Pupil premium strategy statement 2026 - 2029

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Weston on Trent C of E Primary school
Number of pupils in school	149 + 6 Nursery
Proportion (%) of pupil premium eligible pupils	15.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026 - 2029
Date this statement was published	01/10/26
Date on which it will be reviewed	01/10/27
Statement authorised by	Mark Hibbert
Pupil premium lead	Mark Hibbert
Governor / Trustee lead	Phil Curnock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,000 Current targeted 20 x £1550 £10760 post LAC 3 x £2690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39070

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is 'Let Your Light Shine'. This articulates our desire to treat every child as an individual and to ensure that they are supported and empowered in order to achieve their individual potential. Part of this is supporting the children in seeing themselves as learners, having self-respect and being ambitious for the future.



In order to develop our strategy, we look at each individual child's unique circumstances, progress and needs to target our actions to ensure that we are maximising the benefit of their funding for them.
We give our children the best possible life-chances and recognise that good academic outcomes give the children more choices when they are older. We understand that there can be non- academic barriers to learning which must be addressed in order to enable children to learn.
We take a longer-term view and focus on activities that will increase our capacity as a school to support the children over a number of years rather than just for one term or academic year.



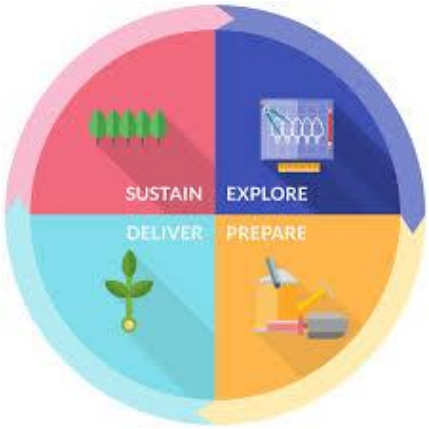
Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- To enable our children to become articulate communicators who are confident and able to present ideas, share their viewpoint and articulate their feelings.
- Narrowing the attainment gap between disadvantaged pupils and their peers
- To build resilient and confident individuals by supporting our children's health and wellbeing so that they become self-regulated learners who are able to manage, monitor and evaluate their learning and emotions independently and effectively
- To allow disadvantaged children to have opportunities which are suitable for their age and phase to build cultural capital

