

Pupil premium strategy statement – Heron Cross Primary 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	2023-2024 = 379 2024-2025 = 412 (+33) 2025-2026 = 390 (- 22)
Proportion (%) of pupil premium eligible pupils	2023-2024 = 42% 2024-2025 = 47% (+5%) 2025-2026 = 44% (-3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1 = 2023-2024 Year 2 = 2024-2025 Year 3 = 2025-2026
Date this statement was published	1 st December 2023
Date on which it will be reviewed	2023-2024 = December 2024 2024-2025 = December 2025 2025-2026 = December 2026
Statement authorised by	Gemma Willdigg
Pupil premium lead	2023-2024 Gemma Willdigg 2024-2025 Victoria Hardy 2025-2026 Victoria Hardy
Governor / Trustee lead	Suzi Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2023-2024 = £213,885 2024-2025 = £296,624 2025-2026 = £269,595
Recovery premium funding allocation this academic year	2023-2024 = £5,401 2024-2025 = £0,000 2025-2026 = £0,000

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 <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	2023-2024 = £219,268 2024-2025 = £296,624 2025-2026 = £269,595

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Heron Cross Primary School is to provide all pupils with the opportunity to achieve their potential regardless of background. We aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. During the period of this strategy plan we will focus on the key challenges that can affect the attainment of our disadvantaged pupils. Our approach will be responsive to both common challenges and our pupils' individual needs.

Common barriers affecting attainment for disadvantaged pupils include;

- Less support/engagement from home
- Attendance and punctuality concerns
- Language and communication skills may be delayed

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure access to a memorable, experiential curriculum in which pupils flourish academically and become lifelong learners.

We aim to do this through:

- Ensuring teaching and learning opportunities meet the needs of all pupils and that where pupils have specific needs that these are addressed through high quality, evidence-based interventions led by QTS staff.
- Frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support.
- Close monitoring of attendance of all pupils.
- Close monitoring of uptake at extra-curricular provisions along with promotion and support to increase attendance of pupil premium pupils.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium pupils do not attend school as regularly as non-pupil premium pupils.
2	On entry to EYFS, eligible pupils' speech, language and communication needs are behind non-eligible pupils.
3	The attainment gap between PP and non-PP is evident in English and Maths across the school
4	Limited experiences or enrichment opportunities outside of school impact on pupil's cultural capital and vocabulary development
5	Analysis of in-school trends demonstrate that more PP pupils require pastoral support due to safeguarding/home circumstances than non PP.

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
Pupil premium attendance is in line with non-pupil premium. All pupils attend for at 96% of the year.	PP attendance is tracked daily with swift intervention to families causing concern. A proactive approach to attendance by all staff, particularly for PP pupils is evident.
Pupils in EYFS make accelerated progress, particularly within Communication and Language ELG.	Early identification of developmental delays in pupils' speech language and communication ensures that external agencies and additional school intervention is provided.
All pupils achieve their potential and make accelerated progress in Reading, writing and Maths across the school	Tracking data demonstrates a narrowing or closed attainment gap between pupil premium and non-pupil premium at EXS in upper school (progress over time).
Pupils learning is enhanced through curriculum and extra-curricular experiences which engage and excite.	Pupils retention and knowledge improves, demonstrated by progress data, pupils enjoy school and engagement in extra-curricular opportunities is increased.

The wellbeing of vulnerable pupils is supported by the pastoral lead.	Vulnerable pupils feel safe and supported in school and early intervention is successful. Staff are well trained in supporting pupils social and emotionally and parents feel supported in managing all aspects of family life.
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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: 2023-2024 = £53,000

