

Pupil premium strategy statement – St George’s Beneficial CofE Primary 2024 - 2027

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 – 2026/27
Date this statement was published	Dec 2024
Date on which it will be reviewed	June 2025
Statement authorised by	ILewis
Pupil premium lead	N Griggs/I Lewis
Governor / Trustee lead	Rick Barnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,200
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£244,200

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy is rooted in our school values of Respect and Hope. We aim to use evidence-based approaches to target the needs of all our pupils and in making provisions, we recognise that not all pupils who receive Free School Meals will be underachieving or disadvantaged and by that statement we also recognise that not all pupils who are underachieving are registered or qualify for Free School Meals. We will use the Pupil Premium Funding to support any pupils or groups of pupils that we legitimately believe to be underachieving or in need.

We are part of Charles Dickens Ward which has high deprivation and many local factors causing complex barriers for our families. Over half of our community are disadvantaged and in receipt of some sort of financial support. Worryingly, many of our families are in poverty or are in low-paid work and are 'just about managing'. The present cost of living crisis is adding to their difficulties. The majority of families live in rented, housing association properties. Child poverty impacts on children's ability to enjoy their childhoods and achieve their aspirations with school being a consistent for these children. We are required to remind them almost daily, that they are entitled to choices and chances and that they can, with hard work and dedication, be exactly who they want to be.

We will consider the challenges faced by our pupils; multi barriers to learning combined with high turbulence during their school journey. We track the turbulence for each year group and mobility sits at around 20%. We have a high number of vulnerable pupils such as those who have a social worker and outside agency support and more than 1/5th of our pupils sit on the vulnerable pupils list.

We use research from the EEF and both leads have been part of recent yearlong training. We also use contextual data: weak language and communication skills, higher than average rates of anti-social behaviour, poor resilience and low aspiration, combined with behaviour difficulties and attendance issues when writing and reviewing our plans. Pair these concerns with limited home support, poor housing and diets, restricted experiences and high crime rates and you will begin to understand the complex nature of living and learning in Portsea.

Our aim is to use our funding, following a five-tier approach. This is to ensure good **attendance**, to provide appropriate support for **behaviour** (including social emotional and pastoral needs) and to meet the **basic needs** of pupils, so that they can access high quality, consistently delivered teaching and lastly, through specific **academic intervention** and through offering a wide range of events and **opportunities** so that our pupil's primary experience is rich and exciting and driving learning.

Our ultimate objective is to ensure all pupils achieve at least expected progress in line with national standards and, whilst there is currently no academic gap between disadvantaged and non-disadvantaged children here, we are acutely aware that this is because overall, results are not yet where we want them to be.

Challenges

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

Challenge number	Detail of challenge
1 Cultural Capital	Despite a local high-end shopping outlet and luxury homes, the schools is in an area of considerable deprivation, anti-social behaviour and crime. An increasing number of pupils

	enter schools having NOT experienced their local environment, or its history and majority live in high rise accommodation. A greater proportion of children are NOT accessing the outdoors and increased costs at home reflect on the proportion of pupils not having wider family experiences. School trip contributions have fallen and the cost-of-living crisis has seen an increase in school debts. Pupils are not well versed in life outside of their immediate area and we remind the children daily of their choices and chances in a bid to influence them positively.
2 Academic Performance	Pupils at St George's, particularly those who are PP, often find learning tricky. We need to over teach significantly and break learning down into very small steps. Pupils are not yet able to explain their learning well and often opt out. This leads to lower results than we strive for.
3 Behaviour	We have a core group of high tariff children who require additional support from both an academic and mental health perspective but who do not receive EHCP funding nor are likely to. We have our own provision to support these pupils. Without us considering this, the learning and wellbeing of other children would be inhibited.
4 Attendance and Lateness	Lower attendance rates for pupils eligible for pupil premium. Our persistent absentees are primarily from disadvantaged backgrounds and their lateness and unauthorised absence has a detrimental effect on their learning and wellbeing as well as our ability to support them academically and pastorally.
5 Communication skills	Historically (supported by our FS baseline) pupils from disadvantaged backgrounds enter school with poor communication skills and language delay, compared to their peers. They are less likely to have books at home and are less likely to choose to access books/writing at school. They do not openly engage in conversation unless pressed to. Our GLD has been low.
6 SEND	An increasing proportion of pupils have a learning difficulty or disability that calls for special educational provision to be made for them. 24% of pupils at St George's are on the SEND register and 12% more are on our Watch and Wait list. Of our SEND pupils, 76% of these are also Pupil Premium 53/72. The number of pupils requiring 1-1 support for academic and BESD is also increasing and funding for these takes time or is not always available. The number of EHCPs awarded is dropping, meaning schools have to find other ways of making this work in school.

