



PUPIL PREMIUM STRATEGY PLAN

2022- 2023

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	St Aloysius Catholic Primary School
Number of pupils in school	340 (including Nursery)
Proportion (%) of pupil premium eligible pupils	117 pupils 35%
Academic year/years that our current pupil premium strategy plan covers	2022/23 Year 3 of 3
Date this statement was published	Nov 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	Miss Wrigley
Pupil premium lead	Mrs O'Brien
Governor / Trustee lead	Mrs Hamilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,675
Recovery premium funding allocation this academic year	£16,675.00(115 KS2)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£171,350

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Here at St Aloysius we will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. All children at St Aloysius Primary School will be in receipt of high-quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn. Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make strong/good progress in reading, writing and maths as well as the wider curriculum.

We acknowledge the direct link between our Pupil Premium children and those children with SEND needs. Many of the pupil premium children are also SEND, teachers work very closely with SEND support and the learning mentor to ensure a holistic approach to meeting their needs. We want to enhance oral language skills, address attendance issues, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure, and ensure children have access to targeted high-quality adult support through targeted intervention programmes. We expect all pupils to engage in all aspects of school life equally. However, we acknowledge that some of our parents have difficulty in being able to do this consistently.

We will continue to provide pastoral support for both pupils, parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience at St Aloysius. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on children’s academic achievement and well-being.

Demography and School Context

St Aloysius is a larger than average-sized voluntary aided Catholic Primary school. Most pupils are White British. A small proportion of pupils speak English as an additional language. Many of our children come from low- income families and live in households where few adults have experienced higher education. Pupils have access to limited resources at home, for example, language rich reading material and a range of

experiences: visits to museums, theatre and galleries. Unemployment is relatively high with those employed mainly in lower sector positions. Parental engagement is difficult, often due to parents own educational experiences and low aspirations

Ultimate Objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus go on to achieve GCSE's in English and Maths

Achieving These Objectives:

The range of provision the Governors consider making for this group include and would not be limited to:

- providing quality first teaching for all by providing CPD to staff and bespoke training to support to pupils and families as and when necessary
- To allocate an additional teacher in upper key stage 2 providing smaller group work to overcome gaps in learning
- 1:3 support from DFE Tutor for Maths (15 hours) Additional teaching and learning opportunities provided through tutor for Maths (initially with Year 6 and then Year 5).
- Reduce payments for all activities, educational visits and residential ensuring children have first-hand experiences to use in their learning in the classroom.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require

Challenges

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

Challenge number	Detail of challenge
1 Outcomes	Assessments and observations of pupils indicate low level language and communication skills in the EYFS. These are more prevalent amongst PP pupils than NPP pupils on entry.
2 Outcomes	In most year groups the disadvantaged pupils are not consistently meeting expected or higher-level standards compared to the rest of the school. They generally have low expectations and aspirations.
3 Attendance	The attendance of pupils in receipt of PP is currently below that of their peers and a greater proportion are classed as persistent absentees.
4 Pastoral	Challenging family dynamics which impacts on children's experiences and enrichment opportunities- Quality of parental support
5 Pastoral	Pupil's emotional wellbeing, social and behavioural needs affecting children being in a position to be able to make progress and their readiness to learn. Some children have a lack of relational experiences, a disturbed attachment cycle and have poor emotional literacy skills
6 Pastoral	<p>A proportion of our disadvantaged pupils fall into another vulnerable group especially having an additional educational need</p> <p>Lack of parental support often means that appointments are missed meaning children do not have access to specialist support</p> <p>44% of current PP pupils are PA</p> <p>15% of current PP pupils are SEN</p>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 76,350