Our Implementation Process

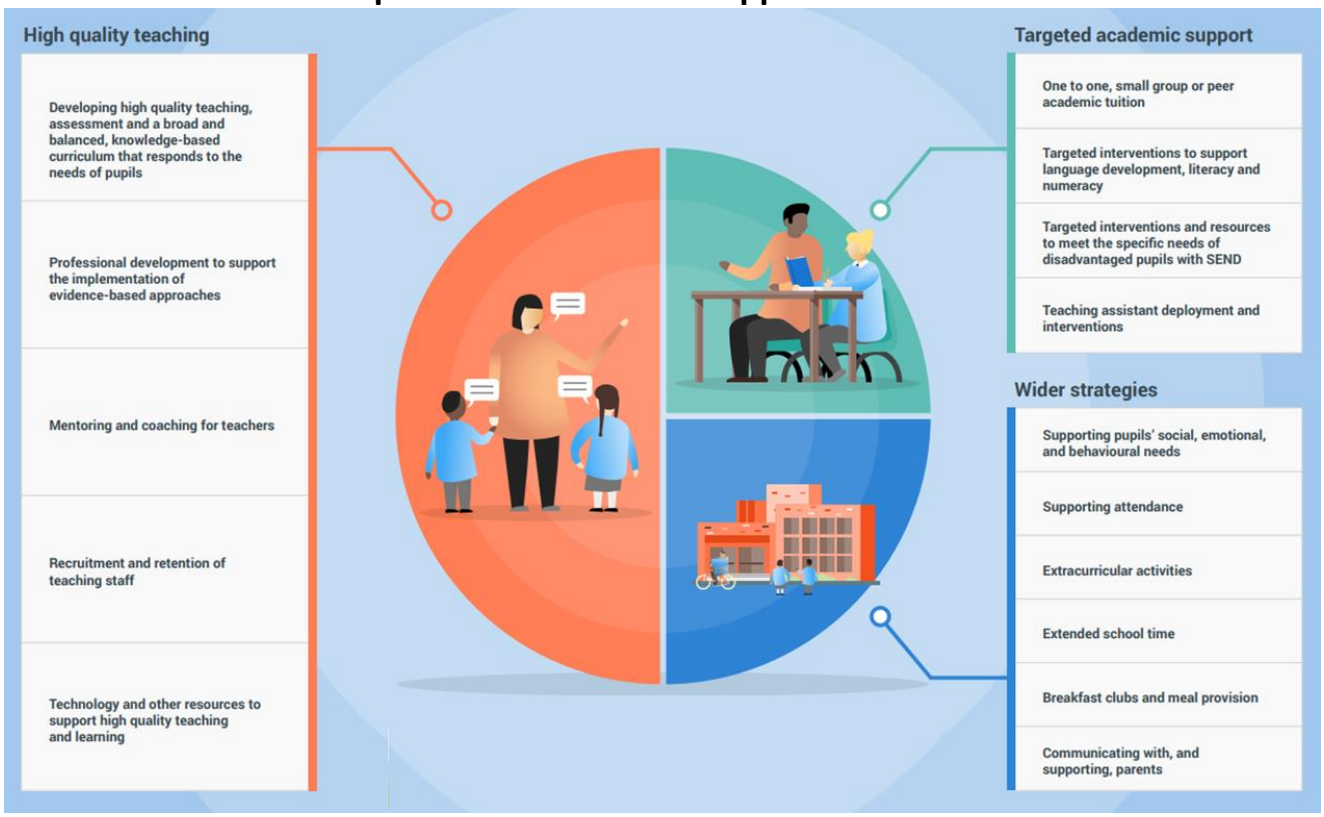
We believe in evidence-based interventions and approaches. Utilising the EEF implementation guidance we will:



Explore
Identify a key priority that we can address
Systematically explore appropriate programmes and practices
Examine the fit and feasibility with the school
Prepare
Analyse the needs of our children in receipt of Pupil Premium.
Develop a clear, logical and well-specified plan
Make practical preparations
Deliver
Support staff and solve any problems using a flexible approach
Reinforce initial training with follow-on support
Achieve fidelity the chosen schemes used
Sustain
Continually acknowledge, support and reward good implementation practices
Build skills and knowledge in the teaching team to enable the delivery of successful interventions in the longer term
Monitor
Review the success of the strategies used
Review the training needs of staff in order for them to successfully support the children

Our delivery of the Pupil Premium strategy is a carefully staged cyclical process—not a one-off event. An impactful, sustained Pupil Premium strategy is integral to our wider school development planning and practice. Setting longer-term objectives gives us the time and space to implement our well-evidenced strategy based on careful diagnosis of the challenges facing our socio-economically disadvantaged pupils. These objectives include ongoing whole-school change through elements such as recruitment, teaching practice, and staff development.

The EEF Guide to the Pupil Premium 'Menu of approaches'



Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for our socio economically disadvantaged pupils. Investing in high quality teaching for these pupils is a top priority for Pupil Premium spending at Weston On Trent. Strategies to support this include: professional development, training, support for early career teachers, and investing in recruitment and retention.

Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—have a negative impact on academic outcomes at Weston. Addressing wider barriers to learning is an important part of our Pupil Premium strategy. While many challenges may be common between schools, the specific features of our community we serve affects which approaches we prioritise in this category.

