

Shotley Bridge Pupil premium Strategy Statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Shotley Bridge Primary School
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	March 2024 July 2024
Statement authorised by	Mr D Grimes (Chair)
Pupil premium lead	Mrs V. Atkinson (Headteacher)
Governor / Trustee lead	Mr D. Grimes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,565
Recovery premium funding allocation this academic year	£1,704
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	£64,269

Part A: Pupil premium strategy plan

Statement of intent

At Shotley Bridge Primary School, we believe that all children have the right to reach their true potential and we strive to remove barriers that enable this to be possible. Our children develop skills to become active members of school, community and society. Pupil Premium expenditure is planned and targeted to ensure that resources are allocated to maximise opportunities for identified pupils linked to the desired outcomes.

We aim to provide a consistently high quality of teaching and learning across school and we believe that teaching and learning opportunities should meet the needs of all children. We aim for a consistent approach across the school and prioritise high quality CPD for all staff, including that which has a focus on addressing the more complex needs of individual children. We ensure that every child has opportunities to participate in wider enrichment activities to improve their confidence, readiness to learn, attendance and their well-being.

Our aim is that all our Pupil Premium children make good and accelerated progress across the curriculum so their attainment is more in line with their peers. Where possible, we use same-day opportunities to close gaps in lessons through live marking and feedback. We ensure that appropriate provision is made through effective assessment of needs and targeted groups. Where appropriate, these children benefit from individual group support which best suit their needs.

The approaches we have adopted complement each other to help pupils excel. The strategy plan is not an exhaustive list and strategies may change and develop based on the needs of individuals. We recognise that in our setting, not all socially disadvantaged pupils are registered or qualify for Free School Meals. We also recognise that not all children who receive free school meals are socially disadvantaged. We will therefore allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable, including those with a social worker or young carer.

To ensure our strategies are effective, we will:

- Ensure disadvantaged pupils are appropriately challenged in their learning
- Intervene early when an area for development is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations in relation to their achievement.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and dialogue with pupils and families show that emotional resilience is low in some pupils across school and in particular, children eligible for Pupil Premium. These challenges particularly affect disadvantaged pupils and this is evident in their attainment.
2	Data at the end of KS1 and KS2 shows some disadvantaged pupils do not perform as well as their non-disadvantaged peers in reading.
3	Data at the end of KS1 and KS2 shows some disadvantaged pupils do not perform as well as their non-disadvantaged peers in maths.
4	Data at the end of KS1 and KS2 shows some disadvantaged pupils do not perform as well as their non-disadvantaged peers in writing.
5	Observations and dialogue with pupils highlight that pupils eligible for Pupil Premium do not experience as many enriching opportunities compared to our non-disadvantaged children. This impacts on the wealth of knowledge they have to draw on to access many aspects of the curriculum.
6	A number of pupils who are eligible for Pupil Premium funding do not enter Early Years at age related expectations when it comes to speech and language.

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
Pupils eligible for Pupil Premium in Early Years make rapid progress in all areas to meet national standards.	<u>A high</u> proportion of children achieve a GLD in 2024- in line with school's 2023 results or above. Pupils eligible for Pupil Premium funding progress to be in line with non-disadvantaged peers.
Phonic knowledge will become increasingly secure by the end of Year 1 and this will lead to increased fluency in reading across KS1 and KS2.	CPD develops teacher knowledge of phonics and consistency in teaching is observed. Pupils will make rapid progress in acquiring basic phonic knowledge and be able to apply this to their reading so that reading becomes fluent across the key stages. Teacher assessments will identify pupils who require