Activity	Challenge number(s) addressed	Impact
<i>Directing teaching and support staff on to relevant courses hosted by Collaborative ensuring high level of knowledge and understanding. (Literacy counts and Maths Mastery) including supply costs</i>	1 and 2	<p>Literacy Counts- all staff received training on the new unit for the summer term which resulted in quality first teaching and improved outcomes.</p> <p>Each subject leader has continued to attend termly subject leader training from the collaborative. This training allows them to meet with other leads, discuss ideas, keep up with the latest curriculum developments. Feedback from staff is that these sessions has increased subject knowledge and has been invaluable.</p>
<p><i>Skilled staff to deliver small group interventions to support communication and language skills</i></p> <ul style="list-style-type: none"> <i>Purchase of additional phonics materials and reading books to improve comprehension skills and vocabulary</i> 	1 and 2	<p>Phonics is embedded throughout KS1 and EYFS. There is focused drive for improvement with interventions and master classes for staff led by the Phonic lead. It is well resourced and staff are knowledgeable Staff are released to watch high quality RWI lessons and resources from the portal used for staff CPD. Phonic led is strategic in deploying skilled staff with the less able groups in order to boost their learning. There is regular training in place for staff and support for staff in delivering high quality lessons.in RWI. We are on track to complete this outcome by the end of the three-year plan.</p>
<i>Access to National College to provide high quality CPD</i>	2	<p>Every member of staff and some governors have received their log in details and we have started to use some of their training modules, for Safeguarding, Keeping children safe in Education and Metacognition. Staff have reported that they are easy to access and very worthwhile. SLT are able to put relevant training courses on staff's watch list. All certificates are logged on the one drive.</p>

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

Budgeted cost: £75,000

Activity	Challenge number(s) addressed	Impact
<i>Additional tutoring in Year 5 and 6 in Maths</i>	2	<p>Outcomes for Reading, Writing and Maths for children in Year 6 have improved. Children in Year 5 had additional tutoring in Summer 2 which has given them a strong and secure base to start the Year 6 curriculum</p>

<i>Investment in further training for all staff in RWI Phonics & Reading</i>	1, 2	See above
<i>Specialist support programmes</i> <ul style="list-style-type: none"> • <i>Reading plus</i> • <i>Times tables Rockstars</i> 	2	<p>Reading plus continues to provide diagnostic assessments and identifies gaps so that pupils can be moved onto to texts that support or challenge</p> <p>42 children took part in the MTC 19% achieved full marks mean average is 19.1 National data is 29% full marks and mean average 20.2</p>

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

Budgeted cost: £ 20.000

Activity	Challenge number(s) addressed	Impact
Mental health nurse		
<i>Attendance Officer/SLA to analyse and contact persistent absentees</i>	3	<p>The School Students and Teachers Network (SSAT) attendance audit findings were published and St Aloysius was highlighted that our attendance; policy clearly links attendance with attainment. The findings suggested that we were working extremely hard and implementing measures to improve attendance. It was highlighted that it would be beneficial if we could assign a link governor to work alongside Mrs Hayes. We now have an attendance governor who has attended some of our panel meetings.</p> <p>Mrs Hayes has been updated the school website for attendance. She has created a tab with our policy link, information on our rewards and points of contact.</p>

Our parent/carer version of attendance policy was distributed at all three learning conferences. Mrs Hayes attended the reception learning conference which enabled us to promote our attendance policy and visually make Mrs Hayes known to new families of our school.

We have begun to work with the families that were identified in the previous summer term, offering meetings and support to those on an individual need basis. This support has taken the form of strengthening positive relationships with school, early help referrals and continuous check-ins.

We currently have 3 children (2 families) under case review for attendance with the Local Authority. Both families have Aims Plans. One family has had an early help referral and a TAF meeting has been held.

Mrs Hayes and Mrs O'Brien meet every half term with Knowsley Attendance service to discuss children who are identified as a cause for concern. As a team we analyse which classes or days are the worst for attendance. Year 3 had been identified as the lowest year group in the Spring Term, we tried to unpick why this was and decided to conduct an attendance blitz on a Monday and Friday for pupils in this year group by the local authority.