We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. Our Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support. Such support includes structured small-group interventions that link to classroom teaching and the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Attendance among pupils eligible for Pupil Premium remains below that of their non-disadvantaged peers. Disadvantaged pupils are disproportionately represented within the school's persistent absentee cohort, reducing access to learning opportunities and impacting academic progress.
2	There is a significant overlap between disadvantage and Special Educational Needs and Disabilities (SEND) within our school. Currently, 39% of pupils have an identified SEND need; this rises to 63% amongst pupils eligible for Pupil Premium. This can create additional barriers to accessing the curriculum and achieving expected outcomes.
3	Many disadvantaged pupils experience complex family circumstances which can impact attendance, wellbeing and engagement with learning. These include financial hardship, parental mental health difficulties, limited support networks, housing instability and single-parent family situations. Such factors affect approximately 93% of our pupils eligible for Pupil Premium.
4	Assessment information indicates that disadvantaged pupils achieve less well than their peers in key areas of the curriculum. Gaps are particularly evident in the acquisition of early reading and mathematical skills, limiting access to wider learning opportunities. Outcomes for disadvantaged pupils in the Phonics Screening Check, Key Stage 1 and Key Stage 2 assessments remain below those of non-disadvantaged pupils. Writing continues to be an area where disadvantaged pupils are significantly underperforming compared with their peers.
5	A significant proportion of disadvantaged pupils present with social, emotional and mental health needs which impact engagement, confidence and readiness to learn. Within our school, over 50% of disadvantaged pupils have an identified SEMH need. Some pupils require additional support to develop resilience, self-regulation and positive learning behaviours.
6	Some disadvantaged pupils have fewer opportunities to access enrichment activities, extracurricular experiences and wider cultural opportunities outside of school. This can impact confidence, aspiration, social development and their ability to make meaningful connections across the curriculum.

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
1. To improve and sustain attendance for all pupils, particularly our disadvantaged pupils ensuring we meet the national expectations for attendance and persistence absence.	- Disadvantaged pupils will match or exceed national attendance averages including those figures of Non-PP - Increase in PP pupils' overall attendance figures - Decrease in persistent absence for PP children - Individualised SEND targets evidence progress against their SEMH need leading to improved academic outcomes
2. To ensure all disadvantaged pupils leave Weston On Trent C of E Primary School as strong, enthusiastic readers	- A high percentage of pupils accessing the pupil premium pass the Year 1 phonics screening check. - Improved reading attainment for disadvantaged pupils at the end of KS1 and KS2. - Children have a love of reading which allows the to identify reading as a experience which they would choose to do.
3. Disadvantaged children are given opportunities to develop the necessary cultural capital needed to allow them to engage in the curriculum, have high aspirations for themselves and others, to experience things beyond their world and to collectively prepare them for the world they live in.	- Children are able to talk about their learning and make links across the curriculum - Trips and experiences are well planned and sequenced in line with the curriculum to ensure knowledge webs are built upon prior learning. - The number of disadvantaged children taking part in extra-curricular clubs increases each year - - All disadvantaged children are given the opportunity to take part in extra-curricular competitions
4. All pupils have a secure understanding of basic skills in fluency and spelling and are able to apply these with confidence, leading to improved outcomes for disadvantaged children in writing and maths.	- Quality first teaching strategies are applied so that those children who are disadvantaged receive the best possible offer of teaching and learning - Internal monitoring systems show improved engagement and participation in lessons leading to improved academic outcomes - The number of disadvantaged children achieving age related expectations in reading, writing, maths improves to be at least in line with national expectations

