Pupil premium strategy statement – Yeo 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	405
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2025-2028
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Kirsty Jones
Pupil premium lead	Kirsty Jones
Governor / Trustee lead	David Branch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,540
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*	£75,540

Part A: Pupil premium strategy plan

Statement of intent

At Yeo Moor Primary School, we aim to create the conditions in which every child feels safe, valued and able to flourish academically, socially and emotionally. We place children at the heart of every decision we make and every action we take. Our vision is to provide an inclusive, inspiring education where individuality is celebrated and all pupils are equipped with the knowledge, skills and values to become lifelong learners in an ever-changing world.

We believe that every pupil brings strengths, potential and a unique story. We hold an unwavering belief that all pupils can succeed, regardless of background, race, ethnicity, culture, language, belief, gender, SEND, EAL or socioeconomic circumstance. We recognise that every child eligible for the Pupil Premium Grant is an individual, with their own strengths, challenges and aspirations.

Our strategy is rooted in relational practice, predictable routines and consistent adult presence. We recognise the importance of structure, co-regulation, connection and clarity in helping pupils feel emotionally safe, engaged and ready to learn. Our approach is shaped through consultation with pupils, families, staff and governors and is informed by evidence-based strategies shown to improve both academic outcomes and personal development.

Our intentions are to:

- Ensure disadvantaged pupils achieve academic standards that are in line with, or exceed, those of their peers, particularly in reading, writing and mathematics.
- Deliver exceptional quality-first teaching and a knowledge-rich curriculum that prioritises language, vocabulary and oracy as foundations for learning, confidence and success.
- Use high-quality teaching as the primary driver for reducing inequalities in attainment, supported by carefully targeted, evidence-informed interventions.
- Support pupils to develop confidence, resilience, emotional regulation and positive relationships so they are ready to engage successfully in learning.
- Remove barriers that limit engagement, attendance, wellbeing, achievement or access to wider opportunities.
- Provide timely and targeted support, including phonics, reading fluency and academic intervention programmes, tailored to individual needs.
- Promote excellent attendance through strong relationships, consistent expectations and compassionate partnership working with families.
- Monitor progress and attendance rigorously to ensure support is responsive, timely and effective.

- Work alongside parents and carers through supportive, non-judgemental communication that recognises the vital role families play in children's success.
- Encourage Free School Meal registration to ensure families access the support and provision available to them.
- Ensure all pupils can participate fully in enrichment, extracurricular activities and wider experiences that enhance confidence, wellbeing and cultural capital.
- Invest in high-quality professional development to strengthen staff expertise and ensure a consistent approach across the school.
- Work collaboratively with governors, the Trust and external agencies to maximise the impact of Pupil Premium funding and ensure accountability.

Through our sustained commitment to excellence, equity and inclusion, alongside a relentless focus on reading, attendance and high-quality teaching, we aim to secure outstanding outcomes for all pupils, particularly those who are disadvantaged, vulnerable or have additional needs.

Challenges

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

Challenge Number	Detail of Challenge
1	**Attainment and progress of pupils experiencing disadvantage:** Outcomes for pupils experiencing disadvantage are not consistently in line with those of their peers, particularly at the end of Key Stage 2. In 2026, 38% of pupils experiencing disadvantage achieved the expected standard in reading, writing and mathematics combined compared with 53% of pupils overall. No pupils experiencing disadvantage achieved the greater depth standard in combined outcomes. Continued focus on high-quality teaching, targeted intervention and curriculum development is required to improve attainment, progress and outcomes in reading, writing and mathematics.
2	**Attendance:** Attendance for pupils experiencing disadvantage is lower than that of pupils overall. School data shows FSM6 attendance at 92.0% compared with 96.0% overall. Attendance for FSM pupils is below national figures. Reduced attendance limits learning time and can have a negative impact on achievement, wellbeing and engagement.
3	**Speech, language and communication:** Assessment information indicates that some pupils experiencing disadvantage enter school with less developed vocabulary, language and communication skills. These differences can affect confidence, early literacy development and access to the wider curriculum if not addressed through targeted support and language-rich teaching.

