

## PUPIL PREMIUM STRATEGY STATEMENT 2025-2026

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	112
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lynnette Johnson
Pupil premium lead	Lynne Frewin
Governor / Trustee lead	Eric Diment (COG)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,620.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</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.	£0
<b>Total budget for this academic year</b>  <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>	£0

## Part A: Pupil premium strategy plan

### Statement of Intent

At Lakeside School we recognise the need to maintain a high standard of education for all and we strive to ensure outstanding teaching and learning across all areas.

As a result of these aims our Pupil Premium Plan is based on a tiered spending plan in three key areas:

- Teaching
- Targeted Support relating to end destination skills to alleviate core deficits and promote developmental learning.
- Wider Strategies

The school has used research and supporting evidence from The Education Endowment Fund in order to develop this plan. [www.educationendowmentfoundation.org.uk](http://www.educationendowmentfoundation.org.uk)

The EEF recommends that great teaching is the most important lever schools have to improve outcomes for their pupils. Many of the most effective ways to raise attainment involved will benefit all groups of pupils. The EEF research tells us that high quality teaching can narrow the disadvantage gap.

Although the strategy is focused on the needs of disadvantaged pupils, it is our intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. Our strategy also considers the complex needs of pupils who attend the school and addresses longer term outcomes and preparation for adulthood goal.

All our pupils have extreme and significant organic barriers to learning rooted in their disability.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Socio-economic disadvantage is not always the primary challenge our pupils face, and we do not see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high quality work experience, careers guidance and further education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

At Lakeside School we understand the importance of working in partnership with all stakeholders to secure the very best outcomes and afford pupils a wealth of opportunities to thrive, not only in

their learning but also in their personal development and wellbeing. We support specific and specialist interventions including Occupational Therapy, Intensive Interaction, Music Therapy and Speech & Language Therapy.

Our cultural capital offer is strong for all pupils and offers access to Forest School, Animal Care, Horse Riding, Trips out in the Community, Trips to the Seaside, Donkey Therapy, Visits to local Sports Centres/Swimming Pools.

## Challenges

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

Challenge number	Detail of challenge
1	All pupils at Lakeside have an Education & Health Care Plan. Our pupils have extreme and significant organic barriers to learning rooted in their disabilities. We need to help pupils to successfully access our broad and balanced curriculum.
2	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
3	Our assessments, observations and conversations with pupils' families indicate that disadvantaged pupils often require additional support to develop independence personal skills.
4	Pupils require support to behave with respect for each other and themselves through effective classroom management and a curriculum which promotes values of tolerance, empathy and independence. They need to be encouraged to understand how to behave in order to develop relationships and be effective participants within their community.

## 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
All classroom staff will demonstrate that they are able to foster and promote interpersonal support	<p>Pupils are challenged to use new skills and behaviours</p> <p>Engagement is above 50 % for all pupils-explanations can be given about children who are not engaged at this level.</p> <p>No gap between PPP and Non-PPP pupils.</p>

All teachers and lead LSAs will demonstrate that they are able to promote effective learning support	<p>Partner provides high quality learning support. We need staff to be able to build challenge into their learning support so that pupils are able to make incremental steps in their play, problem solving, communication and independence.</p> <p>Pupil targets include the level of support the pupil receives. We will teach interdependence.</p> <p>Pupils are able to engage with adults in order to gain support for learning</p> <p>Increase of 25% in targets achieved across whole school.</p> <p>Significant reduction in partly achieved targets.</p> <p>No gap between PPP and Non-PP pupils.</p>
Pupils will experience and participate in a range of musical activities	<p>Pupils are able to respond with at least two different emotions to music</p> <p>Pupils are able to work together to produce sound</p> <p>Music is being observed in school to enhance:</p> <p>Meaning</p> <p>Understanding</p> <p>Joy</p>

### Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£40,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality training and CPD package for all teaching staff at Lakeside School.</p> <p>The training offer is designed to support the bespoke nature of our school.</p> <p>New staff, UQTs and ECT's to access highly</p>	<p>The best evidence available indicates that outstanding teaching is the most important level schools can have to improve pupil attainment.</p> <p>Expert teachers develop a broad array of teaching strategies that combined with subject knowledge and knowledge of their pupils positively impacts on learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/1-highquality-teaching/">https://educationendowmentfoundation.org.uk/the-tiered-model/1-highquality-teaching/</a></p>	1,2,3,4