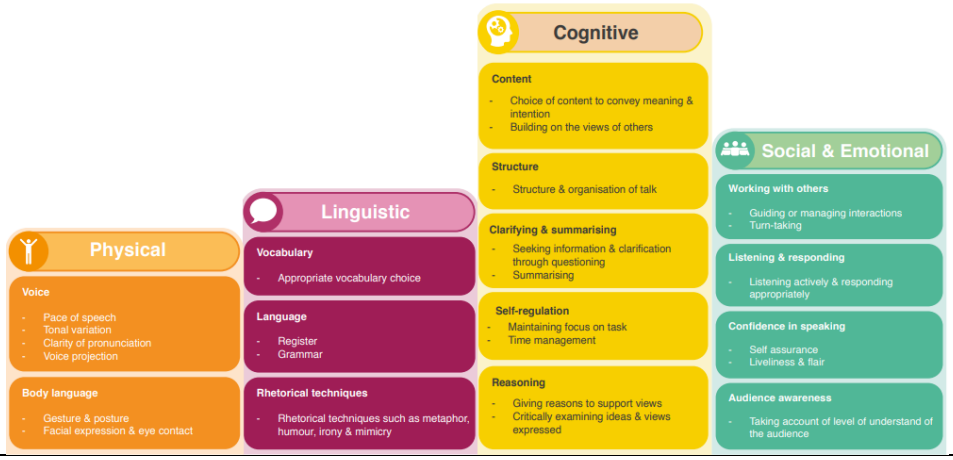
Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive Teaching £1500	Adaptive teaching forms a key element of our approach to high-quality teaching. The EEF highlights that high-quality teaching is the most effective lever for improving outcomes for disadvantaged pupils. Through adaptive teaching, staff respond to pupils' individual needs by using evidence-informed strategies such as explicit instruction, scaffolding, flexible grouping and effective feedback whilst maintaining high expectations. These approaches support disadvantaged pupils to access the full curriculum, address gaps in learning and improve academic outcomes. The EEF Guide to the Pupil Premium (2026) EEF Special Educational Needs in Mainstream Schools	2, 3, 4
Oracy and language development £1850	Research consistently demonstrates that oral language development has a significant impact on educational outcomes, particularly for disadvantaged pupils. The Education Endowment Foundation (EEF) identifies oral language interventions as one of the most effective approaches available to schools, with an average impact of approximately six months' additional progress. Oral language skills underpin reading comprehension, writing quality, social communication and the ability to access the wider curriculum. The benefits are particularly strong for disadvantaged pupils, who are more likely to enter school with lower levels of vocabulary and language exposure. At Weston on Trent, developing articulate communicators is a key strategic priority. Through a whole-school approach to oracy, staff will explicitly teach vocabulary, provide structured opportunities for discussion and debate, model high-quality spoken language and develop pupils' confidence to express ideas, justify opinions and communicate effectively across the curriculum. The approach will include: • Explicit teaching of Tier 2 and Tier 3 vocabulary • Structured partner talk and collaborative learning • Presentation opportunities across the curriculum • High-quality questioning and dialogic teaching • Professional development for staff in effective classroom talk	3,4,5,6

	EEF Evidence • EEF Teaching and Learning Toolkit: Oral Language Interventions (+6 months) • EEF Improving Literacy in Key Stage 1 • EEF Improving Literacy in Key Stage 2 	
RS Coaching PE Curriculum £2000	Regular physical activity plays an important role in supporting children's physical health, mental wellbeing and readiness to learn. Establishing healthy habits during primary school can help reduce the risk of future health conditions, including cardiovascular disease and type 2 diabetes. Childhood obesity remains a significant public health concern. National Child Measurement Programme data indicates that around 22% of children are living with obesity by the end of primary school, with more than one-third classified as overweight or living with obesity. High-quality physical education and opportunities for regular physical activity can help children develop healthier lifestyles and positive attitudes towards exercise. The benefits of PE extend beyond physical development. Regular participation in physical activity can support concentration, self-regulation, motor skill development, confidence and mental wellbeing. PE also provides opportunities for teamwork, communication and social interaction, helping children to build positive relationships, develop resilience and improve self-esteem. Disadvantaged pupils are less likely to participate in organised sport and enrichment opportunities outside school. By investing in high-quality PE provision and inclusive sporting opportunities, we aim to improve physical wellbeing, engagement, confidence and social development, whilst ensuring all pupils have access to experiences that contribute to their wider development and cultural capital.	1 , 4
ELSA £5011	ELSAs are specialists with a wealth of experience of working with children and young people. ELSAs are trained and regularly supervised by Educational Psychologists. They can support the children and young person's emotional development and help them cope with life's challenges. ELSAs will also help children and young people to find solutions to problems they might have.	3, 5