4	**Social, emotional and behavioural needs:** Some pupils experiencing disadvantage experience challenges relating to emotional regulation, resilience, wellbeing and engagement in learning. School evidence indicates that these factors can contribute to barriers to attendance, achievement and participation. Pupils benefit from consistent relational practice, pastoral support and opportunities to develop confidence, self-regulation and positive relationships.
5	**Parental engagement**: Patterns suggest that engagement with home learning and wider school life is lower for some families of pupils experiencing disadvantage, which may limit opportunities for shared support and partnership. These patterns may indicate that some families require more flexible, relational and accessible approaches to strengthen connections with school.
6	**Access to wider opportunities:** Some pupils experiencing disadvantage have fewer opportunities to engage in enrichment activities, educational visits and wider cultural experiences outside school. Targeted support is required to ensure all pupils can access the opportunities that contribute to confidence, aspiration, wellbeing and cultural capital.

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
Improved attainment and progress in reading	• Pupil Premium pupils demonstrate improved reading fluency, accuracy and comprehension, enabling them to access the wider curriculum successfully. • The proportion of Pupil Premium pupils achieving age-related expectations and higher standards in reading increases across the school. • Gaps between Pupil Premium pupils and their peers continue to diminish. • End-of-key-stage and internal assessment outcomes demonstrate improved attainment and progress for pupils experiencing disadvantage in reading.
Improved attainment and progress in maths	• Pupil Premium pupils demonstrate increasing fluency and automaticity in number, including secure recall of multiplication facts.

	• Outcomes in the Year 4 Multiplication Tables Check for pupils experiencing disadvantage improve. • The proportion of Pupil Premium pupils achieving age-related expectations and higher standards in mathematics increases. • Gaps between Pupil Premium pupils and their peers continue to diminish across year groups.
Improved attainment and progress in writing	• Pupil Premium pupils demonstrate improved sentence construction, vocabulary choice and writing stamina across the curriculum. • The proportion of Pupil Premium pupils achieving age-related expectations and higher standards in writing increases. • Gaps between Pupil Premium pupils and their peers continue to diminish. • Assessment outcomes demonstrate improved attainment and progress for pupils experiencing disadvantage in writing.
Strong progress in speech, language and communication	• Pupil Premium pupils develop stronger vocabulary, communication and oracy skills. • Children receiving targeted speech and language intervention demonstrate measurable improvement from their starting points. • Pupils experiencing disadvantage are increasingly confident in expressing ideas, participating in discussion and communicating with others. • Children in the Early Years achieve well in Communication and Language, with pupils experiencing disadvantage making strong progress from their starting points.
Increased attendance and punctuality	• Attendance for Pupil Premium pupils improves and moves closer to that of their peers. • Persistent absence among pupils experiencing disadvantage reduces.

	• Lateness reduces over time and pupils routinely arrive ready to learn. • Pupils demonstrate positive engagement with school and sustain good attendance habits throughout the year.
Greater parent/carer engagement	• Attendance at consultation evenings, workshops and school events by Pupil Premium families increases. • Parents and carers engage regularly with home learning opportunities, including reading, Numbots and TTRS. • Parent/carer feedback indicates strengthened partnerships between home and school. • Families report feeling supported, informed and actively involved in their child's education.
Broader access to enrichment opportunities and cultural capital	• Pupil Premium pupils participate in extracurricular activities, educational visits and enrichment opportunities at rates comparable with their peers. • Financial barriers do not prevent pupils experiencing disadvantage from accessing wider opportunities. • Pupils demonstrate increased confidence, aspiration and engagement as a result of participation in enrichment experiences. • All pupils experiencing disadvantage access a broad range of experiences that enhance cultural capital and support personal development.
Effective support for pupils with SEND or additional needs	• Pupil Premium pupils with SEND make expected or better progress from their individual starting points. • Provision is routinely reviewed and adapted to meet pupils' needs effectively. • Individual targets are achieved and provision records demonstrate positive impact.