Budgeted cost: 2024-2025 = £81,000

Budgeted cost 2025-2026 = 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>2023-2024</i> <i>Implementation of Synthetic, systematic Phonics scheme</i> <i>2024-2025</i> <i>2025-2026</i> <i>Across school consistency in the implementation of Synthetic, systematic Phonics scheme.</i> <i>Tracking phonics gaps with swift intervention to address gaps.</i> <i>Ensuring reading books match phonic ability.</i></p>	<p>EEF Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Phonics</p>	2,3
<p><i>2023-2024</i> <i>2024-2025</i> <i>2025-2026</i> <i>Provide access to a wide range of CPD, including NPQ courses to develop teacher knowledge and pedagogy to continue to improve teaching and learning.</i></p>	<p>EEF evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported and in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	2,3
<p><i>2023-2024</i> <i>Implement standardised assessment of pupil progress and attainment across the school to identify gaps to accurately inform targeted teaching</i> <i>2024-2025</i> <i>Careful analysis of recently implemented standardised assessment of pupil progress and attainment across the school to</i></p>	<p>Ensuring that teachers have clear, standardised data to indicating what their pupils know and remember ensures that teaching and intervention can be carefully targeted to pupils next steps or gaps in knowledge. EEF evidence suggests that 'gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons' Assessment</p>	3

<p><i>identify gaps to accurately inform targeted teaching.</i></p> <p><i>2025-2026</i></p> <p><i>Training for teachers to use summative data collection to identify gaps and inform next steps.</i></p>		
<p><i>2024-2025</i></p> <p><i>2025-2026</i></p> <p><i>Promoting a positive whole school reading culture through online reading logs, a new library fully stocked with reading for pleasure books, a book vending machine and reading incentives.</i></p>	<p>EEF 'how to encourage a love of reading' supports a 'wraparound' approach to reading access, particularly for disadvantaged pupils, as 1 out of 8 children from socio-economically disadvantaged backgrounds now having a book at home'. Book gifting strategies need careful consideration in the context of longer term, whole school strategies that promote a culture of reading.</p>	4

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

Budgeted cost: 2023-2024 £72,000

Budgeted cost: 2024-2025 £95,000

Budgeted cost: 2025-2026 £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>2023-2024</i></p> <p><i>2024-2025</i></p> <p><i>2025-2026</i></p> <p><i>Catch up interventions for phonics and reading KS1</i></p>	<p>EEF evidence outlines +4 months progress where teaching assessment are deployed appropriately to lead interventions.</p> <p>Interventions</p>	3
<p><i>2023-2024</i></p> <p><i>2024-2025</i></p> <p><i>2025-2026</i></p> <p><i>Speech, language and communication interventions-EYFS</i></p>	<p>EEF Early Years Toolkit suggests that oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p> <p>Early Years Toolkit</p>	2
<p><i>2023-2024</i></p> <p><i>2024-2025</i></p> <p><i>2025-2026</i></p> <p><i>Interventions for pupils working within the lowest 20%</i></p>	<p>EEF evidence outlines +4 months progress where teaching assessment are deployed appropriately to lead interventions.</p> <p>Interventions</p>	3
<p><i>2024-2025</i></p> <p><i>2025-2026</i></p> <p><i>Pre-teach maths interventions in KS1 and KS2.</i></p> <p><i>Doodle maths.</i></p>	<p>Research evidence from Nottingham Trent University shows that pre-teaching maths increased readiness for maths, improved self-efficacy, increased enjoyment in maths lessons and improved mathematical attainment, skills and understanding. The EEF are carrying out further research in 'One Step Ahead' KS1 maths trial.</p>	4