	intervention. 1:1 or small group interventions will focus on addressing gaps in phonic knowledge.
Percentage of Pupil Premium children achieving expected standard in reading, writing and maths will be in-line with their non-disadvantaged peers.	Quality first teaching supports all children to make accelerated progress. Targeted groups are offered additional support within lessons, through accessing catch-up intervention and through pre teach sessions. This will close the gap between disadvantaged and non-disadvantaged pupils in 2024.
Teachers will strengthen memory of key concepts by using effective strategies to support the learning and retention of key facts across foundation subjects. Pupils will know more, use what they know and remember more.	CPD develops teacher knowledge of cognitive science. A strategically selected group of teachers will continue to work together to develop the foundation curriculum. Classroom visits will show pupils' cognitive load is managed well and strategies are in place to strengthen memory of key concepts in all subjects. Assessment will show retention and use of basic facts.
Funding promotes equality of opportunity and provides a range of enrichment activities to all.	Pupils take part in experiences and visits, both virtually and in school, which build on skills and knowledge from curriculum subjects taught in class and enhance pupils' cultural capital. These experiences promote understanding of the wider world, build aspirations, promote confidence and self-esteem. Pupils eligible for Pupil Premium funding engage and participate in the school's rich extra-curricular offer. Pupil voice shows pupils have a greater understanding of the world and their place within it.
Pupils will achieve and sustain improved wellbeing and develop emotional resilience.	Pupils' self-esteem and emotional resilience is improved and they are more able to access the curriculum and make accelerated progress. Pupils in receipt of Pupil Premium funding make at least expected progress or exceed their targets in reading, writing and maths.

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: £32,134.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure high-quality staff CPD is delivered in a range of curriculum areas.</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings, twilight training sessions and INSET days.</p> <p>EEF Guide to the PP - “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p>School leaders should focus on the key mechanisms of effective professional development – such as goal setting, feedback or revisiting prior learning – when selecting or designing new training for teaching staff, according to a new guidance report published today by the Education Endowment Foundation (EEF).</p>	<p>1, 2, 3, 4, 5</p>
<p>Ensure all children received good and outstanding quality first teaching and access quality feedback to enable progress.</p>	<p>“Providing feedback is a well-evidenced intervention and has high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.” (EEF)</p>	<p>1, 2, 3, 4, 6</p>
<p>Employment of two additional HLTAs who teach/support across school.</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress. (EEF)</p>	<p>1, 2, 3, 4, 5</p>
<p>CPD – Development of our reading curriculum to</p>	<p>EEF claim that evidence has consistently highlighted that both decoding (the ability to translate written words into the spoken the</p>	<p>1, 2</p>

<p>support reading fluency from Y2.</p> <p>AHT/English Lead attending training throughout the year.</p> <p>AHT/English delivering CPD to staff in school throughout the year.</p> <p>AHT to develop another member of staff to deliver CPD/support staff.</p>	<p>sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own.</p> <p>EEF evidence states that when teaching many pupils “they need to be taught explicitly and consistently” and that “It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.”</p>	
<p>Embed a consistent approach to teaching phonics.</p>	<p>The Little Wandle approach has a strong evidence base that indicates a positive impact on the accuracy of word reading and reading fluency through their lesson plans.</p> <p>The Little Wandle catch-up intervention programme ensures that no child is left behind.</p> <p>EEF claim that phonic approaches have a strong evidence base to have a positive impact in the development of early reading in pupils, particularly from disadvantaged backgrounds.</p>	<p>1, 2, 6</p>
<p>Embed a consistent approach to teaching maths to improve fluency, reasoning and problem solving, which will improve progress at the end of KS2.</p> <p>Staff CPD delivered by leads around problem solving activities/worked examples (following research/trials)</p> <p>Staff CPD delivered by leads to all staff around</p>	<p>On average, mastery learning approaches are effective, leading to 5 months progress. (EEF)</p> <p>School leaders should focus on the key mechanisms of effective professional development – such as goal setting, feedback or revisiting prior learning – when selecting or designing new training for teaching staff, according to a new guidance report published today by the Education Endowment Foundation (EEF).</p>	<p>1, 3, 6</p>

<p>lesson structure including key vocabulary, counting and modelling.</p>		
<p>Implementation of diagnostic assessment materials to identify baselines and progress eg. Little Wandle, NFER materials</p> <p>Staff training to use diagnostic assessment materials effectively and consistently to support moderation/teacher assessment.</p>	<p>Diagnostic assessment materials can provide reliable insights into the strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions/ teacher instruction.</p> <p>(Standardised tests, Assessing and Monitoring Pupil progress)</p>	<p>2, 3</p>
<p>Subject leaders to spend time with EDP to ensure the foundation curriculum is designed in a way that ensures children know, use and remember more.</p> <p>Provide opportunities for subject leaders to have quality time to ensure the subject they lead is progressive and that knowledge and skills link together across year groups.</p>	<p>Learning happens when pupils make sense of ideas in relation to what they already know. When we talk about knowledge in the long-term memory, we often refer to this as Sticky learning. Sticky learning is effectively the knowledge that stays with us forever. (Kirschner, Sweller and Clarke, 2006)</p> <p>Teaching approaches that ensure long term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial (EEF).</p>	<p>1, 5</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Build staff and pupil resilience by accessing</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF)</p> <p>There is much evidence to support (EEF) that associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p>	<p>1</p>

