

# Pupil premium strategy statement

## South Farnborough Junior 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	396
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025 2022-3, 2023-4, <b>2024-5</b> .
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Jenny Byrne
Pupil premium lead	Mrs Charlotte Jones
Governor / Trustee lead	Mrs Janet Roberts OBE

### Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£84,160
Recovery premium funding allocation this financial year	£3,105
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£87,265

### Statement of intent

#### Context

South Farnborough Junior School is a three-form entry junior school. Since the pandemic our free school meal pupil premium numbers have increased from 6%-12%.

#### Our Vision

At South Farnborough Junior School, we ensure that all children have access to a broad and balanced curriculum, which provides them with the skills, knowledge and a suitable environment in which they can excel. We want our educationally disadvantaged pupils to thrive academically and socially and we strongly believe that irrespective of their background or challenges they may face in life; every child should be given the support and tools to allow them to succeed.

We build a strong rapport with all of our families, promoting positive home/school links, in particular with those who are more vulnerable and disadvantaged. This allows us to offer a bespoke and individualised support programme for each child where appropriate. We also use research conducted by the EEF, which allows us to plan for this priority group of individuals as well as groups of children, to nurture them in overcoming barriers and to achieve the highest outcome.

#### Aims

At South Farnborough Junior School, we act early to intervene at the point the need is identified. Using robust assessments, as well as regularly reviewing our pupil Premium provision allows us to adopt various approaches that will ensure our pupils excel, we will accomplish this by aiming to;

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- Allow our disadvantaged and vulnerable children access to a broad education and wider enrichment experiences.
- Develop learners who have a strong sense of independence, self-worth and efficacy
- Create strong readers who undertake reading for pleasure and purpose
- Create children who are emotionally resilient and able to regulate their emotions.
- Build strong relationships with adults and peers through consistency in expectations

#### Achieving these aims

- Access to small group teaching from outstanding teachers in Maths and English
- Structured interventions, such as Project X
- 1:1 or small group support in lessons with teachers and teaching assistants
- 1:1 or small group interventions with trained TA's in addition to whole class lessons
- Early intervention of pupils not on track to meet end of year targets
- Access to iPads and Chromebooks to allow engagement in learning
- Financial support provided to ensure participation in enrichment activities to provide first hand experiences

- Priority places at school-led after school clubs and inter-school competitions to allow a broad range of activities.
- ELSA, TALA, therapeutic writing, Nurture groups, MHST, school counsellor
- Development of a relational policy and research backed CPD for all staff

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment and Progress RWM</b> –29% of our Pupil Premium children are also on our SEN register.</p> <p>2023-24 data for disadvantaged yr6 children was greatly improved from 2022-23, however, this increase needs to be sustained in order to close the attainment gap between vulnerable groups and non-vulnerable groups.</p>
2	<p><b>Cultural Capital</b> – often, disadvantaged children do not have the access to the broad range of experiences and social capital that their non-disadvantaged peers do, especially in light of the current cost of living crisis. Our children have variable starting points with regards to background knowledge and experiences and don't always engage in enrichment activities provided by the school. We believe all children need access to a broad and balanced school curriculum and wider life experiences but also the need to feel a sense of belonging and the opportunities to succeed so that they have strong foundations that secondary schools can build on for adult life.</p>
3	<p><b>Self-regulation and active learning</b> – often, vulnerable groups can have a lack of self-efficacy. We want our pupils to feel capable of completing tasks, prior to starting them and to develop an awareness of learning behaviours, linked to executive functioning, that enable them to become active rather than passive learners.</p>
4	<p><b>Emotional Well-being</b>– Over recent years, there has been a notable increase in the number of children struggling with problems due to mental health especially anxiety and EBSA. MHWB support, such as accessing our ELSA or counsellor, is key to ensuring that children feel safe and happy and ready to learn.</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	<p><b>Improved attainment for vulnerable groups in Reading, Writing, maths combined.</b></p>	<p>In KS2 SATs data, the gap between Pupil Premium and Non-Pupil premium children will continue to decrease.</p> <p>Internal assessments and tracking will show progress towards the intended outcome of</p>