	• Pupils successfully access an inclusive curriculum and participate fully in school life.
Improved social, emotional and behavioural wellbeing	• Pupils requiring additional pastoral support receive timely and effective intervention. • Behaviour incidents and suspensions involving pupils experiencing disadvantage remain low and are broadly in line with those of their peers. • Pupils demonstrate increasing resilience, emotional regulation and readiness to learn. • Pupil voice indicates that pupils experiencing disadvantage feel safe, supported, included and valued within the school community.
Strong outcomes in Early Years Foundation Stage for pupils experiencing disadvantage	• Disadvantaged children make strong progress from their starting points across all areas of learning. • A high proportion of pupils experiencing disadvantage achieve a Good Level of Development. • Gaps between pupils experiencing disadvantage and their peers in the Early Years remain small. • High-quality teaching and targeted support ensure children are well prepared for the transition into Year 1.

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

Budgeted cost: £21,000.00

PP Lead £5,000.00

Curriculum Lead £5,000.00

Reading Lead £5,000.00

Coaching: £3,000.00

Oracy: £3,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching for All (Pupil Premium First approach) *Mastery learning, collaborative learning, peer tutoring, small-group work and effective feedback embedded in everyday classroom practice.*	EEF research identifies these strategies as high-impact approaches that consistently improve pupil progress and attainment, particularly for disadvantaged learners.	**1, 3**
Targeted 1:1 Pupil Premium Booster Mentoring *Responsive support through live marking, immediate feedback and timely follow-up in 1:1 or small-group sessions to address identified gaps as they emerge.*	EEF research highlights that responsive, high-quality feedback and timely intervention have a significant positive impact on pupil progress, particularly for disadvantaged learners.	**1**
Phonics Teaching and Targeted Intervention *Systematic phonics teaching supported by regular, targeted interventions delivered by trained staff, providing pupils with structured opportunities to practise and consolidate phonics knowledge.*	EEF research reports that high-quality phonics approaches typically yield around five months' additional progress for pupils experiencing disadvantage, particularly when paired with well-structured, targeted intervention.	**1, 3**
Speech and Language Intervention (including Wellcomm) *Targeted speech, language and communication interventions, including the Wellcomm programme, delivered by trained staff to identify needs early and provide structured, responsive support that develops pupils' language skills.*	EEF research shows that communication and language approaches can lead to around six months' additional progress, with particularly strong impact for pupils experiencing disadvantage.	**1, 3, 4**
Wellcomm Training for Early Years Foundation Stage Teams *Training and support for Early Years Foundation Stage staff to deliver structured communication and language interventions, enabling early identification of needs and responsive, developmentally appropriate support.*	EEF research shows that communication and language approaches can lead to approximately six months' additional progress, with particularly strong impact for pupils experiencing disadvantage.	**1, 3**

Yeo Moor Reading Strategy *Daily comprehension lessons, regular reading homework, targeted fluency interventions and active engagement with the school library to strengthen decoding, fluency, vocabulary and comprehension.*	EEF research identifies reading comprehension strategies as high-impact approaches, particularly when combined with regular reading practice and structured fluency work and reading remains central to our whole-school curriculum.	**1, 3**
Curriculum Leadership and Curriculum *Development of metacognition, oracy, inspiring texts and powerful learning experiences across the curriculum to strengthen pupils' ability to think, talk and learn effectively.*	EEF research identifies metacognition and self-regulation as high-impact approaches and highlights the value of oracy and high-quality texts in deepening understanding and improving outcomes - particularly for pupils experiencing disadvantage.	**1, 3, 4**
Voice 21 Oracy Partnership *Implementation of a whole-school oracy approach through the Voice 21 partnership, strengthening pupils' speaking, listening, vocabulary and confidence across the curriculum.*	EEF research highlights oracy as a high-impact strategy for developing vocabulary, spoken expression and overall communication skills, with particular benefits for disadvantaged learners.	**1, 3, 4**
Coaching for New Team Members *Structured coaching and professional support for new staff to strengthen instructional practice, confidence and consistency across the school.*	EEF research notes that strong leadership and high-quality professional development positively influence school culture, teacher effectiveness and staff retention, which in turn benefits disadvantaged learners.	**1**
Curriculum Workshops for Parents *Workshops led by class teachers and the headteacher to strengthen parents' confidence in supporting learning at home and deepen understanding of the school's curriculum approaches.*	EEF research shows that parental engagement has a moderate positive impact on pupil progress, improving home learning routines and strengthening connections between school and families.	**1, 5**
Thrive Training for Staff (Including for Early Years Foundation Stage Teams) *Training for staff in the Thrive approach to support early identification of social and emotional needs and to deliver responsive, relational*	EEF research highlights that social and emotional learning approaches have a moderate positive impact on pupil progress, particularly when delivered consistently across a school and when focused on developing emotional literacy, self-regulation	**4**