Attendance panel meetings have been held this term with 7 parents/carers of target PA children in school with our Attendance Team. We have 5 meetings scheduled for the remaining of this term.

Impact of Panel Meetings

- Support for children who had low attendance has been put in place in school. For example, one child is now working with Mrs Telfer Clarke on anxiety strategies.
- Barriers to communication have been broken and these parents now engage with Mrs Hayes regarding attendance issues.
- 3 children have now had 100% attendance since panel meetings.
- 1 child has been sign posted to our school nurse for additional health support.

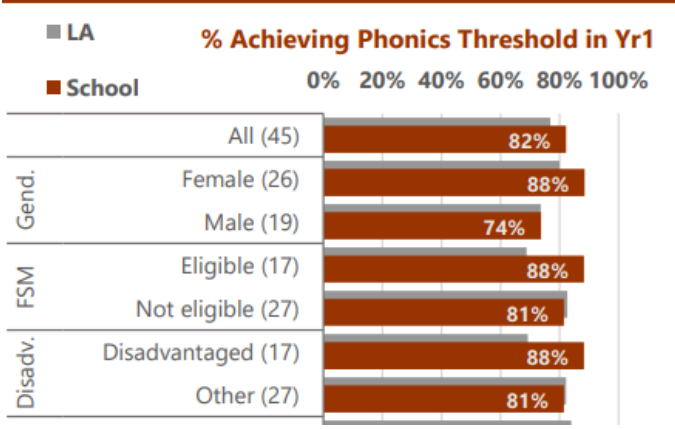
		<p>We recognise that we have a high PA (persistent absence). This has increased this year due to many families taking unauthorised holidays (18 children). We have not issued any fixed penalty notices this year however it has been recommended by the local authority that we should now proceed with this. We can also issue fixed penalty notices with children who have 14 unauthorised absences within a ten-week period. Unfortunately for some families this may be the only strategy that has impact. We will await to see what the impact is.</p> <p>We have introduced a new role for the children in school. The Attendance Ambassadors will meet half termly and provide the child's voice in regard to attendance issues.</p>
<p><i>Enhancement activities/ extra-curricular trips residential trips</i></p>	<p>4</p>	<p><u>Coffee morning</u> Paul Davenport (ASC Advisory Teacher) attended a coffee morning on the 27th of January and delivered a presentation on Neurodiversity. 12 parents attended and feedback was extremely positive. One parent said, 'That was fantastic, it has really made me think about my children and how I can support them both but in different ways'. We are planning another coffee morning after Easter that will include a presentation from the mental health support team in Knowsley.</p> <p><u>Communication and Interaction</u> Support from Speech and language therapy is ongoing with staff in EYFS and KS1 delivering interventions daily. Children receive interventions for speech and language through Talkboost and Wellcomm's Big Book of Ideas.</p> <p>Both residential trips in Y5 and Y6 are subsidised in order to inclusive for our PP pupils.</p>