		results for disadvantaged children to be equal to non-disadvantaged children.
2	<p><b>To improve the cultural capital of pupil premium children focusing on:</b></p> <p><b>Improving the back-ground knowledge of vulnerable groups.</b></p> <p><b>Greater inclusion and representation of children from vulnerable groups in school activities and roles of responsibilities.</b></p>	<p>Evidence of opportunities to address gaps in background knowledge seen in subject monitoring including: planning, children's books, adaptations to tasks, opportunities for collaborative learning, learning walks and pupil voice.</p> <p>90% of children report that they read for pleasure</p> <p>Evidence of Cultural Capital Experiences.</p> <p>Analysis of extra-curricular club attendance and sport participation shows that requests from disadvantaged pupils have been prioritised and a closing gap between disadvantaged pupils and their peers.</p> <p>Specific 'pupil voice' activities provide evidence that all disadvantaged pupils have had a chance to experience something new.</p> <p>A rolling participation/roles of responsibility audit identifies a closing gap between disadvantaged pupils and their peers.</p>
3	<b>To improve independent learning behaviours.</b>	<p>Learning walks show active learners with teachers using a variety of questioning techniques, collaborative learning, guided and modelled work.</p> <p>Book monitoring shows task designs that address gaps in background knowledge and appropriate adaptations to enable success.</p> <p>Teacher voice shows an increase in participation and independence in learning due to an increase in self-efficacy.</p>
4	<b>Emotional Well-being:</b> To achieve and sustain improved wellbeing for all pupils in our school.	<p>Sustained high levels of wellbeing, in particular within our disadvantaged pupils, demonstrated by data from pupil voice, student and parent surveys as well as staff observations.</p> <p>Significant increase in participation in enrichment activities.</p> <p>Pre and post intervention data shows children who receive ELSA/TALA/counselling/MHST have improved wellbeing.</p>

## Activity in this academic year 2023-2024

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

### Tier 1 – High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group teaching in focused areas of Reading, writing and Maths.</p> <p>To use team teaching and mentoring throughout the school to raise standards.</p> <p>Development of a reading for pleasure culture</p>	<p>-Reading is a key skill, which enhances a child's opportunity to learn effectively.</p> <p>-To ensure the building blocks for reading and maths are secure to promote rapid progress across the curriculum.</p> <p>-To ensure that we have consistency in the approach we take to supporting weaker readers or mathematicians.</p> <p>-To ensure that children are not hindered in their learning potential because they struggle with reading or maths.</p> <p>-Use of teachers to provide tailored teaching interventions for pupils who are not on track to meet their end of year targets.</p> <p><a href="https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1</p> <p>2</p> <p>3</p>
<p>Support and guidance for parents on the curriculum to ensure a consistency of approach between home and school.</p>	<p>-Reading is a key skill, which enhances a child's opportunity to learn effectively.</p> <p>-To ensure a consistency of approach between home and school.</p> <p>-To ensure that we have consistency in the approach we take to supporting weaker readers.</p> <p>-To ensure that children are not hindered in their learning potential because they struggle with reading.</p> <p>-To guide parents on the teaching of maths within the school so that we have a consistent approach at home and school.</p> <p>-To ensure open channels of communication where both pupils and families know their contact at school.</p>	<p>1</p> <p>2</p> <p>3</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
<p>Use of engaging resources to support teachers in delivering a high-quality curriculum - Investment in a number of on-line core skills resources that can be accessed at home independently such as MyMaths, TT RockStars/Numbots, Boom Reader, Emile etc. which engages our pupils and supports good or better progress. Ensure all pupils have access to the internet on a suitable device.</p>	<p>-TT Rockstars is a platform to help children to engage with times tables practise.</p> <p>-Testbase provides resources for teachers to ensure high quality test-style questions can be 1, 5 and 6 7 embedded within lessons so that children become familiar with them.</p> <p>-White Rose maths provides us with a wealth of resources to ensure we teach a high-quality mastery curriculum.</p> <p>-Use of Hampshire Library Service to ensure that texts held in school are up-to-date and relevant for our pupils. They are tailored to our topics to enhance children's learning experiences. This also ensures that book corner texts are engaging for our pupils.</p> <p>-Use of SORA app for online reading materials and audio books</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>1</p> <p>2</p> <p>3</p>
<p>Staff CPD to support the delivery of high quality teaching to our pupils. Develop and improve staff knowledge and understanding of active learners and executive function. In house CPD through the use of</p>	<p>- CPD training to increase awareness of executive functioning skills and how best to support children to become independent learners.</p> <p>-Teaching Sprints to develop independent and active learners. Using evidence such as Rosenshine's principles of instruction</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send">https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function">https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function</a></p>	<p>1</p> <p>3</p>

'teaching sprints' to drive improvement and build a professional learning culture.	<a href="https://www.teachingsprints.com/">https://www.teachingsprints.com/</a>	
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## Tier 2 - Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £24,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target children to have intervention work with HLTAs & LSAs to help close the progress gap and increase the number of disadvantaged children at ARE/ greater depth by end of the year. Interventions are robust, frequent and reviewed regularly. E.g. – focussed phonics groups.	<ul style="list-style-type: none"> <li>-Access to Project X Code.</li> <li>-Access to Number Stacks</li> <li>-To ensure that disadvantaged children have additional access to phonics and reading at school as we know that some of these children have not continued to read as much as they would at school during the partial school closures.</li> <li>-Ensure that all children have access to high quality teaching.</li> <li>-Make sure that, for those who need it, they are in a small group, which works toward their specific needs and targets.</li> <li>-Run termly so that we can respond to ongoing developments in data.</li> <li>-Ensure the disadvantaged children are targeted.</li> <li>-Ensure that children's gaps are identified and plugged so that they can make accelerated progress towards their targets.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1
Resources needed for specific teaching and interventions	Outcomes for disadvantaged pupils need further improvement. Staff work with targeted individuals and groups following intervention programmes with proven impact eg. Precision Teaching, Nessy dyslexia programme,	1

