

## Pupil premium strategy statement – Mason Moor 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	219
Proportion (%) of pupil premium eligible pupils	55.6% (113 out of 203 based on Autumn 2022 Census)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2023 to 2024-2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023, July 2024 and July 2025
Statement authorised by	Daniel Constable-Phelps (Executive Headteacher)
Pupil Premium lead	Faye Bauck (Head of School)
Governor / Trustee lead	Amanda Humby (Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,383
Recovery premium funding allocation this academic year	£16,964
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.</i>	£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>	£190,347

## Part A: Pupil premium strategy plan

### Statement of intent

At Mason Moor Primary School, we strive for achievement for *all* our pupils and believe that *all* pupils should develop a passion for lifelong learning. We primarily strive to ensure this by provision of the highest standards of first quality teaching, focussed support, curriculum enrichment and pastoral care. Through recent improvements we are leading to more rigorous monitoring and tracking of pupil performance, we are able to identify pupils who are at risk of not making sufficient progress, including the monitoring of most able disadvantaged children. We plan to use this information to endeavour to plan and implement effective intervention and support strategies. These will be provided dependent on each child's needs and the challenges that they face. While Pupil Premium funding will be used to target attainment for disadvantaged pupils, other pupils may also benefit as a result of strategies implemented. All staff should be aware of barriers to learning and these should be addressed within the teaching and learning experience that pupils receive. It is our belief that engaging parents and carers of disadvantaged pupils is a key factor in raising standards. We strongly believe that the whole school community is responsible for raising the aspirations and attainment of disadvantaged pupils.

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- Whole-school strategies that impact on *all pupils*
- Focused support to target *under-performing pupils*
- Specific support targeting *pupil premium pupils*

We are re-introducing strategies which will be reviewed half termly to ensure they are having the intended impact in diminishing the difference. This will allow us to make adjustments if particular strategies are not working well or to further extend successful strategies. As part of our monitoring and reviewing process:

- All disadvantaged pupils will be identified on Pupil Premium registers and this information will be shared with school staff.
- Within the framework of pupil progress accountability, a breakdown of the attainment and progress of disadvantaged pupils will be produced.
- Governors will be informed of the position of Pupil Premium within the school.
- The school will produce a summary of provision implemented and this will be reported online as part of the review of their Pupil Premium strategy.

### Challenges

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

Challenge number	Detail of challenge
1	Communication and Language including EAL
2	School readiness (socially and emotionally) including attitudes and approaches to learning (learner disposition) and limited life experiences.
3	Low levels of Literacy and Maths
4	Persistent low attendance including punctuality
5	Parental engagement including ability to support learning

### 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
Raise attainment in Reading, Phonics and Speech and Language in EYFS, KS1 and KS2, especially Pupil Premium pupils.	<ul style="list-style-type: none"> <li>• The % of Pupil Premium pupils achieving at or above age-related expectations is in line with non-pupil premium pupils.</li> <li>• Attainment and progress in reading at the end of KS outcomes shows all pupils closing the gap with national benchmarks.</li> <li>• Attainment and progress in phonics at the end of Y1 outcomes shows all pupils closing the gap with national benchmarks.</li> <li>• Master tracking grids analysis shows that Pupil Premium pupils are outperforming or matching progress of non-pupil premium in all year groups in reading.</li> <li>• Quality first teaching and targeted interventions ensure gaps are addressed and % of pupils achieving at or above ARE (age related expectations) increases.</li> </ul>
Raise attainment in Maths for EYFS, KS1 and KS2, especially Pupil Premium pupils.	<ul style="list-style-type: none"> <li>• The % of Pupil Premium pupils achieving at or above age-related expectations is in line with non-pupil premium pupils.</li> <li>• Attainment and progress in maths at the end of KS outcomes shows all pupils closing the gap with national benchmarks.</li> <li>• Master tracking grids analysis shows that Pupil Premium pupils are</li> </ul>