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

Budgeted cost: 2023-2024 £102,000

Budgeted cost: 2024-2025 £123,000

Budgeted cost: 2025-2026 £99,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2023-2024 <i>Develop the role of School Family Support Worker to support children and families through early intervention.</i></p> <p>2024-2025 <i>Further develop the role of School Family Support Worker to support children and families through early intervention.</i></p> <p>2025-2026 <i>Continue to offer early intervention support.</i></p> <p><i>Extend opportunities for families through family learning courses.</i></p>	<p>Supporting vulnerable children and families via early help and intervention is key to preventing escalation to safeguarding concerns which have a significant impact on pupil wellbeing and achievement.</p>	5
<p>2023-2024 2024-2025 2025-2026 <i>Family Support worker to work collaboratively with Education welfare and Senior leadership team to support, promote and challenge pupil attendance</i></p>	<p>DfE Improving attendance guidance Sept 2021 suggests Schools should have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan. Leaders should recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance</p>	1
<p>2023-2024 2024-2025 <i>Pastoral support in school for vulnerable pupils.</i></p> <p>2025-2026 <i>Pastoral support and ELSA sessions available in school to support vulnerable pupils.</i></p> <p>2024-2025</p>	<p><u>Social and emotional interventions</u> EEF The average impact of successful Social and emotional learning interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, Social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	1

2025-2026 <i>Support for staff, and support and intervention for pupils from the Mental Health Support Team.</i>		
2023-2024 2024-2025 <i>Trips, visits, residential, curriculum and extra-curricular enrichment opportunities are heavily subsidised to ensure all pupils have the opportunity to participate in order to enhance their learning.</i> 2025-2026 <i>Revised offer of enrichment opportunities that continue to be heavily subsidised to ensure all pupils have the opportunity to participate.</i>	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence <u>Outdoor learning</u> Learning is contextualised in concrete experiences and language rich environments.	4
2023-2024 2024-2025 2025-2026 <i>Subsidised breakfast club and wrap around care</i>	EEF case studies suggest that attending a club effectively prepares pupils for learning. Schools with breakfast clubs in the studies schools also saw an improvement in pupil behaviour and attendance. <u>Breakfast clubs</u>	1
2024-2025 2025-2026 <i>Attachment and trauma informed practice training for all teaching staff as part of the school 2 year relational approaches in education project.</i>	EEF, 2019, meta-analysis found good evidence that personalised approaches can improve pupils' disruptive behaviour.	6

Total budgeted cost: 2023-2024 £227,000

Total budgeted cost: 2024-2025 £299,000

Total budgeted cost: 2025-2026 £269,595

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of previous 3-year Pupil Premium Plan:

- The school has undergone significant changes since the plan was published. There is a new leadership team in place (from Spring 2023) and the school curriculum has been developed to ensure progression and consistency for all pupils.
- The implementation and the impact of the activities from the previous plan are varied;
 - Enhancement of Mathematics teaching- The impact of this activity is evident through teacher confidence and pupil progress in Mathematics. Interventions are consistent with swift support for pupils who fall behind. Throughout 23-24, the school will continue to work with the NCTEM to refine teaching strategies and to support the leadership of Maths. This will fall under 'teacher CPD' within the current plan.
 - DFE validated Phonics scheme was implemented from September 23. Previous activity relating to this was used to fund CPD for phonics teaching in school. The impact of the validated scheme will become evident at the end of the academic year 2023.

Area of focus	Budget Allocation	Evaluation							
Attendance	Subsidised breakfast club and after school club		Attendance	2023-2024	2024-2025	2025-2026			
			Whole school attendance	95.4%	95.5%				
			PP attendance	93.9%	94.2%				
	Attendance officer and EWO		NPP attendance	95%	96.6%				
			Authorised absence	2.6%	2.73%				
	Attendance and punctuality reward incentives		Unauthorised absence	2.9%	2.54%				
			Lates before register	2.2%	2.08%				
			Lates after register	0.2%	0.3%				
Whole school attendance in 2022-2023 was 93.4% so impact is already evident.									
EYFS speech and language support	Additional TA		Impact data	2023-2024		2024-2025		2025-2026	
				Baseline	End of Year	Baseline	End of Year	Baseline	
	Revision of the EYFS curriculum		LAU	28% BLW 23% WTS	5% below 33% WTS	29% below 22% WTS	13% below 31% WTS	13% below 60% WTS	
			Speaking	28% BLW 18% WTS	3% below 26% WTS	27% below 16% WTS	8% below 27% WTS	10% below 70% WTS	
	Staff training for delivering speech and language interventions								
	Referrals made to Speech therapy with programmes implemented regularly.								

