessy available for all pupils to use at home and in school.

Wider strategies

We are committed to improving attendance and closing the gap between disadvantaged and not disadvantaged pupils. HSLWs have supported vulnerable families with accessing services and support. They continue to increase resources to an increasing number of vulnerable families and have provided many food parcels, vouchers, and professional support. Ofsted identify that, *'Working relationships between staff and pupils are extremely positive. Staff know individual pupils very well, which ensures that they are safe in school'*.

Relationships between parents and staff continue to strengthen as a result of the use of Arbor for logging behaviour. Regular reports are sent home; meetings between staff and families take place as both a preventative and responsive measure. Discrete conversation take place at the end of the day between families and staff where appropriate to reinforce a consistent understanding of behaviour pathways; these have positively impacted on behaviour seen across the campuses.

Universal Breakfast Club has been a huge success with an average of 25% of pupils attending daily. Children start their day being more prepared for learning. Subsidised breakfast club sessions, trips, music clubs, wrap-around care and cultural experiences have ensured full participation by disadvantaged pupils. There were no financial barriers to inclusion this year. Continued monitoring ensures fair access to sports, clubs and residential visits.

Provision for pupils with special educational needs.

Additional classrooms have been developed in both campuses and provide high quality provision for children with needs where they can access learning that meets their individual needs. The SEND team and teaching and learning team work collaboratively to provide provision that is inclusive, nurturing and challenging to allow our pupils to flourish.

The ELSA programme and Zones of Regulation have had a demonstrable impact on emotional readiness to learn. Pupil voice and staff observations indicate improved confidence and increasing emotional literacy. Attendance at ELSA and counselling sessions have supported our pupils to ensure there are no barriers to our most vulnerable pupils learning, well-being and pastoral needs. Parent voice demonstrates that 90% of parents and carers believe that the school meets the needs of their children well, and 91% of parents and carers believe that their child's wellbeing is supported by staff.

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
Beanstalk Readers Programme	Beanstalk Readers
The Scholars Programme	The Brilliant Club
Breakfast Programme	School Breakfast Programme
Talk for Writing	Jamie Thomas Consulting
Counselling Programme	Granville Consultancy

