

## Pupil Premium Strategy Statement 2025/26

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                                                             | Sudell Primary School           |
| Number of pupils in school                                              | 172                             |
| Proportion (%) of pupil premium eligible pupils                         | 42%                             |
| Academic year/years that our current pupil premium strategy plan covers | 2025 - 2028                     |
| Date this statement was published                                       | September 2025                  |
| Review dates                                                            | July 2026, July 2027, July 2028 |
| Date on which it will next be reviewed                                  | July 2026                       |
| Statement authorised by                                                 | Jenna Harty                     |
| Pupil premium lead                                                      | Tom Arrandale                   |
| Governor / Trustee lead                                                 | Jayne Hornby                    |

### Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £126,785 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | 0        |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £126,785 |

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Sudell Primary School we aim to effectively and efficiently use resources to have the maximum impact on the outcomes of Pupil Premium (PP) pupils.

Our aim is to implement a sustained response for all children, but particularly for those from socio-economically 'disadvantaged' backgrounds. Within the PP Strategy, we will also consider how to align chosen approaches with PP spending and broader school improvement priorities.

The strategy will be sustained over a three-year period, including ongoing monitoring and evaluation in an annual cycle and alignment with the Academy Risk Register. To develop an effective pupil premium strategy, we have developed an in-depth understanding of the challenges that our disadvantaged pupils are facing and this strategy has been developed to address these key challenges.

The school has adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to support Pupil Premium pupils to balance approaches to improving teaching, targeted academic support and wider strategies.

The 3-tiered approach to pupil premium is a framework designed to maximize the impact of strategies and funding by tailoring interventions to the unique needs of disadvantaged pupils. This approach aligns with the Department for Education's strategy template and menu of approaches, ensuring that school leaders can be confident that their school improvement approaches meet the needs of the pupil premium strategy document.

The tiers are as follows:

**Tier 1: High Quality Teaching:** This tier emphasizes high-quality teaching practices for all students, recognizing that effective classroom teaching is the foundation of academic success.

**Tier 2: Targeted Academic Support:** For students who require additional academic support, this tier focuses on targeted interventions that address specific learning needs, such as small-group sessions, additional tutoring, or specialized resources.

**Tier 3: Wider Strategies:** This tier is reserved for non-academic barriers to learning and offers more intensive support, often in the form of attendance interventions, improving behaviour, and parental engagement approaches.

This tiered model has been planned with a two-page 'evidence brief' to support and signpost to high-quality evidence for considered strategies, which is useful when completing the evidence section of the pupil premium strategy.

Our objectives are:

- To continue to narrow the attainment gap between PP and non-PP pupils.
- For PP pupils to make or exceed nationally expected progress rates.
- To ensure the basic needs of all pupils are met to allow access to learning.
- To support children's health and wellbeing to enable them to access learning at an appropriate level.
- To develop pupil's confidence in their ability to communicate effectively in a range of contexts
- To remove barriers to learning created by socio-economic disadvantages

### Our context:

- Sudell Primary School is in an area of high social deprivation – more than half of our pupils live in the bottom 5% Relative Deprivation Ranking
- 45% of pupils are eligible for Pupil Premium funding, significantly higher than the average within the Local Authority

### Achieving our objectives:

To achieve our objectives and overcome identified challenges to learning we will:

- Ensure that all pupils access quality first teaching.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Support payment for activities, educational visits and wider opportunities, ensuring children receive first-hand experiences.
- Provide opportunities for pupils to participate in enrichment activities including sports and music clubs.
- Provide extensive nurture and family support to enable pupils to access learning within and beyond the classroom.

### Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through rigorous analysis of data. This will drive our decision-making with regards to the distribution of resources. Class teachers will identify through the pupil progress meetings specific support of pupils which will be reviewed termly. Alongside academic support, we will ensure that pupils' basic needs are met and that attendance and punctuality do not negatively impact attainment.