<p>effective induction and training.</p> <p>Ongoing CPD delivered by teachers who are experts in their field, deliver training to teachers and provide practical support for delivering high quality teaching and learning.</p> <p>Professional development opportunities for staff to further develop their skills and develop identified areas of the school. We support our teachers to gain further academic qualifications through distance learning and part time taught courses.</p> <p>ECTs follow a bespoke training plan that ensure they are working at the expected standard in a short space of time.</p> <p>Regular drop-ins, learning walks and additional observations of practise ensure ECTs are on track to be performing at or above the expected standard by the end of their ECT period. ECTs develop in their role as subject leaders through being supported by an experienced subject leader, while continuing to develop the skills in the classroom.</p>	<p><a href="https://www.suttontrust.com/wp-content/uploads/2014/10/What-MakesGreatTeaching-REPORT.pdf">https://www.suttontrust.com/wp-content/uploads/2014/10/What-MakesGreatTeaching-REPORT.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/effectiveprofessional-development#navdownloads">EEF Effective Professional Development https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/effectiveprofessional-development#navdownloads</a></p> <p>Shulman (1992) stressed that teacher education programs should link theoretical concepts with practical, ‘real-world’ teaching settings.</p> <p>Leinhardt, McCarthy Young, and Merriman (Citation1995, 404) acknowledge that the development in both directions (from theory to practice, but also from practice to theory) is necessary: ‘We have proposed that university [ies] should take on the task of helping learners integrate and transform their knowledge by theorising practice and practicing theory’.</p> <p><a href="https://www.tandfonline.com/doi/full/10.1080/03075079.2020.1767053">https://www.tandfonline.com/doi/full/10.1080/03075079.2020.1767053</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/evidencereviews/teacherprofessional-development-characteristics">https://educationendowmentfoundation.org.uk/educationevidence/evidencereviews/teacherprofessional-development-characteristics</a></p> <p>We use a collaborative approach to CPD, as recommended by the EEF and Teacher Development Trust, building knowledge, motivating teachers, developing teaching techniques and embedding practice. Our CPD is needs/wants led, not just school development priorities led. This approach provides for teachers leading their own CPD, sharing best practise, involving teachers in whole school planning, and promotes a culture of mutual trust and enthusiasm.</p> <p><a href="https://www.headteacher-update.com/knowledge-bank/headteacher-update-podcast-high-impact-cpd-in-schools-professional-">https://www.headteacher-update.com/knowledge-bank/headteacher-update-podcast-high-impact-cpd-in-schools-professional-</a></p>	
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	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/527424/development-teachers-performance-management-pedagogy-lessons-pupil-outcomes-teacher-development-trust/242416/">development-teachers-performance-management-pedagogy-lessons-pupil-outcomes-teacher-development-trust/242416/</a>	
<p>New Assistant Head Teachers will demonstrate the ability to plan strategically for development in their allocated areas of responsibility:</p> <p>Assessment is robust, accurate and provides a clear picture regarding progress; skills and knowledge taught in training across the school regarding teaching techniques are observed by senior leaders being carried out in the classroom to enhance and promote learning; training needs are effectively identified and implemented.</p> <p>Assistant Head teachers will demonstrate the ability to carry out and deliver good quality observation.</p>	<p>1. School leadership is second only to classroom teaching as an influence on pupil learning. 2. Almost all successful leaders draw on the same repertoire of basic leadership practices. 3. The ways in which leaders apply these basic leadership practices – not the practices themselves – demonstrate responsiveness to, rather than dictation by, the contexts in which they work. 4. School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. 5. School leadership has a greater influence on schools and students when it is widely distributed. 6. Some patterns of distribution are more effective than others. 7. A small handful of personal traits explains a high proportion of the variation in leadership effectiveness</p> <p><a href="https://assets.publishing.service.gov.uk/media/5a7df7f9e5274a2e87daeb06/seven-claims-about-successful-school-leadership.pdf">https://assets.publishing.service.gov.uk/media/5a7df7f9e5274a2e87daeb06/seven-claims-about-successful-school-leadership.pdf</a></p> <p>Transformational leadership focuses on how leaders influence people through their use of ‘inspiration, vision and the ability to motivate followers to transcend their self-interests for a collective purpose’ (Warrick, 2011). Ken Leithwood, in Canada in the 1980s, adapted the construct of transformational leadership taken from business and applied this to schools. Transformational leadership seeks to generate ‘second-order’ effects, i.e. transformational leaders aim to increase the capacity of others in order to create first-order effects on pupil learning. As such, it has been credited with supporting teacher autonomy and professionalism (Hendricks and Scheerens, 2013)</p> <p><a href="https://www.ambition.org.uk/blog/what-is-school-leadership/">https://www.ambition.org.uk/blog/what-is-school-leadership/</a></p>	1,2,3,4

