

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	St Augustine's Federated Schools - Primary
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025
Date this statement was published	23.12.2024
Date on which it will be reviewed	November 2025
Statement authorised by	Ruth Vince (Head of Primary)
Pupil premium lead	Ruth Vince
Governor / Trustee lead	Governors' Finance Group

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,808
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	£142,808

Part A: Pupil premium strategy plan

Statement of intent

At St Augustine's CE Primary School, we are committed to ensuring that all pupils, regardless of their background or the challenges that they may face, make good progress and achieve high standards of attainment in all areas of the curriculum. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning and we are committed to narrowing the gap in attainment for children from economically disadvantaged backgrounds, including those who are higher attainers. The targeted and strategic use of the Pupil Premium Grant (PPG) supports the school to achieve this goal and we aim to ensure that children from disadvantaged backgrounds make accelerated progress so that, over time, the gap between this group of pupils and their peers, is narrowed.

We recognise that disadvantaged pupils have been disproportionately affected by COVID-19 and the associated disruption to education that this has caused and use the PPG grant to support all children whose education has been most significantly affected, including some pupils not eligible for PPG. Our intent is to address gaps in learning that may prevent these children from making the progress that we expect. We also recognise the importance of enhancing our pupils' learning experiences through providing experiences which enrich their learning journeys and develop cultural capital.

All adults have high expectations of our pupils and our approach is centred on the provision of high-quality teaching for all pupils. We strive to ensure that teaching and learning opportunities meet the needs of all of the pupils and that appropriate provision is made for pupils who are disadvantaged to ensure that their needs are adequately assessed. We also recognise the challenges that are faced by vulnerable pupils, regardless of whether they are eligible for PPG, and the goals of our Pupil Premium Strategy Plan are also intended to support the needs of these pupils. To this end, the Pupil Premium Grant funding is allocated following a robust needs analysis and diagnostic assessment which identifies priority classes, groups or individuals.

Key Principles

- We ensure that the needs of disadvantaged pupils are adequately assessed and intervene as soon as possible in a child's educational career, at the point at which a need has been identified
- We ensure that teaching and learning opportunities are planned so that the needs of all pupils eligible for PPG are met
- Pupil Premium funding is allocated following a needs analysis which identifies priority classes, groups or individuals
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive PPG will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are eligible for PPG and ensure that appropriate provision is made for pupils who belong to all vulnerable groups
- We have the highest of expectations for our disadvantaged learners and do not put a limit on learning
- We adopt a whole school approach and ensure that all staff take responsibility for disadvantaged pupils' outcomes and the role they play within this

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills (CLL) of children entering Nursery and Reception are well below the expected level of attainment for their age, which negatively impacts on academic progress in subsequent years and this is more prevalent amongst our disadvantaged pupils. The oral language skills and vocabulary development of children in KS1 have also been negatively impacted by COVID school closures.
2	Internal assessments indicate that pupils eligible for PPG are currently achieving lower levels of attainment compared to the cohort in most year groups.
3	Internal assessments indicate that pupils with the potential for higher attainment, who are eligible for PPG are making slower progress than other higher attaining pupils across KS2.
4	Some pupils eligible for PPG have lower levels of 'cultural capital' through fewer opportunities for enrichment and wider personal development outside school, which impact on attainment, particularly in reading and writing. These pupils were particularly adversely affected by the lack of enrichment opportunities during periods of school closure due to COVID.
5	We have observed an increased incidence of social and emotional difficulties among pupils eligible for PPG and lower levels of self-confidence, which have a negative impact on academic progress.
6	Some pupils eligible for PPG were particularly adversely affected by periods of COVID-19 school closures and home-learning due to and lack of devices/sharing devices with siblings, which has led to inconsistent progress.
7	Levels of parental engagement for pupils eligible for PPG are lower than the overall level of parental engagement across the school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve oral language skills and vocabulary for disadvantaged pupils through securing quality first teaching and ensuring that pupils eligible for PPG with underdeveloped language skills receive targeted interventions to accelerate progress.	Assessments, observations and monitoring show that pupils eligible for PPG in EYFS and KS1 make rapid progress in oral language and vocabulary development in order to meet or exceed age-related expectations for receptive and expressive oral language skills. Children who receive targeted intervention for SCLN, make the expected progress and maintain the gains post intervention.
Ensure good rates of progress for all pupils eligible for PPG in phonics in EYFS and KS1	Assessments and observations show that pupils in EYFS and KS1 eligible for PPG make accelerated progress in phonics in order to meet or exceed age-related expectations.
Ensure good rates of progress in reading, writing and maths for all pupils eligible for PPG in EYFS and KS1	KS1 reading, writing and maths outcomes in 2024-2025 show that more than 85% of disadvantaged pupils have met the expected standard.
Ensure good rates of progress in reading, writing and maths for all pupils eligible for PPG in KS2 and accelerated progress for PPG pupils with higher prior attainment or the potential for higher attainment	Assessments show that pupils eligible for PPG make accelerated progress compared to non-disadvantaged children across Key Stage 2 in maths, reading and writing and the attainment gap between children eligible for PPG and those not eligible will be significantly reduced.
Increased acquisition of 'cultural capital' through greater access to a range of activities	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils, through the provision of free or subsidised access to high-quality cultural learning experiences and creative enrichment, placing culture at the heart of every child's learning and development.
Increased levels of parental involvement among PPG parent group	Teacher feedback, monitoring of home-school books, clubs attendance records and records of attendance at parent workshops evidence higher levels of parental engagement with regard to homework, home reading, attendance on school trips, enrichment activities and school events.
To achieve and sustain improved wellbeing and positive learning behaviours for all pupils in our school, particularly our disadvantaged pupils.	Improved levels of well-being are sustained and evident through: <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observations