	<p>outperforming or matching progress of non-pupil premium in all year groups in maths.</p> <ul style="list-style-type: none"> <li>• Quality first teaching and targeted interventions ensure gaps are addressed and % of pupils achieving at or above ARE (age related expectations) increases.</li> </ul>
<p>Improve attendance and punctuality for all pupils, especially disadvantaged, through monitoring, meetings, incentives for pupils and EWO involvement.</p>	<ul style="list-style-type: none"> <li>• Increased % of attendance of pupils to be in line with school target (96.4%), especially from Pupil Premium pupils.</li> <li>• Increased % of punctuality, especially from Pupil Premium pupils.</li> <li>• Decreased % of persistent absentees, especially from Pupil Premium pupils.</li> </ul>
<p>Pupils have good attitudes to learning and develop independent learning strategies. High aspirations and expectations are evident.</p>	<ul style="list-style-type: none"> <li>• Pupil Premium pupils display equal resilience, self-confidence and achievement with their non-pupil premium counterparts.</li> <li>• Classroom, quality of teaching and evidence in books demonstrate show high expectations, consistent progress and high-quality language acquisition as a priority.</li> <li>• The % of behaviour incidents for Pupil Premium pupils is reduced.</li> <li>• Aspirations of pupil premium pupils for later life are evident.</li> </ul>
<p>Remove emotional and mental health and wellbeing barriers to learning. Ensure pupils have access to targeted support for mental health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• Increase in self-esteem, confidence and resilience is reported.</li> <li>• The % of emotional outbursts for Pupil Premium pupils are reduced.</li> <li>• ELSA sessions by learning mentors show the impact of mentoring and interventions.</li> </ul>
<p>Ensure all disadvantaged pupils have opportunities to attend enrichment activities to further aspirations.</p>	<ul style="list-style-type: none"> <li>• Pupil's parents supported to pay for trips and extra-curricular events so participation is not affected.</li> <li>• Pupil Premium pupils engaged and increasing participation in after school activities.</li> <li>• 100% of pupils have received and benefitted from funding for activities to promote engagement and provide enrichment opportunities.</li> </ul>
<p>Continued support for pupils and families, especially those who are new to English/no previous schooling.</p>	<ul style="list-style-type: none"> <li>• A high % of families of Pupil Premium pupils are engaged with the school. This includes attending workshops to support learning and parents' evenings.</li> </ul>

	<ul style="list-style-type: none"> <li>Parental engagement leads to further support for all pupils at home in reading and completing homework.</li> </ul>
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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: £85,403

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (PiXL)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through targeted teaching, interventions and teacher instruction.	3
Embedding dialogic activities across the curriculum to support development of oracy in children including their ability to articulate key ideas, consolidate understanding and extend vocabulary.  BLAST programme for EYFS and KS1. Dedicated SALT staff member	Strong evidence lends to suggest that oral language interventions including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading attainment.  Development of talk partners through ongoing staff training and roll-out of our whole-school pedagogy has had a positive impact on developing confidence and language skills shaped through oral discussion which then supports childrens' written work.	1, 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed	The DfE non-statutory guidance has been produced in conjunction with the NCETM in the teaching of maths through evidence-based approaches as well as ready-to-progress materials by topic post COVID-19. All	3

key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	of this will support the development of maths mastery across school.	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £62,472

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.  BLAST programme for EYFS and KS1. Dedicated SALT staff member.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.	1, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.	1, 3
Year 6 Saturday School, additional SATs booster sessions and Year 6 Easter schools to provide a blend of tuition, mentoring and school-	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small targeted groups.	2, 3