	<p>Effective School Leadership has a positive and lasting impact on organisational performance</p> <p><a href="https://www.tandfonline.com/doi/full/10.1080/13632434.2023.2287806#d1e117">https://www.tandfonline.com/doi/full/10.1080/13632434.2023.2287806#d1e117</a></p> <p>Benefits for Schools - develop leaders who:</p> <p>Are able to make a positive contribution to a wide range of whole school activities</p> <p>Are equipped with essential knowledge and understanding of what we are learning about effective practice in both operational and strategic leadership and management at a whole school level</p> <p>Have the skills necessary to successfully implement sustainable changes intended to secure improved pupil outcomes</p> <p>Recognise the importance of having a secure evidence-base to underpin their strategic decision-taking and is familiar with the science of learning</p> <p>Shares common understandings and a shared professional language with other leaders in your school - the 'golden thread' of professional development</p> <p><a href="https://www.bestpracticenet.co.uk/npqsl">https://www.bestpracticenet.co.uk/npqsl</a></p>	
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**Targeted support (for example, tutoring, one-to-one support, structured interventions)**  
Budgeted cost: **£22,000.00.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Securing Engagement: Bamboozle whole school training, cascaded down in pathways.</p> <p>Intensive Interaction Training.</p>	<p>The Bamboozle Approach uses a series of behavioural and linguistic strategies which enable children to engage and explore freely, make their own decisions and find their own voice</p> <p>In developing the Bamboozle Approach over the past 25 years they have drawn on, and continue to draw on, many influencers and experiences. It builds on over 50 years of classroom and education experience, expertise from the Leicestershire drama advisory service of the 1980s and the study of Neuro-Linguistic Programming. It draws on Dorothy Heathcote's work and embraces current research into how children learn and engage including that of: Carol Dweck, Alfie Kohn and Nancy Kline. And crucially it has</p>	1,2,3,4

	<p>benefited from the wisdom of hundreds of artists, parents, teachers and school staff, as well as thousands of children and young people with whom we have worked over the last 25 years.</p> <p>Children, whatever their abilities or disabilities, know more than we might think, and can do more than anyone yet realises. Removing judgemental praise enables learning; it is therefore our job to create an enabled space in which children can explore the world.</p> <p><b>Five Principles</b></p> <ol style="list-style-type: none"> <li>1. Create an enabled space which is free from interruption, respectful of everyone in it and where people are valued and neither praised nor criticised.</li> <li>2. Let go of the need to get a result. This does not mean that we don't have a desired outcome. We do. It does mean though that we are not driving children's responses in any particular direction. We are all therefore free to explore together.</li> <li>3. Let go of any expectations of what a child can or can't, will or won't do. Then we are free to focus on what's possible.</li> <li>4. Give the very highest quality of attention and look for every possible indicator of communication.</li> <li>5. Go to where the children are physically and emotionally in order to build rapport, before making invitations to engage.</li> </ol> <p>Strategies which are designed to:</p> <ul style="list-style-type: none"> <li>• Establish an enabled space – a relaxed working environment where individuals are free to engage with activities in their own way, at their own pace and on their own terms.</li> <li>• Indicate the importance of clearing time and space to allow anything to happen.</li> <li>• Allow us all to trust in instinct and trial new approaches while taking calculated risks.</li> <li>• Value each child as an individual.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Allow us to be patient – leaving the situation sometimes ten times longer than you feel comfortable with to allow time for a response.</li> <li>• Be flexible – careful planning, but the ability to deviate from the agenda on a journey of exploration and discovery.</li> <li>• Give us the opportunity to be carefully attuned to children's responses and the ability to react to this in subtle and gentle ways</li> <li>• Ensure that all concerned have fun while working and playing!</li> </ul> <p>Intensive Interaction is an approach that is used to develop positive social communication with people who have communication or social impairments. Developed in the 1980s, Intensive Interaction is a social communication approach that is most often used with people who have severe or profound and multiple learning difficulties and/or autism. Intensive Interaction is both highly social and mainly responsive in nature, rather than being directive, or goal or target orientated. The approach focuses on using the 'Fundamentals of Communication' 1 as a means of establishing and developing improved social communication exchanges.</p> <p><a href="https://www.intensiveinteraction.org/">https://www.intensiveinteraction.org/</a></p> <p>MARTINS: A CRITICAL REFLECTION ON HOW SENSORY STORIES FACILITATE HIGH QUALITY TEACHING AND LEARNING FOR CHILDREN WITH PROFOUND AND MULTIPLE LEARNING DISABILITIES (PMLD)</p> <p><a href="file:///ks-svr-001.lks883.internal/redirect/Staff/LFrewin/Documents/Downloads/administrator,+Journal+manager,+Martins.pdf">file:///ks-svr-001.lks883.internal/redirect/Staff/LFrewin/Documents/Downloads/administrator,+Journal+manager,+Martins.pdf</a></p>	
Pupils will experience and participate in a range of musical activities and are able to respond to music and communicate preferences. Staff are confident and able to provide a range of musical	<p>Music has a powerful effect on everyone, but it can be used in an educational setting for children or adults with complex needs. Using music with special needs education has many benefits, including:</p> <ul style="list-style-type: none"> <li>• Music helps you bond</li> <li>• A multi-sensory experience</li> </ul>	1,2,4