interventions that strengthen pupils' emotional regulation, resilience and readiness to learn.	and relationships - areas central to the Thrive approach.	

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

Budgeted cost: £27,000.00

Teachers £5,000.00

HLTA & LSA £22,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Intervention *Focused reading support for Pupil Premium pupils to strengthen decoding, fluency and comprehension. Interventions are carefully targeted to improve reading accuracy, automaticity and understanding, enabling pupils to access the wider curriculum successfully. Fluency assessments, including words correct per minute, are used to identify needs, monitor progress and inform provision.*	EEF research shows that reading intervention and high-quality feedback have a substantial positive impact on progress. Reading fluency is strongly linked to comprehension and wider curriculum access, and targeted fluency support can help pupils experiencing disadvantage develop confidence, accuracy and understanding as readers.	**1, 3**
Small-Group and 1:1 Catch-Up Support by TAs and Teachers *Structured, responsive sessions in reading, writing and maths delivered by teachers and TAs to address identified gaps and reinforce key concepts through focused, supportive practice.*	EEF research identifies both small-group tuition and 1:1 support as highly effective approaches for accelerating progress and addressing gaps, particularly for pupils experiencing disadvantage.	**1**
Phonics Booster Groups Led by Specialist TAs, Teachers and the Phonics Lead *Targeted phonics support delivered to pupils who are not yet secure in key phonics phases, using structured, responsive sessions led by trained TAs, teachers and the Phonics Lead to strengthen decoding and early reading confidence.*	EEF research reports that high-quality phonics approaches typically yield strong gains in early reading, with particularly positive impact for pupils experiencing disadvantage.	**1, 3**

Pre- and Post-Teaching Support *Individualised, responsive teaching to preview key learning and reinforce new concepts, delivered through 1:1 or small group sessions that reduce cognitive load and strengthen understanding.*	EEF research highlights that 1:1 and small group tuition and individualised instruction are high-impact strategies, particularly effective in accelerating progress for pupils experiencing disadvantage.	**1, 3**
Speech and Language Interventions *Targeted speech, language and communication support, including Wellcomm screening and intervention, Voice 21 oracy approaches and structured vocabulary development strategies to strengthen pupils' expressive and receptive language.*	EEF research shows that communication and language approaches lead to significant progress, particularly in the early years, with strong benefits for pupils experiencing disadvantage.	**1, 3**
Structured Writing Support *Targeted support focusing on sentence structure, coherence and grammar, providing pupils with clear modelling, guided practice and opportunities to refine and apply writing skills.*	EEF research highlights that structured writing approaches are effective in improving writing outcomes, particularly when they involve explicit instruction, modelling and supported practice for pupils experiencing disadvantage.	**1**
Targeted Maths Support *Focused numeracy support, including times tables mastery and fluency interventions, to strengthen pupils' foundational mathematical understanding, confidence and automaticity. Outcomes for pupils experiencing disadvantage in the Year 4 Multiplication Tables Check improve and move closer to those of their peers, supporting success in wider mathematics learning.*	EEF research indicates that targeted numeracy interventions are effective in improving mathematical attainment, particularly for pupils experiencing disadvantage. Secure fluency and recall of key mathematical facts support pupils' ability to reason, solve problems and access age-related expectations within the mathematics curriculum.	**1**
Use of Assessment to Inform Intervention *Regular, responsive progress tracking used to identify emerging needs and adapt support promptly, ensuring interventions are closely matched to pupils' strengths and next steps.*	EEF research supports data-informed instruction and responsive intervention, highlighting that timely, well-targeted support is particularly effective in improving outcomes for pupils experiencing disadvantage.	**1, 3, 4**