<p>Durham's resilience programme/project.</p> <p>Wellbeing strand woven into PSHE curriculum.</p> <p>Increase staff and pupil wellbeing through access to school therapy dog.</p>	<p>Therapy Dogs Nationwide - Attending school once a week can raise not only the reading standard of the children but help with their self-confidence and behaviour, and with their social and emotional welfare too.</p>	
<p>Opportunities for children to engage in planned dialogic/oral activities across the whole curriculum. The reason behind this is to support pupils to articulate key ideas, engage in meaningful dialogue, consolidate understanding and extend vocabulary.</p> <p>Lego Therapy/Social Story interventions to encourage improving communication skills.</p>	<p>There is strong evidence (EEF) that suggests oral language interventions and high-quality classroom discussions are inexpensive to implement but also have high impact.</p> <p>EEF Early Language Development reinforces the approach especially in terms of adult interactions- hence the need for additional staff to model this.</p>	1, 6
<p>High quality marking and feedback embedded and monitored to support and challenge learning for both teachers and support staff.</p> <p>Use your head challenges/hashtags introduced to challenge higher ability children including those who are disadvantaged.</p>	<p>DISS project highlights the importance of support staff working with children of all abilities and not becoming depended on by lower attaining pupils. It also shows the importance of access to quality first teaching from the class teacher for all pupils.</p> <p>The effectiveness of live marking is shown in the flying high partnership 'reducing teacher workload' review – gov.uk</p>	1, 2, 3, 4
<p>EYFS staff to access training facilitated by DCC to support development of the environment in line with EYFS curriculum and the needs of the children in our context.</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language</p>	6

	<p>approaches used in the early years include reading aloud to children and discussing books, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as sustained, shared thinking or guided interaction. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills. EEF – Communication and Language approaches.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,067.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics interventions within a small group following on from Little Wandle assessments where children have not retained new sounds.</p> <p>Y2/3/4 children to access additional phonics teaching</p>	<p>Small group tuition teaching strategy from the EEF teacher toolkit indicates moderate impact (+4 months)</p> <p>EEF trials have shown how, when staff are properly trained and supported, teaching assistants working in structured ways with small groups can have a positive impact on pupils’ progress.</p>	<p>1, 2, 4, 6</p>
<p>Catch-up intervention/pre teach in small groups following on from lessons so that all children are able to have access to additional support to help them achieve across the curriculum.</p>	<p>Interventions that follow format similar to school teaching. EEF indicates high impact on children’s learning.</p>	<p>1, 2, 3, 4</p>

Lowest 20% readers access more opportunities to read throughout the school day.	EEF – small group tuition The average impact of the small group tuition is four additional months progress, on average, over the course of a year.	1, 2
Access to online resources to support children’s learning at home: 1. Times Table Rockstars 2. Numbots 3. Spelling Shed 4. Purple Mash	EEF indicates moderate impact for digital technology (+4 months)	2, 3, 6
SENDCo not attached to a class full time to oversee targeted support for children with emerging needs including those from disadvantaged backgrounds. Use of website, social media, newsletters and increased communication with parents to raise the profile of SEN provision and create stronger links with parents.	Early intervention is key to success – DFE. Time to ensure this is coordinated, targeted and successful will allow the SENCO to build a picture of provision across EYFS KS1 and KS2, evaluate, review and adapt practice to ensure the best possible outcomes for all children with SEN.	1,2,3,4,5,6
Specialist music teachers employed to raise level of cultural capital for all pupils, including those in receipt of pupil premium funding.	Research by the EEF suggests that enrichment of the curriculum can have a direct link to attainment. In SBPS, we have observed how access to enrichment activities can support the self-esteem and social skills of pupils.	1,5