<p>activities and opportunities.</p> <p>Musical Wellbeing Day, Staff training, model teaching in classes, visiting Music Therapist.</p>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Self-regulation</li> </ul> <p>Listening to, playing or dancing to music can create a strong bond between you and your child, or even a student and teacher.</p> <p>Getting into a routine of listening to music daily, signing along to it, and even dancing, can greatly improve the rapport with a child.</p> <p><a href="https://www.seashelltrust.org.uk/how-does-music-help-those-with-disabilities/">https://www.seashelltrust.org.uk/how-does-music-help-those-with-disabilities/</a></p> <p>Learning challenges can affect a child emotionally, physically, behaviorally and/or cognitively. The good news is that music can help with most of them. It has been scientifically proven that learning to play an instrument helps children with ADHD or learning disabilities, increase their attention and unlock the ability to learn.</p> <p>Music strengthens the weak areas of the brain of a child with learning disabilities. Music builds-up and strengthens the auditory, visual/spatial, and motor cortices of the brain. These are the areas related to speech and language, reading, focusing, attention, and concentration issues. Research has proven that when children with learning disabilities learn to play an instrument the attention, concentration, impulse control, self-esteem, motivation and memory improve. Children who have difficulty in focusing when there is background noise are particularly helped by music classes.</p> <p><a href="https://www.linkedin.com/pulse/how-music-helps-children-learning-disabilities-tanuja-gomes#:~:text=Music%20strengthens%20the%20weak%20areas,%2C%20attention%2C%20and%20concentration%20issues.">https://www.linkedin.com/pulse/how-music-helps-children-learning-disabilities-tanuja-gomes#:~:text=Music%20strengthens%20the%20weak%20areas,%2C%20attention%2C%20and%20concentration%20issues.</a></p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£4,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff are able to effectively	Due in large part to the difficulties in social communication and emotional regulation, the majority	1,2,4

<p>promote shared attention, turn taking, imitation and communication. Staff will meet criteria for successful interaction using SCERTS interpersonal and learning support.</p> <p>Staff will be able to identify dysregulation and be able to intervene effectively to secure calm, alert state.</p> <p>Therapeutic Thinking Training – Understanding the function of low level behaviours.</p>	<p>of children with ASD require a variety of supports to participate optimally in interpersonal interactions and relationships, and to understand and derive enjoyment from everyday activities. Supports are also needed to maximize learning in educational settings and participation in daily living activities and events. The notion of transactional support in the SCERTS Model emphasizes that supports must be flexible and responsive to different social contexts and learning environments, and to the changing needs of children and families. Most important, however, is that both children and family members develop a sense of confidence and competence in utilizing and responding to supports. Transactional support is addressed in 3 major domains in the SCERTS Model—interpersonal support, educational support, and family support</p> <p><a href="https://scerts.com/wp-content/uploads/The-SCERTS-Model-for-Web-12-12-07.pdf">https://scerts.com/wp-content/uploads/The-SCERTS-Model-for-Web-12-12-07.pdf</a></p> <p><a href="https://journals.lww.com/ijournal/fulltext/2003/10000/">https://journals.lww.com/ijournal/fulltext/2003/10000/</a></p> <p>Therapeutic Thinking is a philosophy. It focuses on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health; it also helps to develop an understanding of how to respond to those who may be communicating through concerning behaviours. The Therapeutic Thinking approach is a school-led embedded ethos characterised by an inclusive culture, based on training and information that is underpinned by best practice, policy and plans.</p> <p><a href="https://therapeuticthinking.co.uk/">https://therapeuticthinking.co.uk/</a></p>	
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**Total budgeted cost: £66,000.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil Premium Strategy Outcomes:

Senior Leaders will continue to use data highly effectively to identify intervention needs and fund accordingly, ensuring pupil premium is used effectively.