	<ul style="list-style-type: none"> • Fewer behaviour incidents recorded for these pupils on the school's CPOMs system • Appropriate self-confidence and behaviour for learning observed among pupils eligible for PPG across the school.
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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: £33,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and embed validated Letters and Sounds SSP (Little Wandle Revised Letters and Sounds) and relevant resources/fully decodable texts to secure improved phonics teaching and outcomes for all pupils. Training for all new teaching staff in use of the programme and re-training for existing staff. Provide additional training in delivering targeted phonics catch-up interventions for all support staff.	Little Wandle Letters and Sounds revised is a DfE-validated Systematic Synthetic Phonics Programme Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: EEF (Education Endowment Fund)	2, 3, 6
Purchase standardised diagnostic assessments. Training for staff to ensure assessments are administered and interpreted correctly.	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 interventions or teacher instruction. The use of assessment is recommended in order to build on pupils' existing knowledge and understanding: EEF	2, 3
Embedding activities to develop oracy and vocabulary across the curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase resources and fund ongoing teacher training and release	A strong evidence base suggests oral language interventions, including high-quality classroom discussion, are inexpensive to implement and have high impacts on reading: EEF	1, 6

time for Wellcome and Talkboost interventions.. Introduce Word Aware and provide training for all staff.		
Secure quality first teaching through providing release time for subject leaders to provide support in planning and delivering lessons and fund internal and external CPD, with a particular focus on meeting the needs of pupils eligible for PPG who are not making expected progress	Research has identified that great teaching is the most important lever in improving outcomes for all pupils: EEF Research has demonstrated that quality first teaching has the most direct impact on student outcomes: Sutton Trust	1, 2, 3
Provide release time for subject leaders to visit Aquinas schools and develop understanding of best practice in curriculum development, implementation and assessment.		1, 2, 3
Provide CPD and release time for all teachers in EYFS and KS1 to develop understanding of ways to support foundations of literacy, including attendance at 'Becoming a Writer' CPD days.		2, 3, 6
Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance. Fund subject leader/teacher release time to provide training for teachers to embed the mastery practice in maths (including release time/funding for Maths Mastery training) and ensure new teachers have access to full training programme.	The Maths Mastery materials and resources use the mastery principles to develop deep and secure mathematical learning (re: NCETM, Teaching for Mastery) Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas: EEF	2, 3, 6

<p>Provide cover for release time for maths lead to attend Maths Hub Development Group meetings.</p> <p>Fund maths subject leader/teachers release time to provide training for teachers in EYFS and KS1 in developing mathematical fluency and purchase relevant resources to support implementation</p> <p>Resourcing for maths teaching with concrete manipulatives</p>		
<p>Provide training for member/s of teaching staff and support staff to deliver interventions.</p>	<p>Studies have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition: EEF</p>	<p>2, 3</p>

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

Budgeted cost: £71,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged children with under developed language receive targeted intervention to accelerate progress.</p> <p>Buy in external professional services (including SaLT) to support the early identification of language delay and support the development of children's language skills.</p> <p>Provide CPD, including support staff training, led by SaLT (Hackney Trust/WCC)</p> <p>Wellcome and Talking Box intervention programmes delivered to small groups in Nursery and Reception</p>	<p>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. The average impact of oral language interventions is approximately an additional six months' progress over the course of a year: EEF</p>	<p>1, 6</p>