## Challenges

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

| Challenge number | Detail of challenge                                      |
|------------------|----------------------------------------------------------|
| 1                | Delayed communication and language skills                |
| 2                | Social, emotional and behavioural needs                  |
| 3                | Less- developed metacognition and self-regulation skills |
| 4                | Parental engagement and family support                   |
| 5                | Attendance and punctuality                               |
| 6                | Aspiration of learners / Cultural Capital opportunities  |
| 7                | Reading and Phonics attainment                           |

## 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 level of communication and language skills by the end of the Early Years Foundation Stage.                                                   | Significant improvement in the number of pupils with solid communication and language skills across their year in Reception.                                                                                                |
| To narrow/close the gap between the number of PP/non-PP pupils who pass the phonics screening by the end of Year 2.                                   | All PP pupils will follow a structured phonics programme throughout Reception and Year 1. Gaps in learning will be identified on a regular basis and focused interventions planned to close these gaps from an early stage. |
| Pupils to have increased awareness of their personal social, emotional and behavioural needs and to reduce the impact these needs have on attainment. | Pupils with social, emotional and mental health needs to have personalised strategies that support them successfully. Pupils' needs to have a reduced impact on attainment and social communication with others.            |
| Improved parental engagement.                                                                                                                         | A range of approaches and resources to be used to engage parents in their child's learning.                                                                                                                                 |
|                                                                                                                                                       | Greater attendance at events such as parents evening, EYFS workshops, Phonics information sessions, celebration assemblies.<br>A greater number of parents engaging with home reading opportunities and homework.           |

|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved behaviour for learning and improved academic outcomes. | Continuation of the positive number of PP pupils that make the expected level of progress in all curriculum areas. The frequency of class teachers reporting behaviour as a barrier to learning will decrease.                                                                                                                                                                                                                 |
| Reduced proportion of persistent absentees.                     | PP pupils' average attendance will be above 95%. If attendance for an individual PP pupil does fall below 95% within a half term, planned interventions will ensure this improves for all pupils the following half term. Weekly meetings between the Principal and attendance lead to show an increase in individual and whole school attendance. Attendance contracts issued and walking bus places to be offered to pupils. |
| Pupils to have positive aspirations for their future.           | Pupils to participate in events and opportunities which offer widened experiences that will motivate them to want to be the best that they can be. Pupils to have a greater understanding of the wider world and the opportunities which can present themselves.                                                                                                                                                               |

## 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: £37,075.69

| Activity                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Continued development and embedding of Twinkl for Letters and Sounds Phonics Scheme inc. training for new staff | <p>The Education Endowment Foundation – Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p><b>High impact - +5 months gain</b></p> | 7                             |
| Increasing the range of fully decodable books to support the teaching of reading in KS1                         | <p>The Education Endowment Foundation – Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of the early reading instruction.</p> <p><b>Very high impact - +6 months gain</b></p>                                                                                                                                                                                                                                                           | 1,7                           |
| All classroom-based staff to access whole school CPD, mentoring and coaching                                    | The EEF Guide to Pupil Premium – 3-tiered approach. Teaching, including CPD is a priority, including Ready Steady Write training for all staff.                                                                                                                                                                                                                                                                                                                                                  | 1,2,3,6,7                     |
| <p>Class structure and Quality First Teaching</p> <p>High quality teaching for all – 7 class structure</p>      | <p>The Education Endowment Foundation – The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>                                                                                                                                  | 1,2,3,6,7                     |
| Continuous Professional Development                                                                             | The Education Endowment Foundation - 'Special Educational Needs in Mainstream School' - found strong evidence that explicit instruction, scaffolding, flexible                                                                                                                                                                                                                                                                                                                                   | 1,2,3,6,7                     |

|                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Metacognition and self—regulation                                                                       | grouping and cognitive and metacognitive strategies, are key components of highquality teaching and learning for all pupils. The potential impact of metacognition and self-regulation is high, with an average impact of progress over the course of a year. The evidence indicates that explicitly teaching pupils strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.<br><b>Very high impact - +7 months gain</b>                                                                                                                                |  |
| Feedback – ways to capture understanding at a granular level and how to then deliver effective feedback | Providing feedback is well evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Different methods of feedback delivery can be effective, and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall. Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.<br><b>Very high impact - +7 months gain</b> |  |