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

Budgeted cost: £27,540.00

Learning Mentor £20,000.00

Trips/Enrichment £3,905.00

Breakfast and Afterschool Club £2,635.00

In-year resources £1,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School Thrive Approach *Embedding social and emotional learning across the curriculum through the Thrive approach, providing pupils with consistent relational support, opportunities for co-regulation and targeted strategies to strengthen emotional wellbeing and resilience.*	EEF research identifies social and emotional learning approaches as having a moderate positive impact, improving pupils' emotional regulation, decision-making and relationships - key elements reflected in the Thrive framework.	**4**
Pastoral and Family Support (Learning Mentor and Thrive Practitioners) *Targeted pastoral support delivered by the Learning Mentor and Thrive Practitioners strengthens attendance, wellbeing, behaviour and family engagement through relational, attuned and early-intervention approaches. Support includes attendance monitoring, caseload management, behaviour tracking through CPOMS, ELSA, nurture and Thrive interventions, family support meetings and multi-agency working to address emerging needs promptly and effectively.*	*EEF research highlights the positive impact of social and emotional learning, parental engagement and multi-agency collaboration on pupil outcomes. High-quality pastoral support can improve attendance, behaviour, wellbeing and engagement in learning, particularly for pupils experiencing disadvantage when delivered consistently and proactively.*	**2, 4, 5**
Attendance Monitoring and Support *Fortnightly tracking of attendance, Monday soft starts and check ins, CPOMS monitoring, regular family meetings and proactive communication to identify*	EEF research supports the use of targeted attendance strategies, noting that consistent monitoring and early intervention can improve whole-school attendance. However, gaps for pupils experiencing disadvantage	**2, 4, 5**

emerging concerns early and provide relational, solution-focused support.	often remain without sustained relational support, reinforcing the importance of a comprehensive, supportive approach.	
Parental Engagement Support *Daily welcome routines, structured conversations and curriculum workshops designed to strengthen relationships with families, build confidence in supporting learning at home and promote consistent communication between school and parents/carers.*	EEF research shows that parental involvement has a moderate positive impact on pupil progress, particularly when engagement is relational, proactive and focused on strengthening home–school connections.	**5**
Home Learning Opportunity Packs *Provision of high-quality resources to support learning at home, aligned with classroom teaching to reinforce key skills and promote confident, independent practice.*	EEF research identifies home learning support as having a high positive impact on pupil progress, particularly when it is closely connected to school-based learning and presented in ways that are accessible and supportive for families.	**1, 5**
Wraparound Care Provision *Free breakfast club and subsidised after-school club access to provide pupils with a calm, supported start and end to the day, strengthening routines, emotional readiness and overall wellbeing.*	Research indicates that a calm, predictable start to the day improves pupils' learning readiness, wellbeing and engagement, particularly for pupils experiencing disadvantage who may benefit from additional relational support and structured routines.	**2, 4, 5**
Enrichment Opportunities Within and Beyond the School Day *Clubs, workshops and cultural experiences that broaden pupils' interests, build confidence and promote engagement beyond the classroom.*	EEF research highlights that participation in arts, sports and outdoor learning has positive effects on pupil outcomes and wellbeing, particularly for pupils experiencing disadvantage, by strengthening motivation, confidence and social skills.	**4, 6**
Enrichment, Cultural Capital and Financial Support *Financial support is provided where required to ensure pupils experiencing disadvantage can participate fully in extracurricular clubs, educational visits, residential experiences and wider enrichment opportunities.*	Research suggests that participation in enrichment activities, educational visits and adventure learning can improve pupils' confidence, engagement, sense of belonging and aspirations. Access to wider experiences helps develop cultural capital, supports social and	**4, 6**

Additional opportunities, including pupil leadership roles, competitions, performances and curriculum enhancement activities, are actively promoted to ensure equitable participation and broaden pupils' experiences beyond the classroom. This ensures that no pupil is prevented from accessing enrichment, cultural experiences or residential visits due to financial barriers.	emotional development and provides opportunities for pupils experiencing disadvantage to build knowledge, skills and experiences that contribute positively to academic success and personal development.	