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
The experiences children have at school will support PP and non PP in an effort to level the playing field. Introduction of Focus days and continued support for trips, events and opportunities will ensure that children experience a memorable, experience-rich school offer.	<ul style="list-style-type: none"> • Support payment or trips and experiences for vulnerable families. • Build attendance at wider local events including Service Pupil events, more able events and sporting opportunities. • Support families so that as many children as are able attend trips. • Continue to create an engaging, lively and academically enchanting space for pupils to be, including in the science garden, sensory space and shared spaces.
Academic performance of all groups of pupils will rise – this may initially create a gap between those pupils eligible for PP and those not eligible for PP as currently there is not one due to low baseline for all.	<ul style="list-style-type: none"> • Through careful tracking and well-tailored provision, individual needs of PP pupils are met by class teachers and support staff. • Early identification of vulnerable pupils is made through pupil progress x 5 meetings. Pupils are closely tracked and focus pupils identified including a RAP and VENN staff meeting and target setting in autumn term. • Children are challenged and supported through carefully adapted planning and interventions are focussed and timely and at the point of learning • Our aim is for pupils at StGBS to perform at least as well as their peers nationally and make at least expected progress- this is the case for all pupil groups. We would expect to see a slight gap forming as standards rise.

	<ul style="list-style-type: none"> ● Phonics scores increase and then stabilise and the newly implemented phonics system offers consistency and shows fidelity ● Phonics interventions will be based around ELS only.
The behaviour management systems in school will be reviewed and the school will develop its work as a 'Relational School'. The Reef will develop from the previous ap group and be used for both proactive and if required, reactive work.	<ul style="list-style-type: none"> ● Ensure all children have opportunities to be successful. ● Develop sense of team around the school. ● Support in development of aspiration around the school. ● Grow 'The Reef' from the successes of the ap group. ● Wider pastoral training to take place – e.g. play therapy. ● Sensory space to be developed. ● The school will need to consider a kS1 'ap' over time.
The % of pupils Late/Late after the register closes and absent will reduce for all pupils and there will be no widening gaps between pupil groups.	<ul style="list-style-type: none"> ● Assistant Head role to develop to focus on Inclusion, Attendance, Relational and Pastoral/Family support. ● The attendance officer to undergo wider training in line with 2024 changes. ● Shift of the school day in 2024 to open doors earlier – may result in an initial dip that reduces as quickly as possible ● Absence is challenged appropriately but the school are mindful of the difficulties our families face, the financial strains that living in an area of deprivation often brings and the need to support familial relationships. ● Staff will not put themselves in danger by addressing absence, but do all it can to support parents in understanding the importance of school. ● Attendance officers at ground level will support pupils and families in the moment and the key work of our family mentor will enhance relationships which makes difficult conversations easier.
Targeted academic support and improved resources in school will improve communication and language skills which in turn will develop Early Literacy for both pupils new to schools (Early years / transitions/ new to country) and pupils for whom are still early learners (SEND, EAL etc)	<ul style="list-style-type: none"> ● Introduction and embedding of ELS (Essential Letters and Sounds) ● Targeted and ongoing support from the Literacy Hub to focus on the changes to the scheme and developing best practice in this phonics model. ● Through this, the vast majority of pupils will be able to read widely and fluently because of reading being developed and prioritised. The reading system will be given a new lease of life to encourage more children to get involved with reading. Books will be up-to-date and be a rich resource that recognises that these may be the only books our children access. ● The phonics scheme will be embedded and the pupils in KS1 will all access decodable books to develop reading skills as well as other books to promote a love of reading – the scores in phonics will be more widely reflected in raised reading results over time. ● Phonics interventions will be based around ELS only and will include older pupils for whom reading is still developing.
To consider ways of supporting SEND and those with pastoral need in 'ap' offer – in house, that targets those with gaps in excess of two years and SEMH/BESD needs so that the learning of other pupils can be the best it can be.	<ul style="list-style-type: none"> ● Ensure all children have opportunities to be successful. ● Grow 'The Reef' from the successes of the ap group. ● Wider pastoral training to take place – e.g. play therapy. ● Sensory space to be developed. ● The school will need to consider a KS1 'ap' over time. ● Class learning is settled ● Incidents of behaviour flairs decrease. ● Needs of pupils met in a high support/ high challenge manner.
<p>Data Targets</p> <p>KS2 Reading - Achieve scores closer to National</p> <p>KS2 Writing - Achieve scores closer to National</p> <p>KS2 Mathematics - Achieve scores closer to National</p> <p>Phonics - Attainment in line with national non disadvantaged</p> <p>Multiplication – PP and Non PP results to be in line – with more children achieving 20+</p> <p>Other - Improve attendance of disadvantaged pupils to be in-line with school average 95%</p>	