Intended outcomes

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

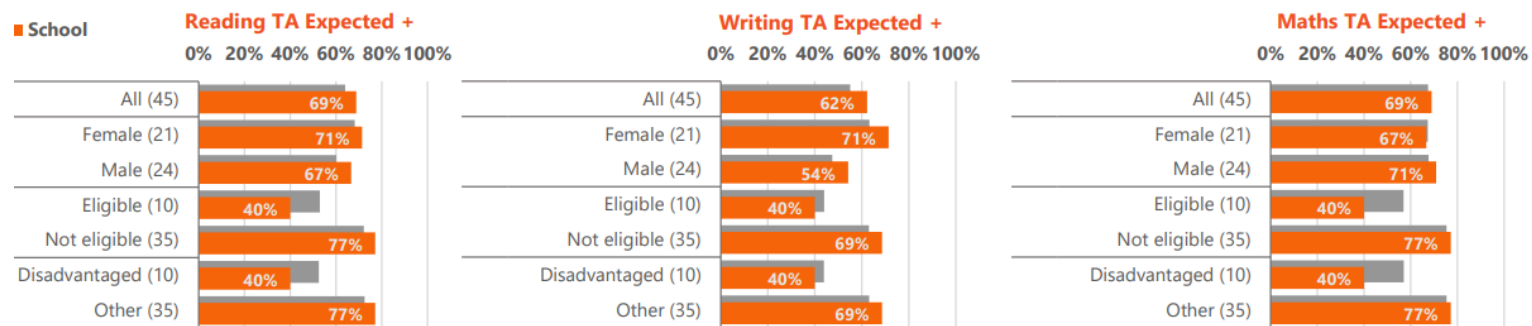
Intended outcome	Success criteria						
1.For all EYFS children to have Improved Oracy, vocab and communication and language skills	That children are equally successful in developing language skills and acquiring vocabulary. Assessment will show impact and identify pupils who need further specialised support	<u>Reception Performance Data:</u>					
		Reception	Boys	Girls	PP	SEN	EAL
		45	25	20	15 (33%)	3 (7%)	3
		Cohort information: In Autumn, 21 children were highlighted as being below ARE on the Wellcomm screening and needed speech and language intervention – 47% - 8 of these children received support from a speech and language therapist. There are varied needs within the cohort – Autism, cerebral palsy and epilepsy, global delays, continence needs, a child with a peg feed due to kidney failure, 15 summer birthdays – 33% of the cohort. End Of Year Data: GLD – 62% (28 children)					
			Comprehension	Word Reading	Writing	Number	
		All	71%	67%	62%	67%	
		PP (15)	67%	60%	47%	55%	
Non PP (30)	73%	70%	70%	73%			
Boys (25)	60%	52%	48%	56%			
Girls (20)	85%	85%	80%	80%			

		Aspect	Code	School				LA		England	
				2018	2019	2022	2023 (45 Pupils)	2022	2023	2022	2023
				Listening, attention and understanding	LAU	75%	92%	76%	73%	77%	79% ↓
Speaking	Speak	75%	92%	73%	71%	79%	82% ↓	83%	83% ↓		
		<p>There has not been as much intervention targeted at boys this year, due to the high number of children needing S&L intervention, then the loss of 2 teaching assistants for long periods this year (Oct-Jan – no TA due to change of job, March – June due to bereavement). However, we strongly believe that by the end of the three year plan this outcome will be achieved.</p>									
2. For our attendance of our PP pupils to be no lower than attendance for non-PP pupils. For attendance to be closer to National	Pupils regularly attend school and gain greater access to the full curriculum offer. Year on Year attendance data will show the gap closing towards National and between PP pupils and Non-PP pupils.	<p>Many families went away for the New Year and did not return until 9/10th January. It is hoped that with the revised term dates next year, giving a two-week half term in the Autumn Term and returning later in January, that it will be sufficient time for families to have a holiday.</p> <p>We used the School Attendance service (SAS) to conduct attendance Blitzes on a Monday as analysis told us that Monday and Friday were our lowest attending days. The impact from this was that there appeared to be a change in parents’ attitudes regarding contacting school at the first sign of absence. We continued each half term to analyse which days were our lowest attending and directed the SAS to blitz on a week by week rota.</p> <p>We have begun to target families who have around 91% attendance to support them to ensure they don’t drop into PA.</p> <p>We are going to change one of our incentives (Smyths vouchers) as it did not have the impact that we hoped for, to a ‘Family Feast’ voucher (20%)</p> <p>Although the PA figure is still high, the attendance team is now working with 12 families who have more than one child who is classed as PA. We have established what their barriers are and have put an action plan into place.</p> <p>We look forward to working with Marc Rowlands in the Autumn Term.</p>									
3.Support families to ensure that children’s basic needs are being met improving family wellbeing	Families have less barriers towards school and are able to approach staff for support. They engage with the school community and well-being is improved Parents attend	<p>6 pupils receive weekly 1:1 support and four access it as and when needed.</p> <ul style="list-style-type: none"> Relax kids’ meditation- this resource supports two children who struggle with their anxiety. They both have designated times to come and listen to their meditation to help them overcome their anxiety and start the day on a positive note. We also practice breathing exercises and have a now and next for the day ahead. This has had a very positive impact as the children know they can access this support when needed. This has helped alleviate the anxiety they feel and improve their confidence. Play therapy – playdough is used to represent emotions – enables children who struggle to vocalise their feelings to express themselves through play and feel heard. 									