	An ELSA is not there to fix problems but to help them find their own solutions and offer that important support to a child or young person. EEF_Social_and_Emotional_Learning.pdf (d2tic4wvo1iusb.cloudfront.net) **Social and emotional learning** Moderate impact for very low cost based on very limited evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	
Art Therapy £5134	When pupils are experiencing emotional difficulties they find learning very hard and their inclusion in school life is affected. Art Therapy as a form of intervention can assist with an individual's psychological, emotional, educational, social and physical development. Art Therapy is not dependent on spoken language and can therefore be helpful to anyone who finds it difficult to express their thoughts and feelings verbally. It is therefore suitable for very young children, and children with communication problems or with English as a second language EEF_Social_and_Emotional_Learning.pdf (d2tic4wvo1iusb.cloudfront.net) **Teaching Assistant Interventions** Moderate impact for moderate cost based on moderate evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	2, 3, 5

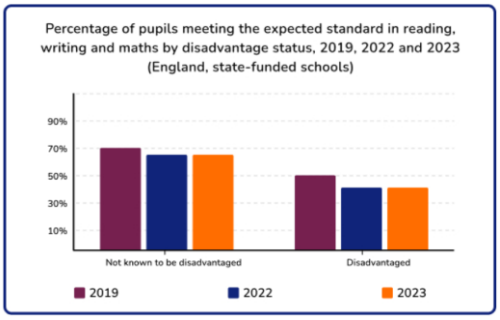
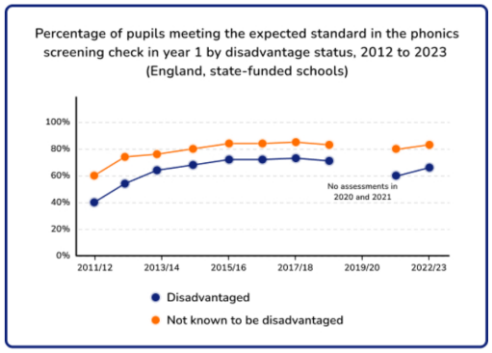
Also consulted: Pupil_Premium_Guide_Apr_2022_1.0.pdf (d2tic4wvo1iusb.cloudfront.net)

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

Budgeted cost: £ 13500

Activity	Evidence that supports this approach	Challenge number(s) addressed
NESSY Intervention support and dyslexia screening £2571	Nessy programs are not only for dyslexia. Nessy is widely used for whole class, phonics, maths, typing and early reading instruction. Nessy collaborates with some of the world's leading academics, and follows the Science of Reading, to ensure our programs are based upon proven research. Release for assessments to be undertaken and reported to parents.	2, 4
Talk for Writing and Targeted Writing Intervention £1000	Assessment information demonstrates that writing remains an area of relative weakness for disadvantaged pupils within our school, with outcomes below those of their non-disadvantaged peers. Disadvantaged pupils often have gaps in vocabulary, oral language, transcription skills and sentence construction, which can limit their ability to communicate ideas effectively in writing and access the wider curriculum. Pupil Premium Plan 2026 - 2029 identifies writing as a particular area for improvement. The Education Endowment Foundation identifies literacy as a significant driver of future academic success and highlights the importance of oral language, vocabulary development, explicit instruction and structured approaches to writing for disadvantaged pupils. Writing instruction is most effective when pupils are provided with opportunities to orally rehearse language, study high-quality models, receive explicit teaching of sentence construction and practise writing with scaffolded support before working independently. At Weston on Trent, we will utilise the Talk for Writing approach alongside targeted sentence-level interventions to strengthen pupils' spoken language, vocabulary acquisition, sentence fluency and written composition. This approach aligns closely with our vision of developing articulate communicators who can confidently express themselves both verbally and in writing. The programme will include: • Explicit teaching of ambitious vocabulary and language structures. • Oral rehearsal of sentences before writing. • Modelled and shared writing opportunities.	2,3,4