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £69,823

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources and wider opportunities to support specific focuses of SIP and CPD led by core subject leads in Literacy.	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> Phonics (+5 months) Reading Comprehension Strategies (+5 months) <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit':</p> <ul style="list-style-type: none"> Early Literacy Approaches = +4 months Communication and Language Approaches = +6 months <p>Early Literacy</p>	<p>Challenge – 2, 5, 6</p> <p>Additional Phonics Resources to complement training - £3500</p> <p>Phonics Training for whole school - £400</p> <p>Destination Reader resources - £2000</p> <p>Lightening Squad resources - £1000</p>
Resources and wider opportunities to support specific focuses of SIP and CPD led by core subject leads in Numeracy.	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> Mastery Learning (+ 5 Months) <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit':</p> <ul style="list-style-type: none"> Early Numeracy Approaches =+7 months <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</p>	<p>Challenge – 2, 6</p> <p>Additional Maths Resources to complement Mastering Number training - £1000</p> <p>Wider Maths CPD through Portsmouth Maths Hub and Mastering Number. Release costs for attendance for training x 4 people - £4200</p> <p>White Rose package - £200</p>
Core Area TLR	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> Mastery Learning (+ 5 Months) Wider CPD for staff Performance Pay (+ 1 Month) 	<p>Challenge – 2, 5, 6</p> <p>TLR Total – £9819</p>

Protected Conferencing release for teachers y1 - 6	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': <ul style="list-style-type: none"> ● Feedback (+ 6 Months) ● Individualised instruction (+4 Months) ● Mentoring (+2 Months) 	Challenge – 2, 5, 6 Teacher hours x 2 per day, 3 days per week, 39 weeks per year. - £12,846
Recruitment of in house Educational Psychologist, Speech Therapist and commissioning of Multi agency behaviour team (external) to support growing needs around communication, SEMH and SEND.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': <ul style="list-style-type: none"> ● Oral Language Intervention (+ 6 Months) ● Social and Emotional learning (+4 Months) ● Behaviour Interventions (+4 Months) Evidence from Education Endowment Foundation, 'Early Years Toolkit': <ul style="list-style-type: none"> ● CLL approaches =(+ 7 Months) ● Social and Emotional strategies (+3 Months) 	Challenge – 1, 2, 3, 5, 6 MABS – £9658 EP – £4800 SALT - £15,675 ND Support - £4653

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

Budgeted cost: £80,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff required to assist with managing pupils requiring targeted academic support or 1-1.	Behaviour Interventions = +4 months Social and Emotional Learning = +4 months Behaviour Support EEF These people allow successful teaching to take place and therefore the rest of the classes benefit.	Challenge – 2, 3, 4 Y3 = £17932 Y1 = £10943 YR = £4888
1 x Leader needed to support the development of the 'ap' The Reef. 2 x Highly trained support staff to support in a.m. 1 x in p.m. Funding to provide wider activities that promote and drive learning for pupils for whom experiences are considerably lower than the low rates of peers.	Behaviour Support EEF These people allow successful teaching to take place in a small group using a modified curriculum. Therefore, the rest of the classes benefit from reduced distraction and increased teacher time. Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': <ul style="list-style-type: none"> ● Collaborative Learning Approach (+5 months) ● Behaviour Interventions (+4 Months) ● Meta-Cognition/Self regulation (+7 Months) ● Social + Emotional Learning (+4 Months) 	Challenge – 1, 2, 3, 4, 5, 6 The Reef Lead - £35304 2 x Staff a.m. - £4191 £7377