<p>and children's outcomes</p>	<p>more meetings and children's outcomes improve</p>	<ul style="list-style-type: none"> • Bereavement Support- range of tailored activities to support the varied needs of each individual child • We have had to introduce new workshops to support children in the use of social media as more and more incidents of the inappropriate use of social media (out of school) are brought into school. <p>Impact:</p> <ul style="list-style-type: none"> • A LM undertook ELSA training in the Autumn and Spring terms, this helps to equip pupils with their emotional literacy. • Jan 23 MHST (Mental Health Support Team) started working one day a week in school to support pupils who need much more specialised help. With concerns from the class teacher, LM and SENCO and sometimes concerns from parents a referral goes to panel with other agencies and a decision is made as to which pupils are taken on by the MHST. Mrs Telfer-Clarke meets with Emily, our case worker, before each session to discuss if there is any extra support school can offer. • Some of the issues have been around self-harm and anxiety and poor mental health. The impact has been very powerful. There have been massive changes in pupils' behaviours in school and attitude towards school. We will be continuing this support next year. • Activities to highlight just how special every child is – All about Me. What I like about me? What I am proud of etc. This really helps build self-esteem. • Think Your Self Great, is a scheme we use in school to identify vulnerable children and celebrate their strengths in a nurturing environment. We have just completed the first group with 6 pupils in KS2 with success and we are just getting ready to start the next. The impact of the sessions has helped the children to find the confidence to take part more in class discussions class and become more involved in group activities. • We feel that having the two LM has really made a difference to pupils social and emotional wellbeing. 																					
<p>. Higher rates of performance in Reading and Maths for pupils (eligible for PP) across KS1 and KS2</p>	<p>Through high quality teaching, a challenging, engaging curriculum, a systematic synthetic phonics program and quality interventions disadvantaged pupils are able to retain and</p>	<p>Reception: see performance table above</p> <p>Year 1 phonic screen:</p>  <table border="1"> <caption>% Achieving Phonics Threshold in Yr1</caption> <thead> <tr> <th>Category</th> <th>LA (%)</th> <th>School (%)</th> </tr> </thead> <tbody> <tr> <td>All (45)</td> <td>82%</td> <td>82%</td> </tr> <tr> <td rowspan="2">Gend.</td> <td>Female (26)</td> <td>88%</td> </tr> <tr> <td>Male (19)</td> <td>74%</td> </tr> <tr> <td rowspan="2">FSM</td> <td>Eligible (17)</td> <td>88%</td> </tr> <tr> <td>Not eligible (27)</td> <td>81%</td> </tr> <tr> <td rowspan="2">Disadv.</td> <td>Disadvantaged (17)</td> <td>88%</td> </tr> <tr> <td>Other (27)</td> <td>81%</td> </tr> </tbody> </table>	Category	LA (%)	School (%)	All (45)	82%	82%	Gend.	Female (26)	88%	Male (19)	74%	FSM	Eligible (17)	88%	Not eligible (27)	81%	Disadv.	Disadvantaged (17)	88%	Other (27)	81%
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apply new vocabulary in reading, writing and maths, narrowing the attainment gap between them and their peers.