Closing the attainment gap in phonics, reading, writing and maths	<p>Phonics Validated phonics scheme purchased. All teachers and TA's trained in the phonics scheme. Newly appointed experienced phonics lead. New phonics resources and reading books purchased.</p> <p>Reading Purchase of new phonics resources and reading books. Online reading diary logs for parents. New library stocked with brand new books. Reading machine reward system and race car reader tracker.</p> <p>Reading interventions. Precision teaching.</p> <p>Writing Spelling shed. Access to training from the English hub. Purchased new books for writing sequences. Planning support from AHT.</p> <p>Moderation of writing training.</p> <p>Maths Newly appointed maths lead. Purchase of the white rose scheme and work books. Maths hub training for ECTs. Peer collaboration. TT Rockstars Doodle maths intervention Pre-teach maths interventions.</p>	Whole school	2023-2024				2024-2025				2025-2026			
		GDS	EXS	WTS	BLW	GDS	EXS	WTS	BLW					
	R PP	11%	56%	16%	17%	16%	42%	20%	21%					
	R NPP	21%	48%	19%	12%	23%	48%	14%	15%					
	W PP	4%	56%	18%	22%	6%	47%	23%	23%					
	W NPP	12%	51%	24%	13%	11%	56%	20%	13%					
	M PP	6%	63%	17%	14%	10%	50%	27%	12%					
<p>UKS2</p> <p>Reading Purchase of new phonics resources and reading books. Online reading diary logs for parents. New library stocked with brand new books. Reading machine reward system and race car reader tracker.</p> <p>Reading interventions. Precision teaching.</p> <p>Writing Spelling shed. Access to training from the English hub. Purchased new books for writing sequences. Planning support from AHT.</p> <p>Moderation of writing training.</p> <p>Maths Newly appointed maths lead. Purchase of the white rose scheme and work books. Maths hub training for ECTs. Peer collaboration. TT Rockstars Doodle maths intervention Pre-teach maths interventions.</p>	UKS2	2023-2024				2024-2025				2025-2026				
		GDS	EXS	WTS	BLW	GDS	EXS	WTS	BLW	GDS	EXS	WTS	BLW	
	R PP	17%	53%	6%	23%	27%	33%	10%	30%					
	R NPP	19%	53%	9%	19%	34%	38%	6%	21%					
	W PP	5%	58%	13%	25%	14%	43%	13%	30%					
	W NPP	6%	55%	26%	13%	15%	57%	11%	17%					
	M PP	6%	56%	33%	5%	19%	41%	21%	19%					
<p>LKS2</p> <p>Reading Purchase of new phonics resources and reading books. Online reading diary logs for parents. New library stocked with brand new books. Reading machine reward system and race car reader tracker.</p> <p>Reading interventions. Precision teaching.</p> <p>Writing Spelling shed. Access to training from the English hub. Purchased new books for writing sequences. Planning support from AHT.</p> <p>Moderation of writing training.</p> <p>Maths Newly appointed maths lead. Purchase of the white rose scheme and work books. Maths hub training for ECTs. Peer collaboration. TT Rockstars Doodle maths intervention Pre-teach maths interventions.</p>	LKS2	2023-2024				2024-2025				2025-2026				
		GDS	EXS	WTS	BLW	GDS	EXS	WTS	BLW	GDS	EXS	WTS	BLW	
	R PP	15%	46%	14%	25%	17%	43%	19%	21%					
	R NPP	37%	39%	11%	14%	38%	42%	10%	10%					
	W PP	2%	43%	19%	36%	5%	45%	26%	24%					
	W NPP	2%	43%	19%	36%	21%	48%	19%	12%					
	M PP	13%	45%	17%	25%	9%	48%	29%	14%					
<p>Ks1</p> <p>Reading Purchase of new phonics resources and reading books. Online reading diary logs for parents. New library stocked with brand new books. Reading machine reward system and race car reader tracker.</p> <p>Reading interventions. Precision teaching.</p> <p>Writing Spelling shed. Access to training from the English hub. Purchased new books for writing sequences. Planning support from AHT.</p> <p>Moderation of writing training.</p> <p>Maths Newly appointed maths lead. Purchase of the white rose scheme and work books. Maths hub training for ECTs. Peer collaboration. TT Rockstars Doodle maths intervention Pre-teach maths interventions.</p>	Ks1	2023-2024				2024-2025				2025-2026				
		GDS	EXS	WTS	BLW	GDS	EXS	WTS	BLW	GDS	EXS	WTS	BLW	
	R PP	15%	44%	21%	25%	14%	49%	16%	22%					
	R NPP	25%	37%	25%	13%	24%	42%	12%	22%					
	W PP	10%	40%	26%	24%	0%	51%	27%	22%					
	W NPP	19%	40%	25%	15%	8%	53%	20%	19%					
	M PP	8%	49%	18%	23%	8%	57%	27%	8%					
	M NPP	17%	44%	31%	8%	15%	61%	14%	10%					