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

Budgeted cost: £92,800.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support for children requiring intervention (1:1 and small group support) for specific Pastoral needs.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Social and Emotional Learning = +4 months</p> <p>Social Emotional EEF</p> <p>Pastoral support ‘can help with: loss and bereavement, social skills, communication skills, understanding and regulating emotions, friendship issues and bullying, self-esteem and removing barriers to learning. Consistent feedback from schools across the UK and Camden has shown that the introduction of ... has made a significant positive impact on the emotional wellbeing of children and young people and their ability to manage better at school – socially, emotionally and academically.’</p> <p>www.lbcamden.net</p>	<p>Challenge – 1, 2, 3, 4, 5, 6</p> <p>Pastoral Support - £15758 supporting groups and individuals including Service Pupils who need support -</p>
<p>Attendance and support for getting pupils into school provided by Attendance Officer.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> ● Parental Engagement = (+ 4 Months) <p>Evidence from Early Years Toolkit:</p> <ul style="list-style-type: none"> ● Parental Engagement = (+ 5 Months) <p>Parental Engagement</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate ... the lower the likely level of attainment at the end of KS2.</p> <p>DfE research (2012) on improving attendance at school found that:</p> <p>Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs</p> <p>Advice from the National Strategies (hosted on the National Archives) says that, ‘The links between attendance and achievement are strong and pupils with persistent absence are less likely to attain at school and stay in education. Lack of attendance at school can impact life chances beyond the age of statutory education.’</p> <p>Sec-Ed.co.uk ‘Attendance has a direct impact on attainment. There is a strong link between those with poor attendance and poor attainment in all subjects’</p>	<p>Challenge – 2, 4, 5, 6</p> <p>Attendance officer FT, though 0.5 Equiv focused on Attendance - £26620</p>

<p>Wider Attendance, behaviour, safeguarding, mental health and wellbeing support service provided by dedicated safeguarding manager for children.</p> <p>Family Workshop time led in out of school hours to reconnect and build relationships within family groups.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> ● Parental Engagement = (+ 4 Months) ● Aspiration Intervention with families (awaiting final grading) <p>Aspiration EEF</p> <p>Evidence from Early Years Toolkit:</p> <ul style="list-style-type: none"> ● Parental Engagement = (+ 5 Months) <p>Parental Engagement</p>	<p>Challenge 2, 3, 4, 5, 6</p> <p>Safeguarding Lead– £10525</p> <p>OOA Family Connection Work - £1667.25 +£500 funding for events</p>
<p>Support vulnerable families in funding trips, lunches, transports, Wrap Around Care etc.</p>	<p>According to OFSTED, external, interactive learning activities tie learning to personal experiences and memories, helping students develop a deeper understanding of subjects and topics. This often promotes better behaviour, achievement and involvement back in the classroom.</p> <p>Wrap around care/ Breakfast club Breakfast Club EEF</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> ● Arts Participation = (+ 3 Months) ● Outdoor Adventure Learnings (+Awaiting grading) ● School Uniform (+Awaiting grading) ● Extended Physical Activity (+1 Month) 	<p>Challenge 1, 2, 4</p> <p>£10,000 Trips/Uniform/Transport/Wider</p> <p>£1250 Wrap Around Care</p> <p>£3000 Science Garden</p> <p>£1250 Sensory Room</p>
<p>FSM Meals Contribution</p>	<p>Benefits all FSM and KS1 Pupils</p>	<p>£23,230</p>

Total budgeted cost: £244,258

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Context Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Reception - Year 6 Total
Cohort +	36	39	47	49	50	44	48	313
Boys +	16 (44.44%)	17 (43.59%)	26 (55.32%)	26 (53.06%)	26 (52.00%)	19 (43.18%)	32 (66.67%)	162 (51.76%)
Girls +	20 (55.56%)	22 (56.41%)	21 (44.68%)	23 (46.94%)	24 (48.00%)	25 (56.82%)	16 (33.33%)	151 (48.24%)
Disadvantaged +	14 (38.89%)	14 (35.90%)	21 (44.68%)	25 (51.02%)	26 (52.00%)	25 (56.82%)	30 (62.50%)	155 (49.52%)
Non Disadvantaged +	22 (61.11%)	25 (64.10%)	26 (55.32%)	24 (48.98%)	24 (48.00%)	19 (43.18%)	18 (37.50%)	158 (50.48%)

End of year 2 data *2023/24.

		Cohort	Boys	Girls
Cohort	40 Pupils	29/40 (72.5%)	17/20 (85.0%)	12/20 (60.0%)
Boys	20 Pupils	17/20 (85.0%)	17/20 (85.0%)	- -
Girls	20 Pupils	12/20 (60.0%)	- -	12/20 (60.0%)
Disadvantaged	20 Pupils	13/20 (65.0%)	10/11 (90.9%)	3/9 (33.3%)
Non Disadvantaged	20 Pupils	16/20 (80.0%)	7/9 (77.8%)	9/11 (81.8%)

End of year 6 data *2023/24

		Cohort	Boys	Girls
Cohort	45 Pupils	28/45 (62.2%)	17/30 (56.7%)	11/15 (73.3%)
Boys	30 Pupils	17/30 (56.7%)	17/30 (56.7%)	- -
Girls	15 Pupils	11/15 (73.3%)	- -	11/15 (73.3%)
Disadvantaged	30 Pupils	18/30 (60.0%)	10/18 (55.6%)	8/12 (66.7%)
Non Disadvantaged	15 Pupils	10/15 (66.7%)	7/12 (58.3%)	3/3 (100.0%)