KS1 results:



vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

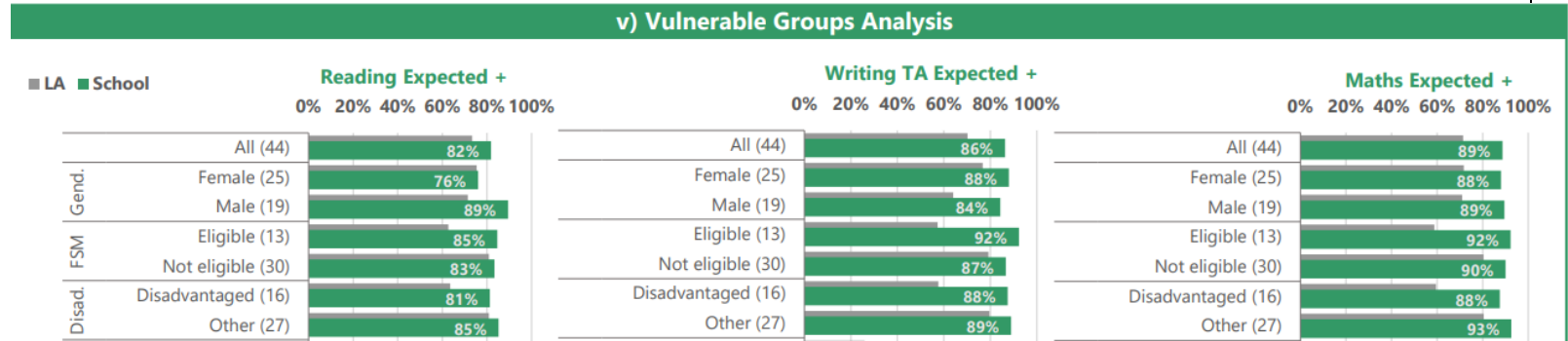
Key to shading (on Exp + only):

 >3* above All pupils	 >1* below All pupils
 >1* above All pupils	 >3* below All pupils

*Number of pupils (see page 4 for explanation)

	Pupils No.	Reading		Writing		Maths		RWM	
		Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
All Pupils	45	69%	11%	62%	0%	69%	4%	56%	0%
Gender									
Female	21	71%	14%	71%	0%	67%	0%	67%	0%
Male	24	67%	8%	54%	0%	71%	8%	46%	0%
Gap (Male - Female)		-4%	-6%	-17%	-	+4%	+8%	-21%	-
FSM									
Eligible	10	40%	0%	40%	0%	40%	0%	40%	0%
Not eligible	35	77%	14%	69%	0%	77%	6%	60%	0%
Gap (Eligible - Not eligible)		-37%	-14%	-29%	-	-37%	-6%	-20%	-
Disadv.									
Disadvantaged	10	40%	0%	40%	0%	40%	0%	40%	0%
Other	35	77%	14%	69%	0%	77%	6%	60%	0%
Gap (Disadvantaged - Other)		-37%	-14%	-29%	-	-37%	-6%	-20%	-

KS2 Results:



vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

Key to shading (on Exp + only):

> 3* above All pupils	> 1* below All pupils
> 1* above All pupils	> 3* below All pupils

*Number of pupils (see page 4 for explanation)

	Pupils	Reading		Writing (TA)		Maths		RWM		GPS		
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
All Pupils	44	82%	30%	86%	2%	89%	23%	77%	2%	77%	23%	
Gender	Female	25	76%	28%	88%	4%	88%	24%	76%	4%	84%	28%
	Male	19	89%	32%	84%	0%	89%	21%	79%	0%	68%	16%
	Gap (Male - Female)		+13%	+4%	-4%	-4%	+1%	-3%	+3%	-4%	-16%	-12%
FSM	Eligible	13	85%	38%	92%	0%	92%	23%	85%	0%	77%	23%
	Not eligible	30	83%	27%	87%	3%	90%	23%	77%	3%	80%	23%
	Gap (Eligible - Not eligible)		+2%	+11%	+5%	-3%	+2%	-	+8%	-3%	-3%	-
Disadv.	Disadvantaged	16	81%	31%	88%	0%	88%	19%	81%	0%	69%	19%
	Other	27	85%	30%	89%	4%	93%	26%	78%	4%	85%	26%
	Gap (Disadvantaged - Other)		-4%	+1%	-1%	-4%	-5%	-7%	+3%	-4%	-16%	-7%