Provide training in Talkboost and Word Aware for all staff. Implement Talkboost and Word Aware interventions across the school.		
Provide 1:1 and small group tuition to accelerate progress and narrow gaps in learning of pupils eligible for PPG, including higher prior attainers. Provide interventions for small groups (preferably 1:4) in English and maths to accelerate progress and narrow gaps in learning of disadvantaged and vulnerable pupils. As disadvantaged pupils were amongst those most impacted by the COVID pandemic, these pupils will make up a significant proportion of children receiving interventions, but other vulnerable pupils will also be targeted	Studies have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition: EEF '...the quality of the teaching in small groups may be as, or more important than, the precise group size...' EEF	2, 3, 6
Additional teachers and LSAs to deliver 1:1 and small group interventions across KS1, targeted at disadvantaged and vulnerable pupils to address gaps in learning in phonics and accelerate progress in early reading	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 up to 12 weeks: EEF	2, 6
Recruit additional member/s of staff to deliver small group interventions in Y2 and across KS2, using assessment data to identify and narrow gaps. (to replace previous school-led tutoring provision).	Studies show that small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching, which can support pupils to overcome barriers to learning and increase their access to the curriculum: EEF	2, 3, 6
High quality booster sessions delivered in reading, writing, maths and GPS in Year 6 for target pupils eligible for PPG. Easter school for target pupils eligible for PPG and vulnerable pupils to enable them to prepare them for transition to secondary school.	Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and	2, 3, 6

Targeted pupils make accelerated progress in reading, writing and maths.	increase their access to the curriculum.' EEF	
Teacher to work with PPG pupils in Year 6, to ensure underachieving PPG cohort make accelerated progress in preparation for secondary transition. Working with children up to weekly across core subjects.	Studies have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Low attaining pupils are particularly likely to benefit: (EEF)	2, 6

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

Budgeted cost: £37,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support for and accelerate the progress of targeted PPG and SEND children with social, emotional and mental health needs through bi-weekly therapeutic support. EP consultant to observe children in class and to provide 1:1 and small group support.	Research suggests that mental health problems in childhood are linked to educational failure, which in turn is associated with increased rates of psychiatric disorder. There is emerging evidence for school-based interventions as potentially safe and effective treatments for improving the mental health of children and young people: The Association for Child and Adolescent Mental Health	5
EP consultant to deliver targeted interventions to classes across the school to support mental well-being, including those aimed at developing resilience, using mindfulness techniques and developing positive relationships.	Research suggests that high quality social and emotional learning in primary schools can have a range of positive impacts including improved behaviour and attitudes, improved attainment and reductions in emotional distress: EEF Behaviour Interventions Toolkit	5
Provide release time and support to enable	There is evidence that appropriately-trained and supported staff can achieve	5

<p>an additional member of staff to gain the Senior Mental Health Lead accreditation.</p> <p>Senior Mental Health Lead provides targeted support and interventions for individual pupils, small groups and classes across the school, including to pupils suffering from parental bereavement.</p>	<p>results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems: Government Green Paper 2017 'Transforming Children and Young People's Mental Health Provision'.</p>	
<p>Providing workshops and programmes run by external providers, such as Ignition Arts and MIND, to support pupils' mental health and well-being and develop resilience.</p>	<p>Research suggests that high quality social and emotional learning in primary schools can have a range of positive impacts including improved behaviour and attitudes, improved attainment and reductions in emotional distress: EEF Behaviour Interventions Toolkit</p>	5
<p>Funding allocated to enable children eligible for PPG to attend breakfast club and after-school clubs.</p> <p>Funding allocated to enable children eligible for PPG to attend Forest School sessions and to subsidise places in the after-school Forest School club</p>	<p>Access to extra-curricular activities has been highlighted by the Social Mobility Commission as boosting confidence, aspiration, soft skills and a sense of belonging and well-being – an opportunity often denied to disadvantaged pupils: Social Mobility Commission 'An Unequal Playing Field'</p>	4
<p>Funding allocated to enable all children eligible for PPG to attend residential visits – PGL (Year 6) and Sayers Croft (Year 4) - and to access educational visits which are provided to enrich learning and enable pupils to develop cultural capital</p>	<p>A residential learning experience provides opportunities and benefits/impacts that cannot be achieved in any other educational context or setting. The impact is greater when residential visits are fully integrated with a school's curriculum and ethos: York Consulting, 2015 evaluation of evidence collected by the National Association of Environmental Education</p>	4
<p>Targeted families of pupils eligible for PPG are encouraged to attend parent workshops to enable</p>	<p>The average impact of parental engagement approaches is an additional four months' progress over the course of a year: EEF Parental Engagement Toolkit</p>	7