Total budgeted cost: £75,540

Part B: Review of the previous academic year

Outcomes for pupils experiencing disadvantage

This details the impact that our pupil premium activity had on pupils experiencing disadvantage in the 2025 to 2026 academic year.

Reading Progress and Attainment

Reading remained a key priority throughout 2025-26. Pupils experiencing disadvantage benefited from daily reading opportunities, targeted intervention and a consistent focus on vocabulary, fluency and comprehension. Disadvantaged pupils achieved outcomes in phonics that were in line with national figures, demonstrating the impact of systematic phonics teaching and targeted support. Across the school, many pupils made gains in reading confidence, fluency and stamina through structured intervention and increased access to high-quality texts.
However, end of Key Stage 2 outcomes indicate that disadvantaged pupils did not consistently achieve in line with their peers and reading attainment remains an area for continued development. While pupils increasingly accessed the wider curriculum through improved reading skills, further work is required to strengthen reading fluency and comprehension, particularly for pupils approaching expected and greater depth standards.

Maths Progress and Attainment

Pupils experiencing disadvantage benefited from a structured mathematics curriculum focused on fluency, reasoning and problem-solving. Teachers used adaptive teaching approaches and targeted intervention sessions to address gaps in knowledge and build confidence in number skills. Pupils demonstrated positive attitudes towards mathematics and increasing confidence when discussing their mathematical thinking.
Despite these strengths, attainment outcomes indicate that disadvantaged pupils continue to achieve below national averages in key areas, including the Year 4 Multiplication Tables Check and combined reading, writing and mathematics outcomes at the end of Key Stage 2. These outcomes confirm that further work is required to strengthen mathematical fluency and secure foundational knowledge for disadvantaged pupils.

Writing Progress and Attainment

Writing continued to be a whole-school improvement priority during 2025-26. Pupils experiencing disadvantage received targeted support through structured interventions, pupil progress meetings, responsive feedback and carefully planned teaching sequences. Staff used assessment information effectively to identify gaps and provide appropriate support.
Whilst many pupils made progress from their starting points, end of Key Stage 2 outcomes demonstrate that disadvantaged pupils remain less likely to achieve expected and greater depth standards than their peers. Writing therefore remains a priority area for further development. The foundations for improvement have been established through stronger assessment processes and increased consistency in teaching approaches.

Family Engagement and Aspirations

Yeo Moor Primary School continued to foster positive relationships with families through workshops, regular communication and targeted pastoral support. Families were supported through a relational and inclusive approach that promoted trust and collaboration. Many families engaged positively with school events, curriculum workshops and wider opportunities to support learning at home.
Pupils experiencing disadvantage accessed a range of enrichment opportunities, helping to broaden experiences, raise aspirations and strengthen engagement with school life. The school remains committed to ensuring that financial barriers do not prevent participation in wider opportunities.

Social, Emotional and Behavioural Readiness

The wellbeing of pupils experiencing disadvantage remained central to the school's provision. Through Thrive, pastoral support, mentoring and strong relationships with families, pupils were supported to develop resilience, emotional regulation and confidence. Staff responded proactively to individual needs and worked closely with external agencies where appropriate.
Attendance for disadvantaged pupils remained below whole-school and national figures, and persistent absence continued to affect a significant minority of pupils. Suspension rates for disadvantaged pupils were also higher than national averages, indicating that some pupils continue to experience barriers relating to regulation, behaviour and engagement. These outcomes reinforce the importance of continued pastoral support and attendance-focused intervention.
Despite these challenges, the school maintained a proactive and relational approach, ensuring that pupils and families received timely support when concerns arose.

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
Afterschool Club	Shine