	• Sentence stacking and sentence-level instruction focusing on grammar and composition. • Vocabulary-rich text drivers across the curriculum. • Small-group interventions for disadvantaged pupils working below age-related expectations. • Pre-teaching and overlearning opportunities for pupils with SEND. • Development of transcription skills, spelling and handwriting fluency to reduce cognitive load during writing tasks. • Use of high-quality texts to provide strong language models and stimulate writing outcomes. • Targeted feedback and responsive teaching to address misconceptions quickly. Targeted intervention groups will focus on pupils who require additional support to: • Build writing stamina. • Improve sentence construction. • Develop cohesion between ideas. • Increase vocabulary breadth. • Improve spelling and grammar application. • Achieve greater independence as writers. By strengthening pupils' oral language, vocabulary knowledge and sentence-level competence, we aim to improve overall writing outcomes whilst simultaneously supporting reading comprehension, communication skills and curriculum access. EEF Evidence The Education Endowment Foundation identifies: • Oral Language Interventions as having an average impact of +6 months' progress. • Reading Comprehension Strategies as having an average impact of +6 months' progress. • Feedback as having an average impact of +6 months' progress. • Small Group Tuition as having an average impact of +4 months' progress.	
Autism Education Trust Progression Framework £1000	The Progression Framework is intended to assist practitioners in identifying areas where autistic pupils may require additional support, so that specific programmes can be planned and implemented. It can also provide evidence of the effectiveness of such support. It is recommended that, where possible, discussions about learning needs, interventions and progress involve the pupil, their parents or carers and all those who work with them. Use of the Progression Framework is intended to be flexible. It can be used: as a reference document to support existing systems e.g. Education, Health and Care Plans (EHCPs)	1, 2, 3, 4, 5

	within or alongside other progress measures or tools (e.g. online progress tracking software) as an interactive tool within the EXCEL spreadsheet format adapted to individual needs	
Reading Catch up intervention in EYFS, Key Stage 1 and Key Stage 2. £5488	 By the end of Key Stage 2, disadvantaged pupils are on average 3 years behind their chronological reading age. This reduces their ability to access the secondary curriculum in the way their peers can when they transition to Key Stage 3. 	1, 4
Times Tables Rockstars £1189	This exciting way of teaching and learning is available as an online whole school scheme of work and as paper based benchmarks and activities - or as a powerful combination of both. - Fulfils National Curriculum expectations – starting in year 2 and enabling rapid recall by the end of year 4 - Generates high levels of student engagement in KS1 & 2 as they apply tables knowledge in a wide range of contexts - Easy to implement with full support and staff training included - Comprehensive data analysis - Includes bonus test material to build number fluency EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf (d2tic4wvo1iusb.cloudfront.net)	4