End of Academic year No/ of pupils in receipt of Pastoral Support	Pupil Prem	Non Pupil Prem
FS		
1		
2		
3		
4		
5		
6		

End of Academic year attendance 2023/24	Pupil Prem	Non Pupil Prem
FS	91%	94.5%

1	92.8%	94.6%
2	94.2%	95.2%
3	93.5%	96.3%
4	92%	95.7%
5	95.4%	94.5%
6	93.2%	98.2%

Areas from 2023/24 Pupil Premium – *Green Complete* – *Blue Ongoing but with changes* – *Red Not Continuing*.

- *Keeping School PAN at 50* – Classes remain at 25 which improved % of teacher time with individuals. Changes to birth rate may require a more wider PAN review moving forward.
- *DR and Improving Oracy* – DR implemented well and pupils are using strategies from this to broaden Oracy in wider subject areas. DR is a strength of the school practice.
- *Interventions to reduce the gap* – There is no significant gap between PP/Non PP in most areas but with an acute awareness that this is as such because results for **all** pupils are lower than we are striving for.
- *Leslie Clarke Phonics and Phonics 10* – A new scheme Essential Letters and Sounds is being implemented post-ofsted 2024. ELS interventions will supersede Phonics 10
- *DSR introduction for KS1 Fluency* - Despite seeing some successes in KS1 fluency there was wider thought that this non-phonetically decodable option may remove fidelity to a program. It remains something that we may reintroduce
- *Speech Therapy/ Ed Psych/ MABS support* – Used to support 22 children over the year. Will continue to fund
- *Mental Health Lead training* – Complete with ongoing refreshers as required.
- *Thrive* – 61 children received pastoral intervention in either a proactive or reactive way over the course of the year, the success of this work led to the formation of the nurture group, which is now developing into an ‘ap’ The Reef.
- *Feedback to pupils* – In class short burst interventions by learning mentors, DHT and AHT in RWM for specific PP children. PP outcomes level with NonPP. Change of focus to writing conferencing by teachers 1 hour per week moving forward.
- *Nurture group* – Hugely successful work to secure 6 children with exceptionally high level needs and to avoid need for unsettling change of placement or perm-ex. Of these children 4 remain in school and 2 moved out of area. The pupils who moved OOA remain in mainstream school. 2 children were on reduced timetable which has increased over the year.
- *Attendance* – The on going work of the school around attendance (and safeguarding) was noted by a recent HMI as some of the best seen, this work is only strengthening with the appointment of an Attendance manager (FT) and a senior leader for attendance.
- *Portsea Sailors Intervention* – 16 Pupils attended this externally led intervention to boost literacy. All children made progress whilst attending. Attendance / interest in participation did wain into the summer term.

- **Parent Partner** – The work of the Parent Partner last year supported 31 families proactively and countless from an ‘in-the-moment’ perspective. This role is developing to maintain the morning arrival support but offer after school parent and pupil support – funded.
- **Support of trips/ wider capital** – An ongoing requirement of the school, as without this this the amount of pupils accessing trips, experiences and opportunities (many of which link with or support wider learning) would drop. Over the course of one academic year, 269 individuals benefitted from a funding offer. All pupils in school received discounted trip offers to relieve financial pressure and 161 places were funded completely. All children in ks1 had a Christmas and Easter day funded through PP. 77 children were in receipt of a PP funded attendance trip in 2023/24. 41 children were funded to attend a y6 Outdoor activity days. 17 children have been in receipt of school funded breakfasts over the year. 4 of these also have lunch. 80 sessions at Sunrisers or Sunsetters – including late collections have been funded last year.
- **Improvement in clubs offer** – 2 additional clubs offered throughout the year, see Sports Premium.
- **Investment in Co Joes** – To support children’s oracy, creativity/ supported PSHE/ Used across school but mostly ks1 and the nurture group – difficulties in timetabling to ensure investment worthwhile. Still maintaining the resources and planning/ missions but no longer subscribing.

Externally provided programmes

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

Programme	Provider
Portsmouth Sailors	Literacy Hub
DSR & DR	Hackney Learning Trust
Lightening Reading Squad	FFT
NELI - language & reading comprehension skills.	Nuffield
Phonics 10 Leslie Clarke	Leslie Clarke

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>Last year we had two Service Pupils for two terms, this year (to date) we have one Service Pupil. This % of funding is used to fund their pastoral/Thrive support.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Pupils are settled, but two left mid-year due to family deployment. Our year one service pupil, achieved GLD.</p>