<p>led tutoring for pupils whose education has been most impacted by poor teaching through the primary years and the COVID-19 pandemic due to school closures. A significant proportion of the children who receive/attend these sessions are disadvantaged, including those who are high attainers.</p>		
<p>Ensure all disadvantaged pupils have opportunities to attend enrichment and extra-curriculum activities to further aspirations and increase life chances and experiences.</p> <p>100% of pupils have received and benefitted from funding for activities to promote engagement and provide enrichment opportunities.</p>	<p>Parents of PP children are supported to pay for trips and extra-curricular events so participation is not affected. These include x3 trips yearly for each year group and a Year 6 Residential experience to Osmington Bay in Dorset.</p> <p>Increased engagement in extra-curricular and enrichment activities has a positive impact on the development of a child's independence and confidence as well as their exposure to active learning experience with their peers.</p>	<p>1, 2, 5</p>
<p>Raise attainment in Maths for EYFS, KS1 and KS2, especially Pupil Premium pupils.</p> <p>Investment in WR Maths Premium, Literacy Shed – online resources to support</p>	<p>Class Teachers will support with implementation linked to boosters to support progress and complimenting their classroom learning.</p> <p>Set activities targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small targeted groups.</p>	<p>3</p>

<p>with teaching and learning of English and Maths learning including independent application from children (predominantly in Year 6).</p> <p>Immersive learning experience with analytics, recommendation and real-time diagnostic for year 6 pupils.</p>	<p>Children become more confident within maths, reading and writing, supporting their learning and needs (including home learning).</p>	
<p>KS2, especially Pupil Premium pupils.</p> <p>Raise attainment in Maths for EYFS, KS1 and KS2, especially Pupil Premium pupils.</p>	<p>TAs to provide personalised support and small group interventions to address misconceptions and gaps in learning, provide support and extend pupils' learning in and out of class.</p>	3

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

Budgeted cost: £42,472

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management through Trackit and anti-bullying approaches (The Diana Trust) with the aim of developing our school ethos and improving behaviour across the school.</p>	<p>Targeted interventions and consistent, uniform approaches can have positive overall impacts on improved behaviour.</p>	1, 2, 5
<p>Embedding principles of good practice set out in the DfE's</p>	<p>The DfE guidance has been informed by engagement with</p>	4, 5

<p>Improving School Attendance advice. Working more closely with parents/families of PA children across the school and the EWO.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing Attendance Leaders/Attendance Offices across the school to improve attendance.</p>	<p>schools that have significantly reduced levels of absence and PA.</p>	
<p>Remove emotional and mental health and wellbeing barriers to learning. Ensure pupils have access to targeted support for mental health and wellbeing.</p>		<p>2, 3</p>

**Total budgeted cost: £190,347**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **2021-2022**

*We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.*

*Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.*

*DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.*

*To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.*

*Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.*

*The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.*

*Absence among disadvantaged pupils was 10% higher than their peers in 2021/22 and persistent absence among disadvantaged pupils was in line with their peers. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.*

*Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.*

*These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.*

### **2022-2023**

*We have analysed the performance of our school's disadvantaged pupils during the 2022-2023 academic year, drawing on national assessment data and our own internal summative and formative assessments.*

*The data demonstrated that Early Years Foundation Stage (EYFS) attainment showed significant progress, with 73% achieving a Good Level of Development (GLD), up from the September 2022 baseline. Literacy outcomes were strong, with 76% combined (80% reading, 77% writing). However, the Phonics Screening pass rate at 47% was below the forecasted 71% and previous year's 54%, highlighting the need for a move to an approved Systematic Synthetic Phonics (SSP) program. Key Stage 1 (KS1) outcomes were disappointing and did not meet expectations, prompting the introduction of a rapid catch-up curriculum for Reading, Writing, and Mathematics (RWM) in Year 3. Conversely, Key Stage 2 (KS2) outcomes were exceptionally strong, representing the best performance in the school's 24-year history.*

*To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local levels and to results achieved by our non-disadvantaged pupils. The comparison revealed that boys outperformed girls in Years 3 and 4, while girls outperformed boys in other year groups. EAL learners, who now make up 26% of the school population, outperformed non-EAL learners in Years 3 and 6, as well as in Years 4 and 5 (with the exception of mathematics). Pupil Premium (PP) learners demonstrated strong outcomes in specific areas, such as Maths and Writing in Year 4, where they outperformed their non-PP peers.*

*We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour, and wellbeing. Attendance and pastoral care have been identified as key areas requiring further attention. SEND pupil progress was notable against Individual Education Plan (IEP)*