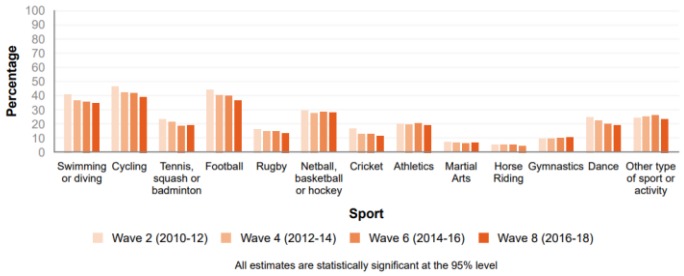
Dough Disco £500	Disco Dough helps to strengthen children's fine motor muscles to enable them to develop their pencil grip which in turn will help to develop their writing skills. But most of all it's fun! Neuromotor movement activity has complexity in various aspects especially in fine motor functions which include repetitive and sequential movement. Findings show that children with a moderate level of performance in neuromotor movement need a neuromotor movement skill program to increase their performance.	2, 3, 5
Provision Map £452	When you log in to Provision Map, you can instantly access key information about your disadvantaged and Pupil Premium pupils, including progress, intervention impact, and spending summaries. Powerful filtering tools enable leaders to analyse outcomes for specific groups, identify trends, and monitor the effectiveness of support strategies. This provides a clear, at-a-glance overview to support evidence-informed decision making and accountability. Our learning plans are simple to use and fully customisable, allowing schools to align provision with their individual Pupil Premium strategy and wider inclusion priorities. Built around the Assess – Plan – Do – Review cycle and aligned with the SEND Code of Practice, they support a structured approach to identifying barriers, implementing targeted support, and evaluating impact. Provision Map makes it quick and easy to plan, monitor, and evaluate interventions for disadvantaged pupils. Schools can track participation, staff involvement, costs, and outcomes, helping to ensure that Pupil Premium funding is used strategically and that every intervention is delivering maximum impact for those pupils who need it most. EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)	2, 3, 5
Staff CPD on Disadvantage and Trauma-Informed Practice £1300	The EEF identifies high-quality teaching as the most important in-school factor influencing pupil attainment. Ensuring that every teacher understands the barriers faced by disadvantaged pupils and is equipped with evidence-informed strategies to overcome them is central to improving outcomes. At Weston on Trent, a significant proportion of disadvantaged pupils also have identified SEND needs and experience wider social and emotional barriers. Staff professional development will focus upon understanding disadvantage, trauma-informed approaches, adaptive teaching, effective use of assessment and strategies to support self-regulation and engagement. Professional development will include: • Adaptive teaching approaches • Understanding the impact of disadvantage on learning	2,3,5

	• Trauma-informed and attachment-aware practice • Supporting pupils with SEMH needs • Effective deployment of teaching assistants • Evidence-informed approaches to reading, writing and mathematics By investing in staff knowledge and expertise, we will improve the quality of classroom teaching and ensure that disadvantaged pupils consistently receive highly effective support in every lesson. EEF Evidence • EEF Guide to the Pupil Premium • EEF Effective Professional Development Guidance Report • EEF Special Educational Needs in Mainstream Schools • EEF Teaching Assistant Guidance Report	

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

Budgeted cost: £ 10770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children's First £500 + £95 per home session and £75 in school for a minimum 6 week block **£1970** (2 in school, 1 home)	Support to relieve the distress and suffering experienced by families and children. It is of benefit to vulnerable children, young people and families, making life improvements by: - Responding to the needs of children where stress within the home may adversely affect their welfare or development - Providing support for children who are regarded as vulnerable and who may be at risk of social exclusion - Delivering community services designed to foster the general wellbeing of families with children Providing services for parents which will enable them to better respond to the personal needs and financial support of their children	1, 2
Parental engagement activities £500	Research suggests that parental engagement has a significant positive impact on children's learning, with the EEF identifying an average impact of four months' additional progress. Effective parental engagement is particularly important for disadvantaged pupils, where strong school-home partnerships can improve attendance, attitudes towards learning, reading attainment and pupil wellbeing. Many of our disadvantaged pupils experience complex family circumstances that can create barriers to educational success. By strengthening relationships between home and school, we aim to provide families with practical strategies and support to improve learning outcomes while increasing parental confidence and engagement. We will continue to provide: • Reading workshops for parents to support reading development at home • Forest School parent sessions to strengthen parental involvement and understanding of outdoor learning • Collective Worship opportunities which strengthen community links and parental participation in school life • Two Parents' Evening consultations annually to discuss academic progress, attendance and wellbeing • Additional opportunities for informal communication and support where required These opportunities enable parents to better understand how their child learns, strengthen relationships with school staff and create a shared commitment to improving outcomes for disadvantaged pupils. EEF Evidence • EEF Teaching and Learning Toolkit: Parental Engagement (+4 months) • EEF Working with Parents to Support Children's Learning Guidance Report • EEF Guide to the Pupil Premium **Parental engagement** Moderate impact for very low cost based on extensive evidence. £ £ £ £ £ +4	1,3,4