<p>them to support their children effectively.</p> <p>Support staff attend workshops to support targeted parents.</p>		
<p>Embed TIS approach through providing release time for the TIS champion to visit other schools, produce action plan, deliver internal CPD, establish trauma informed policies and practices and evaluate the impact on emotional well-being and behaviour.</p> <p>Provide time for AHT to provide training for new members of staff in TIS approach and ensure that all staff have received Trauma Informed Schools training and updates to ensure that they are able to support pupils in regulating and managing their behaviour and emotions.</p> <p>Provide release time for AHT to prepare for TIS Bronze and Silver accreditation.</p>	<p>There is evidence that appropriately-trained and supported staff can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems: Government Green Paper 2017 'Transforming Children and Young People's Mental Health Provision'.</p>	5, 6
<p>Deliver whole staff CPD to support children's mental well-being and positive behaviour management (to include Developing Resilience and Developing a Growth Mindset).</p> <p>Deliver SCERTS training and updates to all staff to ensure that they are able to support pupils in regulating and managing their</p>	<p>Both targeted interventions and universal approaches to behaviour can have positive overall effects: EEF Behaviour Interventions Toolkit</p>	5

behaviour and emotions.		
Early Years SEND lead, supported by SENCO, offering advice to vulnerable families, e.g. on secondary transition, housing and benefits	The average impact of parental engagement approaches is an additional four months' progress over the course of a year: EEF Parental Engagement Toolkit	7
Provision of music specialist to run an after-school choir and art specialist to deliver an after-school art club	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum: EEF	4

Total budgeted cost: 143,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

During the third year of St Augustine's three-year strategic plan, funding has continued to be focused on ensuring good rates of progress for disadvantaged pupils. Funding is also being used to narrow the gap between disadvantaged and non-disadvantaged pupils through providing quality first teaching and the delivery of targeted interventions. Our approaches include providing targeted interventions to improve the oral language skills and vocabulary of disadvantaged pupils; embedding the phonics programme and delivering targeted interventions to support phonics and early reading; developing the cultural capital of pupils; and providing a range of therapeutic support for pupils eligible for pupil premium funding.

Review of intended outcomes:

Ensure good rates of progress in reading, writing and maths for all pupils eligible for PPG in KS1 and KS2

Analysis of statutory assessments of pupils at the end of KS2 in 2024 indicate that disadvantaged pupils achieved above the national average for disadvantaged pupils at the Expected Standard (EXS) (60% compared to 46% national average) despite the school being well above the national average for pupil base deprivation and FSM. Disadvantaged pupils achieved above non-disadvantaged pupils at the greater depth standard (GDS) for writing and maths, but below in reading.

Many of the pupils eligible for PPG in Year 6 during the academic year 2023-2024 were adversely affected by periods of COVID school closures and home-learning during Year 2/Year 3 due to lack of devices or sharing devices with siblings, which impacted negatively on their progress over these periods of partial school closure. The negative impact of disruption caused by school closures has been particularly noticeable in our Year 5 pupils and the level of support provided over the past academic year reflects this.

Internal teacher assessments, during the academic year 2023-2024, including those informed by standardised assessments, indicated that the attainment of pupils eligible for pupil premium continues to be lower than that of non-disadvantaged pupils in reading, writing and maths in most year groups, except Year 1. In Year 1, the attainment of disadvantaged pupils was higher than for non-disadvantaged pupils in reading, writing and maths and combined (67% disadvantaged pupils achieved EXS compared to 54% non-disadvantaged). Data analysis shows that the majority of pupils eligible for PPG have continued to make good progress over the year from their relative starting points.

The funding that supported the provision of additional teachers and school-led tutoring enabled us to provide a range of targeted interventions for disadvantaged pupils including targeted phonics interventions in the EYFS and KS1; Talkboost interventions across the school, SATs booster interventions in Year 6 and School-led tutoring in Years 1-6. Pupils eligible for PPG

and vulnerable pupils were targeted for this support and their progress was monitored by class teachers and tutors. This showed that the majority of pupils receiving school-led tutoring made at least expected progress or better across the year. This will continue to be closely monitored by SLT and subject leaders throughout the current academic year. Due to the very low starting points for many of our disadvantaged pupils, a gap in attainment persists between them and their non-disadvantaged peers, despite the progress that these pupils have made. Additional targeted support and interventions are therefore continuing during the current academic year.