Teaching (for example, CPD,

Budgeted cost: 76,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Directing teaching and support staff on to relevant courses hosted by Collaborative ensuring high level of knowledge and understanding. (Literacy counts and Maths Mastery) including supply costs	<p>EEF guide to PP tiered approach shows that first quality teaching is top priority.</p> <p>EEF also recognises Mastery maths teaching + 5 month</p> <p>£9,000 supply cost</p>	6

<p><i>Skilled staff to deliver small group interventions to support communication and language skills</i></p> <ul style="list-style-type: none"> • <i>Purchase of additional phonics materials for parents and reading books to improve comprehension skills and vocabulary</i> • <i>Develop a class library in every phase</i> 	<p>EEF – Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners use of vocabulary , articulation of ideas and spoken expression . Impact in early years (+ 7 months)</p>	1
<p><i>Access to National College to provide high quality CPD</i></p>	<p>All staff are registered and relevant courses are regularly emailed to them.</p>	6

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional 1:3 led tutoring in Year 5 and 6 in Maths</i></p>	<p>EEF – small group tuition is defined as one teacher or trained teaching assistant working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually a separate classroom. Intensive tuition in a small groups is often provided to support lower attaining learners or those who are falling behind, but it can be also used as a more general strategy to ensure effective progress, or to teach challenging topics or skills + 4 months</p>	2
<p><i>Additional Educational Psychologist time</i></p>	<p>Evidence is provided from school experience and therefore school based. The increasing high number of PP pupils who present as SEN and need access to an EP means that the quicker that children are assessed by the EP, the quicker the support/interventions can be put in place</p>	6

<p><i>Investment in further training for all staff in RWI Phonics & Reading</i></p>	<p>EEF development of early reading skills particularly for children from disadvantaged backgrounds and has a positive impact of plus five months. Phonics improves the accuracy of children's reading. Alongside phonics reading comprehension is a crucial component of reading instruction. Reading comprehension strategies have high impact, on average six months plus.</p> <p>£</p>	<p>1</p>
<p><i>Specialist support programmes</i></p> <ul style="list-style-type: none"> • <i>Reading plus</i> • <i>Times tables Rockstars</i> 	<p>Studies have shown that being taught how to use reading comprehension strategies has additional benefits for PP children. (EEF)</p>	<p>2</p>

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

Budgeted cost: £ 20.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional Mentoring</i></p>		
<p><i>Attendance Officer/SLA to analyse and contact persistent absentees</i></p>	<p>Advice from National Strategies (hosted on the National Archives) says that 'the links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16.</p>	<p>3</p>
<p><i>Enhancement activities/ extra-curricular trips residential trips</i></p>	<p>School evidence: Disadvantaged children lack cultural capital outside of school. This in turn affects their knowledge base, language skills, confidence and progress. School therefore uses PP to support access to various activities.</p>	<p>4</p>
<p><i>PE kit supplied to enable pride in school and encourage participation in PE and after school sports clubs</i></p>	<p>Although the EEF states there is only a small positive impact of physical activity on attainment (plus one month) the impact of physical activity on our children is evidenced by pupil voice makes our children 'feel alive' and increases energy levels and impacts greatly on engagement in lessons.</p>	<p>5</p>

	Supplying all children with a PE kit raises self-esteem and self-confidence of our children and allows children to feel equal.	

Externally provided programmes

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

Programme	Provider
Wellcomm	Knowsley Education Authority
Reading Plus	Reading Solutions UK

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a