Extra Curricular Clubs Children are given the opportunity to attend a minimum of 2 sports clubs funded by Pupil Premium 27 X (5.50 X 8) = £1188	Wide parts of life experience gained from extra curricular activities are unavailable for the most marginalised groups in society. Opportunities to participate are driven by household income, school attended, gender, ethnicity and geographic location. Household income is by far the most important factor driving gaps in participation, with children from the poorest households much less likely to take part in all types of extra-curricular activities, but especially music classes and sport. **Figure 6. Percentage of youth in the UK participating in various kinds of sport** Source: Own calculations with data from Understanding Society (Waves 2-8)  All estimates are statistically significant at the 95% level Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. These more qualitative benefits must not be discounted, especially in the context of contemporary challenges around young people's mental health and wellbeing	1, 2, 3, 5
Forest School Interventions used to promote Social and emotional understanding in those learners who have limited outdoor opportunities. Forest School maintenance, resource purchases, additional staff training £4930	An evaluation of Forest School interventions suggests Forest Schools make a difference in the following ways: Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development was prompted by the children's sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills - Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment	1, 2, 5
RS Inclusive competitive Competitions £450	**Inclusive Events** Our inclusive competitions are designed for children who have an interest in sport, who do not play competitive sports outside of school and potentially have never had the opportunity to compete in a sporting competition in or outside of school. At these competitions the aim is to give children the opportunity to take part in a competition against likeminded children and be encouraged to try something new, develop social skills and have fun competing in sporting competition. **Competitive Events** Our competitive competitions are designed for children who have a keen interest in sport, who potentially play competitive sports outside of school and are looking to	1, 2, 3, 5

	compete in competitions against likeminded children. At these competitions we encourage children have fun, develop in a team setting as well as practice positive competitive spirit, fair play and sporting integrity.	
Pupil Leadership opportunities £1032	Research suggests that providing pupils with meaningful opportunities to take on responsibility and contribute to school life can have a positive impact on confidence, self-esteem, communication skills and engagement with learning. Leadership opportunities enable children to develop important personal and social skills including teamwork, decision-making, resilience and effective communication. For disadvantaged pupils, participation in leadership roles can help to build social capital and cultural capital by providing experiences that may not otherwise be available outside school. Leadership responsibilities encourage pupils to see themselves as active members of their community, develop a sense of belonging and raise aspirations for their future education and employment pathways. The Education Endowment Foundation (EEF) highlights the importance of developing pupils' social and emotional learning skills, including self-awareness, self-management, relationship skills and responsible decision-making. These skills underpin successful learning behaviours and contribute to improved academic outcomes and wellbeing. At Weston on Trent, leadership opportunities will be intentionally accessible to disadvantaged pupils and will provide opportunities to develop confidence, responsibility and positive citizenship through roles including: School Council Representatives • House Captains • Travel Ambassadors • Eco Council Members • Librarians • iVengers Digital Leaders • Sports Leaders and Competition Ambassadors • Worship Leaders Through these roles, pupils will develop their ability to communicate effectively, work collaboratively, represent the views of others and contribute positively to school improvement. These opportunities will also support our vision of ensuring every child can "Let Your Light Shine" through active participation in school life and the wider community. EEF Evidence • EEF Social and Emotional Learning Toolkit (+4 months) • EEF Improving Behaviour in Schools Guidance Report • EEF Personal Development Guidance and Behaviour Framework principles • EEF Guide to the Pupil Premium	6

Total budgeted cost: £ 39070

Externally provided programmes

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

Programme	Provider
NESSY	Nessy Learning Ltd
Times Tables Rockstars	Maths Circle Ltd
Provision Map	EduKey
Talk4Writing	Talk for Writing