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

Budgeted cost: £29,709.31

| Activity                                                                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                          | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Oral Language Intervention</b><br><br>Wellcomm Lanaguge Assessment and Support                                                                               | The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust. They quickly identify areas of concern in language, communication and interaction development and provide activities which can be used with both individual pupils and whole classes.<br><b>Very high impact - +6 months gain</b> | 1                             |
| <b>Phonics</b><br>Structured daily synthetic phonics programme - 'Twinkl'. Focused phonic tutoring to be used to ensure any gaps in learning are closed quickly | Phonics approaches have been consistently found to have a positive impact on progress, with synthetic phonic programmes having a higher impact. <b>High impact - +5 months gain</b>                                                                                                                                                                           | 1,3,7                         |

|                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>TA Interventions</b><br>Pre-teaching, follow up, targeted and challenge interventions with instant feedback                                                           | Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.<br>Access to high-quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the number of high-quality interactions they have with their classroom teacher both in and out-of-class.<br><b>Moderate impact - +4 months gain</b> | 1,2,3,7     |
| <b>ELSA (Emotional Literacy Support Assistant)</b><br><br>Training, timetabling and planning of ELSA group and 1:1 sessions to support SEMH needs of vulnerable learners |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |
| <b>Additional Educational Psychologist allocation</b><br><br>Additional EP time to directly work on areas of need/ support with wider wellbeing/behavioural difficulties | Through greater EP access and targeting specific children we can ensure that children's needs are met within and out of school and reduce the impact that wellbeing, ACEs and behavioural issues have on academic attainment.                                                                                                                                                                                                                                                                                                                    | 1,2,3,4,5,7 |

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

Budgeted cost: £60,000

| Activity                                                                                                                                                                                     | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Family Inclusion Worker/Attendance Lead</b><br><br>Continued funding of FIW/AL to work with vulnerable families to improve attendance, wellbeing and provide nurture support/intervention | Evidence from within the school over recent years has shown that when an attendance officer is working directly with families, supporting needs and building relationships, attendance figures improve. Families value support from the FIW which impacts positively on pupils' personal, social and academic outcomes.<br><br>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as | 2,4,5                         |

|                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <p><b>Eco-Nurture Support</b></p> <p>Intervention sessions based about eco-nurture to support wellbeing and social skills</p>                                            | <p>literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities and more intensive programmes for families in crisis.</p> <p><b>Moderate impact - +4 months gain</b></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interactions with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><b>Moderate impact - +4 months gain</b></p> | <p>2,3,6</p> |
| <p><b>Free/Heavily subsidised Breakfast Club</b></p> <p>To promote good attendance and ensure children are ready to start their day of learning</p>                      | <p>Breakfast Club is open to all children, everyday. It is used as a support mechanism to bring children into school where they are happy and ready to learn. Breakfast Club is also an opportunity to support social and emotional wellbeing through relationship building with our HSLO.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>2,4,5</p> |
| <p><b>Parent Workshops</b></p> <p>Opportunities for parents to establish knowledge and ask questions about ways to support their child's learning e.g. EYFS, Phonics</p> | <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities and more intensive programmes for families in crisis.</p> <p><b>Moderate impact - +4 months gain</b></p>                                                                                                                                                                                                                                       | <p>4</p>     |
| <p><b>Funded Opportunities</b></p> <p>Opportunities to increase pupils' cultural capital and raise awareness / aspirations for their futures.</p>                        | <p>Some pupils do not have access to opportunities which can widen their understanding of the world, push their boundaries or give them experiences which can shape their future aspirations. Through funding activities and events we have the opportunity to raise aspirations and give children aims for what they could become.</p>                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>6</p>     |

|                                                                                                                                              |                                                                                                                                                                                                                                                                                                                      |  |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>Resources</b></p> <p>Purchasing of sports kit and accessories to allow pupils to have access to external opportunities/ enrichment</p> | <p>Some pupils do not have access to the resources and equipment to allow them to access/take part/ represent school in activities where they excel. Support in these areas impacts on overall wellbeing and aspirations for the future as well as providing opportunities for children to show their potential.</p> |  |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Total budgeted cost: £126,785**

## 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 2024 to 2025 academic year.

The impact of our Pupil Premium strategy in the year 2024-25 showed an upward trend in results across school. Communication and language skill improved by the end of the academic year in EYFS and our end of KS1 and KS2 results also provided upward trends. Across school our culture and behaviour have improved due to children's increased awareness of personal, social, emotion and behavioural needs. Parental engagement is also increasing, and we continued to work closely with families to help and support them. By insisting high standards from our children, we have seen learning behaviours improve in addition to academic outcomes. Attendance in school has also increased over the course of the year. In addition to this, children were again able to take part in a wide range of additional opportunities and experiences throughout the year.