Ensure good rates of progress for all pupils eligible for PPG in phonics in EYFS and KS1

The Little Wandle Revised Letters and Sounds SSP and resources have been embedded across Reception and KS1 to secure improved phonics teaching and outcomes for all pupils. Training in the use of the programme has been provided for all teaching staff and continues to be provided for new staff when they join the school. This has had a very positive effect on the teaching and learning of phonics. In Year 1 in 2024, **the attainment in phonics of disadvantaged pupils was above national (75% of our pupils eligible for PPG passed the Year 1 Phonics Screening Check (PSC) compared to the national average of 67%).**

A range of phonics interventions have been delivered across EYFS and KS1 over the past academic year, including additional daily phonics lessons for identified pupils in Year 2 and daily, targeted interventions for pupils in EYFS and Year 1. The majority of disadvantaged pupils receiving these targeted phonics interventions made at least good progress towards achieving age-related expectations. 97% of pupils had passed the Phonics Screening Check by the end of Year 2, compared to 89% nationally.

Improve oral language skills and vocabulary for disadvantaged pupils

All Reception pupils have been screened to identify those pupils who would most benefit from speech and language-based interventions. Targeted interventions and additional SaLT support have been provided for the identified pupils eligible for pupil premium funding with under-developed language skills. Assessments, observations and monitoring have shown that pupils in the EYFS and KS1 receiving targeted interventions, such as the Wellcome project and Talkboost, made good progress in oral language and vocabulary development in order to meet expectations for receptive and expressive oral language skills and that they have maintained these gains post intervention.

Increased acquisition of 'cultural capital' through greater access to a range of activities

Opportunities to increase cultural capital through prioritising disadvantaged pupils have been researched and a range of educational trips and school-based workshops have been provided. The Year 4 and Year 6 residential visits to Sayers Croft and PGL respectively were well-attended, with financial support offered to the families of PPG pupils to ensure that they were able to access these opportunities. The school has joined the Westminster Children's University, which provides opportunities to attend events and workshops aimed at raising children's cultural capital. The school has ensured that pupils eligible for PPG are prioritised when organising opportunities to develop cultural capital.

Increased levels of parental involvement among PPG parent group

Families of pupils eligible for PPG have been encouraged to attend parent workshops to enable them to support their children effectively and subsidised places in homework clubs and other school-based clubs continue to be offered to PPG pupils.

To achieve and sustain improved wellbeing and positive learning behaviours for all pupils in our school, particularly our disadvantaged pupils.

Our Consultant Educational Psychologist has continued to deliver targeted interventions to individual pupils and classes across the school to support mental well-being, including those aimed at developing resilience, using mindfulness techniques and developing positive relationships. Teaching staff report that targeted pupils display improved mental wellbeing and greater resilience.

The Senior Leader for Mental Health and well-being continues to provide targeted support for individual pupils, small groups and classes across the school, including the large number of pupils in Year 6 suffering from parental bereavement. Trauma Informed Schools training and updates and SCERTS training have been delivered to all staff to ensure that they are able to support pupils in regulating and managing their behaviour and emotions.

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds SSP	Collins
Target Tracker	Juniper Education
Maths Mastery	Ark Curriculum Plus
Kapow Primary schemes of work for Geography, Science, Music, Art and DT	Kapow Primary
Language Angels Spanish scheme of work	Language Angels
SCARF PSHE scheme of work	Coram Life Education

Further information (optional)

The current academic year is the first of our three-year planning cycle for our pupil premium strategy and this will be revised following assessments and observations of pupil needs over this period.

We are also planning and implementing other strategies to support children eligible for the pupil premium, which are not funded by pupil premium or the recovery premium:

- Actively identifying subsidised external extra-curricular opportunities for pupils eligible for PPG and supporting/encouraging parents to access these (e.g. Central School for Speech and Drama Saturday drama clubs)
- Extending the range of extracurricular activities being provided and encouraging disadvantaged pupils to attend
- Helping boost PPG pupils' self-esteem through the chance to perform to audiences, represent the school at sporting events and participate in debates
- Prioritising pupils eligible for the PPG when allocating roles in class assemblies and whole school productions
- Providing more opportunities to increase cultural capital and prioritising pupils eligible for PPG for additional enrichment opportunities to develop cultural capital, such as prioritising and subsidising access to workshops, trips and special events
- Continuing to target harder to reach parents of children eligible for PPG, through fostering supportive relationships and encouraging parents to become more involved in the life of the school.