<p><i>INSIGHT data tracking system.</i></p> <p><i>Termly purchase of PiRA assessments and online tracking tool.</i></p> <p><i>Monster phonics online assessment tool.</i></p> <p><i>White Rose assessment tracking tool.</i></p>		EYFS		2023-2024				2024-2025			
				GDS	EXS	WTS	BLW	GDS	EXS	WTS	BLW
		CI – LAU		PP	0%	73%	22%	5%	0%	73%	14%
				NPP	2%	77%	21%	0%	0%	79%	17%
		CI – S		PP	0%	84%	14%	3%	0%	77%	14%
				NPP	0%	79%	20%	2%	0%	79%	17%
		PSE – SR		PP	0%	89%	8%	3%	0%	82%	9%
				NPP	0%	84%	16%	0%	0%	96%	4%
		PSE – MS		PP	0%	89%	8%	3%	0%	82%	14%
				NPP	0%	91%	9%	0%	0%	92%	4%
		PSE – R		PP	0%	92%	5%	3%	0%	86%	9%
				NPP	0%	95%	5%	0%	0%	92%	4%
		End of Reception GLD 2023-2024				End of Reception GLD 2024-2025				End of Reception GLD 2025-2026	
		School		National		School		National		School	
		64%		67.2%		60%		68%			
		Phonics Screen Check 2023-2024				Phonics Screen Check 2024-2025				Phonics Screen Check 2025-2026	
		School		National		School		National		School	
		Year 1		78%		79%		78%		80%	
		Year 2 retakes		88%		89%		80%		50%	
		Y4 Multiplication Check 2023-2024				Y4 Multiplication Check 2024-2025				Y4 Multiplication Check 2025-2026	
		School		National		School		National		School	
		25/25		42%		34%		35%		37%	
		Average score		21.0		20.6		19.4		21.0	
		KS2 2023-2024				KS2 2024-2025				KS2 2025-2026	
		School		National		School		National		School	
		GPS		63%		72%		65%		73%	
		Reading		65%		74%		69%		72%	
		Writing		72%		72%		76%		72%	
		Maths		54%		73%		71%		74%	
		Combined R, W, M		44%		61%		59%		62%	

Enhanced curriculum	<i>Subsidied trips and visits, termly.</i>																																																																																																																																																																																				
	<i>Residential visits for Y4, Y5 and Y6.</i>																																																																																																																																																																																				
	<i>Minibus upkeep.</i>																																																																																																																																																																																				
	<i>Second mini-bus purchased Nov 25.</i>																																																																																																																																																																																				
	<i>Wide range of extra-curricular clubs on offer to all pupils.</i>																																																																																																																																																																																				
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2023-2024