*targets but fell short in curriculum outcomes, particularly in KS1, requiring targeted interventions to ensure parity with peers.*

*The data demonstrated that, while there were areas of significant success, such as in EYFS and KS2 outcomes, the overall performance of our disadvantaged pupils did not consistently meet expectations. We are at present not on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.*

*Our evaluation of the approaches delivered last academic year indicates that professional development initiatives, such as those led by Bob Cox to improve writing, were particularly effective. The implementation of targeted support for EAL learners, including the Race to English scheme, also showed promising results. However, the lower-than-expected phonics outcomes and KS1 results highlight the need for further strategic adjustments.*

*We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. For example, the adoption of an approved SSP program will address phonics gaps, and the rapid catch-up curriculum for Year 3 will support those falling behind in RWM. Additional resources, such as EAL scanning pens and six-weekly NASSEA assessments, will continue to support targeted interventions. The Further Information section below provides more details about our planning, implementation, and evaluation processes.*

### **2023-2024**

*We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.*

*The data demonstrated the following:*

*Key Stage 2 Outcomes (RWM Combined):*

- *The school is above the Local Authority (LA) average for the expected standard (+0.7%) but below LA for the higher standard (-6%).*
- *Compared to national averages, the school is below for the expected standard (-3.8%) and the higher standard (-7.7%).*

*Subject-Specific Performance:*

- *Reading:*
  - *For the expected standard, the school is well above the LA average (+14.2%) and significantly above national (+9.5%).*

- *For the higher standard, the school is above both the LA (+9.3%) and national (+6.6%).*
- *Disadvantaged pupils outperform non-disadvantaged significantly for the expected standard (+19.1%) and higher standard (+11.2%).*
- *Writing:*
  - *The school is below the LA for the expected standard (-7.6%) and the higher standard (-7.9%).*
  - *Compared to national, the school is below for the expected standard (-9.6%) and the higher standard (-10.2%).*
  - *Non-disadvantaged pupils outperform disadvantaged in writing for both expected (-6.2%) and higher standards (-5%).*
- *Maths:*
  - *The school is below the LA average for the expected standard (-10.1%) and higher standard (-9.6%).*
  - *Compared to national, the school is below for the expected standard (-13.6%) and higher standard (-13.1%).*
  - *Non-disadvantaged pupils outperform disadvantaged in maths across all metrics.*

#### *Early Years Foundation Stage (EYFS):*

- *General Learning Development (GLD) outcomes were significantly impacted by the inclusion of children from the Ark SEND unit, lowering the overall GLD to 45.8%.*
- *Excluding the Ark cohort, the adjusted GLD is 81.25%, which is significantly above the LA (+14.65%) and national (+13.55%) averages.*
- *Disadvantaged pupils significantly outperform non-disadvantaged in GLD (+35%).*

#### *Phonics Screening:*

- *Year 1 phonics outcomes are slightly below LA (-6.1%) and national averages.*
- *For the phonics re-sit, the school is well above both LA (+24.3%) and national (+26.7%).*

- *Disadvantaged pupils outperform non-disadvantaged in Year 1 phonics (+18.1%) and continue to perform well against LA and national disadvantaged data (+10.5% and +14.1%, respectively).*

*Overall Observations:*

- *Reading is a notable strength across the school, with disadvantaged pupils significantly outperforming their peers.*
- *Writing and maths outcomes require focused intervention, particularly for disadvantaged pupils, to close the attainment gap with their non-disadvantaged counterparts.*
- *EYFS outcomes demonstrate strong progress when excluding the Ark cohort, with disadvantaged pupils achieving above both LA and national comparisons.*

*Next Steps (2024-2025):*

*1. Replicate Reading Success:*

- *Identify and extend the successful strategies used in reading to writing and maths, focusing on disadvantaged pupils.*

*2. Targeted Writing and Maths Interventions:*

- *Implement tailored support to improve attainment in writing and maths, particularly for disadvantaged pupils.*