| Review of 2024-25 Aims                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aim                                                                                                                                                   | Outcome                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Improved level of communication and language skills by the end of the Early Years Foundation Stage.                                                   | <p>By the end of academic year 2014-2025, there was an improved level of communication and language skills by the end of the Early Years Foundation Stage.</p> <p><b>24/25 Results</b><br/>           Communication and Language PP: 70%<br/>           Communication and Language non-PP: 68.8%</p>                                                                                                                               |
| To narrow/close the gap between the number of PP/non-PP pupils who pass the phonics screening by the end of Year 2.                                   | <p>Phonics outcomes will require improvement in the upcoming academic year and steps to ensure that this gap continues to narrow have been developed.</p> <p><b>24/25 Results</b><br/>           Phonics Screening Test PP: 22.2%<br/>           Phonics Screening Test non-PP: 40%</p>                                                                                                                                            |
| Pupils to have increased awareness of their personal social, emotional and behavioural needs and to reduce the impact these needs have on attainment. | <p>Culture and behaviour across school have continued to improve with children having increased awareness of their personal, social, emotional and behavioural needs, reducing the impact these have on attainment. Children have been developed effectively through interventions and support from first quality teaching to ensure that this has happened. A focus on children with PP has ensured the impact from this aim.</p> |

|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved parental engagement.                                   | <p>Parental engagement has increased throughout the year. Events such as parents evening, SATs information evenings, residential information evening, meet the teacher, celebration assemblies, pop-up uniform shops and consultations have all ensured that this upward trend has continued. We have maintained close contact with families and ensured that alternative methods and steps have been taken to reach our families. The introduction of Class Dojo as a means of communication has also ensured that engagement continues to rise. Moving into the next academic year we will continue to build on these successes and continue to work closely with our hardest to reach families.</p>                                                                                                                                     |
| Improved behaviour for learning and improved academic outcomes. | <p><b><u>2025 Results</u></b></p> <p><b>EYFS – 2025 GLD</b> – 615% up from the 2024 GLD – 52.2%<br/> PP achieving GLD – 50%, non-PP achieving GLD – 68.8%.</p> <p><b>Phonics</b> – PP – 22.2% working at the required standard, all other pupils – 40% working at the required standard.</p> <p><b>MTC Check</b><br/> PP average score – 17.9, up from 13.9 in 2024<br/> All other pupils average score – 23.1</p> <p><b>KS2 – Reading</b><br/> PP at ARE or above – 70%<br/> All other pupils at ARE or above – 66.7%</p> <p><b>KS2 – Writing</b><br/> PP at ARE or above – 60%<br/> All other pupils at ARE or above – 66.7%</p> <p><b>KS2 – GPS</b><br/> PP at ARE or above – 80%<br/> All other pupils at ARE or above – 75%</p> <p><b>KS2 – Maths</b><br/> PP at ARE or above – 80%<br/> All other pupils at ARE or above – 83.3%</p> |

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reduced proportion of persistent absentees.           | Through careful work with our families and a range of different strategies implemented by our home school liaison officer, we have continued to see attendance rise in school. For our pupil premium children, we have also seen an upward trend in their attendance percentage from 89.2% in 2024 up to 90.5% in 2025. We will continue to highlight target families and work hard to ensure that attendance continues to improve.                                                                                                                                                                                                                                                                                                    |
| Pupils to have positive aspirations for their future. | <p>All pupils participate in a range of events and opportunities throughout the year which are aimed at providing them with access to enrichment and to widen their view of what their lives could hold. Conversations focused around raising aspirations and sharing the view that anything is possible. Pupils took part in a range of trips and visits which were subsidised to support families. These were new opportunities for our children and are aimed at showing them places beyond their usual exposure.</p> <p>In addition to this, our work with the Futures programme with Aldridge Education has also ensured that the children are thinking carefully about their futures and any potential career opportunities.</p> |

## Externally provided programmes

| Programme    | Provider                        |
|--------------|---------------------------------|
| TT Rockstars | Maths Circle Ltd                |
| IDL          | International Dyslexia Learning |
| LBO          | Learning by Questions           |