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

Budgeted cost: £16,067.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Screen all children in EYFS for speech sound understanding using Speech Link.</p> <p>Targeted children assessed using language understanding software.</p>	<p>The EEF state ‘Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation.’ Using an early screening tool allows us to assess the language skills of children and to target individuals.</p>	<p>6</p>
<p>Ensure training around trauma informed teaching is consistently used across school for targeted individuals.</p>	<p>Evidence shows the impact of trauma on the brain and the importance of a trauma informed approach in schools to support children who have experience trauma can be seen in the research cited by the TISUK.</p>	<p>1</p>
<p>Development of Cultural Capital - a wide variety of enriching activities and experience for children (offered free to PP children).</p> <p>- Observe the enrichment across whole school curriculum.</p> <p>- Ensure a variety of extra-curricular activities across the year in addition to wrap around care.</p>	<p>Research by the EEF suggests that enrichment of the curriculum can have a direct link to attainment.</p> <p>EEF indicates moderate impact for social and emotional interventions (+4months)</p> <p>In SBPS, we have observed how access to enrichment activities can support the self-esteem and social skills of pupils.</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>- Opportunities for residential and field trips.</p>		
<p>Provide opportunities for increased parental engagement:</p> <ul style="list-style-type: none"> - Parents evenings - Regular texts and emails - Parent workshops - Use of Facebook, school website and monthly newsletter - Invite parents into school for class assemblies - Invite parents into school to support with enhancing the curriculum 	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps (EEF).</p> <p>There is some evidence that personalised messages linked to learning can promote positive interactions (EEF).</p> <p>Parental engagement strategies are typically more effective with parents of very young children (EEF).</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Pupil Wellbeing lead to hold attendance TAF meetings for identified families.</p>	<p>Attendance Matters</p> <p>It is important to set the highest expectations of pupil attendance and parental support for it in school policies, and to make these explicit to parents before admission and at regular intervals thereafter.</p>	<p>1</p>
<p>Targeted behaviour and emotional wellbeing support through the behaviour intervention team and the mental health support team Piece of Mind.</p> <p>Year groups targeted for emotional resilience support from the mental health support team.</p>	<p>Early intervention is key to success – DFE.</p> <p>Studies show that joy, hope, and pride positively correlate with students' academic self-efficacy, academic interest and effort, and overall achievement (Pekrun et al., 2004)</p>	<p>1, 2, 3, 4</p>
<p>Effective use of X1 school councillor (0.1)</p>	<p>BACP: School Counselling for All</p>	<p>1</p>

	Nearly 80,000 children and young people in Great Britain are seriously depressed and around three children in every class in the UK have a diagnosable mental health condition.	
<p>Pupil Wellbeing Lead accessible for all pupils.</p> <p>Increase staff and pupil wellbeing through access to school therapy dog.</p>	<p>Public Health – Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</p> <p>Therapy Dogs Nationwide - Attending school once a week can raise not only the reading standard of the children but help with their self-confidence and behaviour, and with their social and emotional welfare too.</p>	1

Total budgeted cost: £64,269

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 2022 to 2023 academic year.

Pupils eligible for Pupil Premium in Early Years make rapid progress in all areas to meet national standards. Overall, a higher percentage of children achieved a GLD increasing from 66% in 2021/2022 to 72% in 2022/2023. This is above the national average of 67.2%. Pupils eligible for Pupil Premium funding have made good progress but this is not always in line with the progress of non-disadvantaged peers. Out of the 4 children receiving pupil premium funding, no child achieved a Good Level of Development, however some of them did achieve the expected level for comprehension and word recognition, writing and number and numerical patterns. From their starting points these children made good progress.

Phonic knowledge will become increasingly secure by the end of Year 1 and this will lead to increased fluency in reading across KS1 and KS2. 71% of pupils passed the Y1 phonics screening in 2023, compared to the national figure of 81%. This has fallen from 87% in 2022. However, this is cohort related and there are a significant number of pupils who's development in phonics has been delayed due to difficulties with speech and language. This cohort also had a lower number of children achieving a Good Level of Development in Reception last year. Across school, CPD develops teacher knowledge of phonics and at least good teaching is observed within all classes. Pupils across Reception and KS1 have made rapid progress (compared to starting points) in acquiring basic phonic knowledge and are able to apply this to their reading. There are an increased number of children in Y1 and Y2 who are now reading fluently. Teacher assessments have identified pupils who require intervention and this has been carried out 1:1 and in small groups. An HLTA has delivered this intervention and this has led to a consistent approach which continues to focus on addressing gaps in phonic knowledge.