*3. Phonics Improvement Plan:*

- *Strengthen implementation of the new “Pip and Pap” phonics scheme to improve Year 1 phonics outcomes further.*

*4. Early Years Development:*

- *Continue to build on the strong GLD outcomes by providing targeted support for disadvantaged pupils in early years.*

*Based on all the information above, the performance of our disadvantaged pupils met expectations in some areas (e.g., reading and phonics re-sits) but did not meet expectations in others (e.g., writing and maths). We are on course to achieve the outcomes set for 2026/27 by refining our strategy and focusing on the identified areas for improvement.*

*Our evaluation of the approaches delivered last academic year indicates that the school’s focus on reading was particularly effective. However, further work is needed to replicate this success in writing and maths.*

*We have reviewed our strategy plan and made adjustments to ensure better alignment with our objectives. Further details about our planning, implementation, and evaluation processes are outlined below.*

## **2024-2025**

*Over the course of the three-year strategy, Mason Moor has faced significant contextual challenges, including high pupil mobility, language barriers, and lower starting points. Despite this, the school has secured strong EYFS outcomes and demonstrated the effectiveness of targeted phonics and catch-up interventions. Year 1 phonics outcomes were disproportionately affected by the inclusion of The Ark, a specialist SEND unit with 11 children with significant and complex needs. When this cohort is disaggregated, phonics outcomes rise to 70%, much closer to national figures, reflecting the impact of high-quality early reading provision. Pupil Premium funding has been instrumental in providing additional staffing, interventions, and enrichment opportunities, ensuring disadvantaged pupils receive focused support. The next phase must prioritise raising KS2 outcomes, improving phonics consistency from Year 1, and embedding high-quality teaching across all phases. Building on the improvements seen in EYFS and targeted interventions, Mason Moor is committed to accelerating progress so that all pupils, particularly the most disadvantaged, achieve their full potential.*

## **Performance Summary 2025 – Mason Moor Primary School**

### **EYFS Outcomes**

- **Good Level of Development (GLD):** 78.6% – significantly above Southampton average (68.1%, +10.5).
- **Strengths:** Strong rebound from 2024 outcomes, with high proportions at expected across all goals (+30% compared with previous year). Average ELGs rose to 14.0, in line with LA benchmarks.
- **Areas for development:** Cohort volatility remains a challenge, with smaller groups affected disproportionately by mobility and late entry.

### **Phonics Outcomes**

- **Year 1:** 45.2% at expected – well below LA (78.4%) and national. Drop of –29% from previous year, significantly impacted by The Ark (11 pupils with significant SEND needs).
- **Year 2 Re-sits:** Outcomes above LA and national averages, reflecting strong catch-up interventions.

### **KS2 Outcomes (Year 6, 2025)**

- **Combined RWM:** 18.8% at expected – significantly below LA (55.8%) and national (56%).
- **Reading:** 46.9% expected (–22.5% below LA); scaled score 98.4 (below national 104.4).
- **Writing (TA):** 34.4% expected (–34.5% below LA); progress score estimated at –0.96.
- **Maths:** 21.9% expected (–46.6% below LA); scaled score 94.4.

### Overall Strengths

1. **EYFS outcomes** show strong improvement, with GLD above both local and national benchmarks.
2. **Year 2 phonics re-sits** highlight effective intervention strategies once pupils are embedded in school routines.
3. **Targeted support for EAL pupils** and disadvantaged children has led to individual success stories, even where overall cohort results are low.

### Areas for Development

- **KS2 attainment remains well below national**, particularly in mathematics and writing, with combined RWM a priority.
- **Progress measures have now returned for 2025–2026**, and these show pupils are not making sufficient gains across KS2. Improving pupil progress must be a renewed focus for school improvement.
- **Cohort mobility and late arrivals** continue to disrupt performance trends; strategies for rapid assessment and accelerated induction are essential.

## 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
DSL Clinical Supervision	No Limits Counselling Service
Year 5 and 6 Raising Aspirations	Into University
Saints Foundation – Maths on the Move, Literacy (Phonics) and PE skills across all year groups	Southampton City FC

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.