School Leaders will identify core areas of need throughout the cohort where progress is less than expected and allocate Pupil Premium funding to ensure any ensuing gaps between pupil premium pupils and non-pupil premium pupils are closed.

We analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using our own internal assessments; SCERTS (Social Communication, Emotional Regulation, Transactional Support), The Engagement Model Scale and EHCP Target data.

#### Our School Improvement Plan targeted :

- All classroom staff will demonstrate that they are able to secure pupil engagement in the learning process.
- All established staff will demonstrate the ability to train new staff how to deliver this.
- Further, develop our reading strategy by training literacy and communication champions for each classroom to ensure teachers are supported to deliver reading and communication strategies effectively.
- Develop sound good practice and a variety of approaches to achieve effective assessment for learning.
- All staff in primary will meet criteria for successful interaction using SCERTS Transactive support.
- Year 3 of 3-year plan: Outreach to young pupils without a special school place is established leading to relationships being forged with prospective pupils and families, and expertise being shared with mainstream settings.
- Relevant learning pathways are designed for students who encounter barriers from physical or behavioural difficulties
- Year 2 of 2 year programme: Staff are equipped to recognise the function of behaviours and respond effectively to low-level disruptive behaviours.
- Personal development
- Year 2 of three-year programme: Pupils will experience and participate in a range of musical activities.
- New Assistant Head teachers will demonstrate the ability to plan strategically for development in their allocated areas of responsibility.
- The forest school will be user friendly and safe to access in all weathers for a broader range of young people

#### Summary:

- pupil engagement has gone up by a corresponding average of 40% across classes.
- Teachers and lead LSA's are able to set up enabled spaces. Ensuring that the learning environment secures good pupil engagement.
- Teachers differentiate literacy lessons and have support to run different groups from literacy champions

- Pupils are observed anticipating and remembering a sequence, differentiated at their level. Teachers will know what this looks like. • Pupils have freedom to fail and teachers are observed planning for and responding to this in order to bring about learning. Adults observed consistently seeking and securing eye contact, turn taking, shared attention, imitation and communication. • Pupils adhering to structure with effective prompts
- Parents report high levels of confidence and expectation about coming to Lakeside • Setting staff are observed delivering key le Pupils are able to self-occupy in an “age neutral way”. • Options for self-occupation are clearly set out and available in the classroom. Staff are able to promote this
- There are high expectations, intolerance of lack of engagement and lack of occupation . This can be measured by engagement levels none of which are below 40% which is an improvement.
- Classrooms are quiet but purposeful. •
- Staff intervene in order prevent behaviours that cause a barrier to learning. • Staff are able to remain focused on what pupils need to achieve and respond to low level behaviours in order to keep learning flowing. Improvement average of 10% across the board.
- Training has been delivered. Banks of favoured music have been created. Pupils have accessed collective musical events and there are more planned.
- There is confidence that assessment is robust, accurate and provides a clear picture regarding progress.
- Skills and knowledge taught in training across the school regarding teaching techniques are observed by senior leaders being carried out in the classroom to enhance and promote learning.
- New launch to outside activities that can be accessed at Forest school is in process. Forest school is now being effectively monitored and supported to be consistent with approaches of the rest of the school.

#### Achievement Data Comparisons:

There were no engagement model significant percentage gaps between PPP and Non PPP.

No gap between PPP and Non PPP green/blue judgements relating to EHCP targets achieved.

Social Communication, Emotional Regulation and Transactional Support (SCERTS): No gap between PPP and NON PP in all SCERTS areas achievement.

#### Externally provided programmes

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

Programme	Provider

### **Service pupil premium funding (optional)**

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

**How our service pupil premium allocation was spent last academic year**

**The impact of that spending on service pupil premium eligible pupils**

### **Further information (optional)**

Additional Activity:

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium. This will include:

Development of a high quality cultural capital offer which supports our pupils' development through links with the curriculum, allowing pupils to secure knowledge through wider application of vocabulary and skills.

Events and offsite visits linked to specific schemes of work or an enriching experience outside of the curriculum so pupils can apply the vocabulary and skills learned.