Percentage of Pupil Premium children achieving expected standard in reading, writing and maths will be in-line with their non-disadvantaged peers. As we continue to have a low number of pupils eligible for Pupil Premium funding, the number of children achieving less than the expected + standard for reading, writing and maths remain low.

2023 school data shows that while there are some gaps across school, for reading, the gap is narrower in Y2 than any other year group with the widest gaps in Reception and Y4. There are a high number of children in Reception who have difficulties/delays with

speech and language and this has slowed their progress in reading this year, yet the number of children not achieving a GLD is low and is significantly higher than the previous year. In Y2, Y3 and Y6 there are a small number of children who achieved greater depth/higher standard this year.

For maths, data shows that the gap is narrowest in Y2 and Y6 with the widest gaps being in Reception and Y4. The number of children achieving less than the expected + standard remain low. In Y2 and Y5 there are a small number of children who achieved greater depth depth this year.

For writing, the gap is narrower in Y2 and Y6 and wider in Reception and Y4. The number of children achieving less than the expected + standard remain low. In Y6 one child receiving pupil premium funding achieved the higher standard this year.

Teachers will strengthen memory of key concepts by using effective strategies to support the learning and retention of key facts across foundation subjects.

Pupils will know more, use what they know and remember more. Teachers who worked collaboratively as part of the Curriculum Development Group this year, developed a consistent and systematic approach to assessment across the foundation curriculum. Classroom visits, book looks and pupil voice show that this is still more developed in some classes than others but does show that pupils' cognitive load is being managed more effectively because of the strategies that are in place. Ofsted October 2023 suggested that this could be strengthened further to support the retention of key concepts from Y1 – Y6. There are plans in place for this development having networked with other schools who are experiencing great success. Staff will receive appropriate CPD so that additional strategies for knowing and remembering more can soon be put in place.

Funding promotes equality of opportunity and provides a range of enrichment activities to all. All pupils have the same opportunity to attend breakfast club and all after school clubs. Pupils in receipt of pupil premium funding have clubs provided for free. However, the uptake is lower for pupils receiving funding than the uptake of those pupils not receiving funding. Parental and pupil voice show that this is because many of parents in receipt of pupil premium funding don't require child care before and after school. To ensure cultural capital is enhanced for these pupils, they are encouraged to attend a school trip, a residential (Y2 upwards) and take part in activities within the local area/ with a visitor to school across the year. These activities are paid for using pupil premium funding and are also offered to families on a lower income either for free or at a reduced price. Almost all pupils take part in these activities across the year and this allows them to build on skills and knowledge from curriculum subjects taught in class. These experiences promote understanding of the wider world, build aspirations, promote confidence and self- esteem within all pupils. Pupil voice shows pupils have a greater understanding of the world and their place within it.

Pupils will achieve and sustain improved wellbeing and develop emotional resilience. All pupils have taken part in activities involving resilience – for some groups this has been part of PSHE lessons and discussions around school values that underpin everything we do. Pupils in KS2 have also taken part in focused sessions around emotional resilience and peer mentors, along with staff, have been trained to support pupils in KS2. For all groups, self-esteem and emotional resilience is improving and pupils are more able to access the curriculum and make accelerated progress. However, some pupils in receipt of pupil premium funding make less than expected progress in some areas. While observations and dialogue show that resilience has improved for some groups, this is an area which school still needs to develop and this work will continue into the next year.

Externally provided programmes

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

Programme	Provider
Little Wandle for Letters and Sounds Phonics SSP	Little Wandle
Sports coaches to provide extra-curricular clubs	AE Sports
Times Tables Rockstars	Times Tables Rockstars
Purple Mash	Purple Mash
Spelling Shed/Numbots	EdShed
Lexia	Lexia
Rosenshine's Principles training	DCC
Emotional Resilience Programme	MHST
Piano Teacher	Rudi Eastwood
Music Specialist	Kathryn Armstrong
Instrument Specialist Teachers	DCC

Service pupil premium funding (optional)

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

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>We received funding for two pupils and used this money to buy additional atlases to be used across school.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>All pupils were able to engage in discussions around travel and places within our world. For pupils whose parents/carers work away for long periods of time, this allowed them to identify and talk about their emotions around this.</p>

Further information (optional)

AE Coaching is funded from the Sports Premium. This is provided for free to those pupils eligible for Pupil Premium funding in order to improve mental and physical wellbeing of pupils.