	Autumn	Spring	Summer
Nursery	Amerton Farm - Santa experience	People Who Help Us visitors Library visits (small groups) Adventure Farm	Blue Planet Aquarium Unconventional Menagerie
Reception	Snowdome - Santa experience Panto in a Day	Majestic Owls Visit Twycross Zoo Lower Drayton Farm / animal farm sanctuary	Trentham Gardens
Year 1	Circus workshop Malpas Pumpkin Farm Panto in a Day	Brampton Toy Museum Retirement home visits (small groups)	New Brighton Beach
Year 2	Hoo Farm Fire Service	Chester Zoo	Potteries Museum (summer 1) Manchester Airport (summer 2)
Year 3	Poole's Cavern	Chester - Roman experience	Tatton Park - Anglo Saxons and Vikings (summer 1)
Year 4	York - 2 night stay residential	Stoke Ski Centre	Potteries Museum (summer 1) Sea Life (summer 2)
Year 5	Jodrell Bank Pantomime	Theatre visit - Horrible Histories 'Awful Egyptians'	Black Country Museum (summer1) Stanley Head - 4 night stay residential (summer 2)
Year 6	Think Tank Pantomime	The History Guy - WW2 Workshop	London - 2 night stay residential Tesco - Enterprise project

2024-2025

	Autumn	Spring	Summer
Nursery	Amerton Farm - Santa experience Fire station	Adventure Farm Little Library Van visit	Blue Planet Aquarium - Nursery
Reception	Snowdome	Owl visit Twycross Zoo	Trentham Gardens
Year 1	Circus workshop Malpas Pumpkin Farm Brampton Toy Museum	Peak Wildlife Synagogue visit	Beach trip Retirement home visits
Year 2	Hoo Zoo Fire Service	Chester zoo Church visit	Potteries Museum Manchester Airport
Year 3	Poole's Cavern Pantomime	Chester - Roman experience	Middleport Pottery
Year 4	York - 2 night stay residential Pantomime	Stoke Ski Centre Baptist church visit	Potteries museum
Year 5	Jodrell Bank Pantomime	Church visit	Black Country Museum Stanley Head - 4 night stay residential
Year 6	Think Tank Pantomime	Swynnerton Hall Temple visit	London - 2 night stay residential Tesco Enterprise trip

2025-2026

	Autumn	Spring	Summer
Nursery	Amerton Farm - Santa experience (autumn 2)	Adventure Farm Little Library Van visit People Who Help Us visitors	Towers - sea life and CBeebies land Unconventional Menagerie
Reception	Santa's Grotto at Peak Wildlife (autumn 2) Church visit Panto in a Day	Owl visit Twycross Zoo	Trentham Gardens
Year 1	Circus workshop Malpas Pumpkin Farm Panto in a Day	Chester Zoo Synagogue visit	Beach trip Retirement home visits
Year 2	Cannock Chase Fire Service Panto in a Day	Gentleshaw (wolf talk / workshop) Church visit	Potteries Museum Manchester Airport
Year 3	Bestwood Environmental Education Centre (Stone Age theme) Pantomime	Chester - Roman experience Mosque visit	Middleport Pottery
Year 4	York - 2 night stay residential Pantomime	Tudor World Baptist church visit	Sea Life
Year 5	Jodrell Bank Pantomime	Theatre visit - Horrible Histories 'Awful Egyptians' or Mr Egypt Church visit	Black Country Museum Stanley Head - 4 night stay residential
Year 6	Think Tank Pantomime	The History Guy - WW2 Workshop Temple visit	London - 2 night stay residential Tesco Enterprise trip

Pupil well-being	<i>Pastoral lead ELSA training for x1 staff member. Relational approaches in education training. Access to the mental Health Support Team. Additional TA employed across UKS2 Uniform Full time PE teacher Lunchtime wellbeing drop in sessions. Lunchtime sports clubs.</i>	Vulnerable children receiving pastoral support								
			N	R	Y1	Y2	Y3	Y4	Y5	Y6
		2023-2024	0	2	1	0	2	6	4	7
		2024-2025	0	0	3	2	1	2	4	4
		2025-2026	0	0	0	0	1	1	3	5

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
Not applicable	
Not applicable	