	maths support, Paired Reading, Maths programmes and Project X sessions.	
Year 6 brain Busters to support KS2 SATs running from Autumn to Summer term to support disadvantaged children not at national standard or not making good or better progress to ensure children have no gaps in their learning	Outcomes for disadvantaged pupils need further improvement. Additional after school teaching enables targeted small group tuition. EEF toolkit evidence states that small group tuition has moderate impact for low cost (+4 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1
Early morning pre-teaching maths groups for selected pupils in each year group. Run by year group teachers	Outcomes for disadvantaged pupils need further improvement. Additional before school teaching enables targeted small group tuition. EEF toolkit evidence states that small group tuition has moderate impact for low cost (+4 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1

### Tier 3 - Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
Run parent training to support them with enhancing our curriculum and to bridge home/school links, e.g. curriculum meetings and E-Safety and mental health workshops	Building positive relationships with parents and pupils and informing parents about the curriculum enables them to work with the school to develop children's knowledge. Positive relationships ensure that parents know how to best support their child when they are reading at home. We make sure there is a consistent approach across the school and home and ensure all reading opportunities are a high-quality learning opportunity for pupils, especially PP children. We provide parents with support to help them keep their children internet safe. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1 2 3 4



for children and parents.		
<p>Two part-time ELSAs and training for two part time TALAs.</p> <p>Access to a counsellor for our most vulnerable children.</p> <p>Trained Senior Mental Health Lead to coordinate ELSA, TALA, Mental Health Support Team and school counsellor.</p>	<p>We recognise the importance of providing support for vulnerable children, especially PP. Targeting vulnerable children/families early helps prevent a significant impact upon learning, ensure children's learning is not hindered by outside factors leading to poor mental health.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1</p> <p>3</p> <p>4</p>
<p>Access a wide range of trips, residential etc through school financial support.</p> <p>Positive discrimination for some of our enrichment opportunities will deliberately target disadvantaged or vulnerable pupils, for example: music tuition, sports coaching, participate in</p>	<p>These additional enrichment/cultural capital experiences are integral to pupils' learning experiences in order for learning to be 'brought to life' and for pupils to experience things they may not have the opportunity to do so otherwise. Residential give pupils an opportunity to be more independent and build relationships with their peers. We want to ensure that PP children have the same access to residential and day trips, clubs, music lessons, visitors and workshops. This ensures that PP children have the same opportunities as their peers and develops a sense of belonging.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	<p>2</p> <p>4</p>

clubs based here at SFJS (for which there is a cost). This targeting includes using pupil premium funding for on-site childcare, including holiday childcare.		
Access to a Parent Support Advisor to offer home/school support as required.	<p>Building positive relationships with parents and pupils ensuring that all families have the support they need and helping to bridge the gap between home and school.</p> <p>-PSAs help school ensure pupils have everything they need at home and school – physically and emotionally - in order to be successful learners so they are happy and ready to learn.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	1 3 4
To provide appropriate support for pupil wellbeing.	<p>Many disadvantaged pupils also experience additional emotional and/or behavioural needs. Pupils are more likely to access learning effectively and make good progress if they are calm and are able to access support and strategies to meet their emotional needs.</p> <p>We recognise the importance of considering children’s individual needs for mental health and well-being and providing a consistent approach and focus for educating and supporting children with mental health and wellbeing across the school.</p> <p>Mental Health workshops, ELSA, TALA, Nurture groups, therapeutic story writing and cognitive behavioural approaches and training</p> <p>Physical activity is key for good mental health and many pupils find a new hobby having been given the opportunity to try clubs at school. Clubs run by school staff are given priority to PP children.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a></p> <p><a href="https://www.youthsporttrust.org/media/zyyo133r/pe-and-attainment-evidence-paper-january-2022.pdf">https://www.youthsporttrust.org/media/zyyo133r/pe-and-attainment-evidence-paper-january-2022.pdf</a></p>	1 2 3 4

<p>Develop a relational policy which is trauma informed.</p> <p>Staff training on trauma and attachment theory.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1732093127">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1732093127</a></p> <p><a href="https://neu.org.uk/advice/classroom/behaviour-schools/trauma-informed-practice-and-approach#:~:text=Trauma%2Dinformed%20practice%20in%20education.">https://neu.org.uk/advice/classroom/behaviour-schools/trauma-informed-practice-and-approach#:~:text=Trauma%2Dinformed%20practice%20in%20education.</a></p>	<p>3</p> <p>4</p>
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**Total budgeted cost: £ 94,112**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 2023-2024 academic year

#### 1. Attainment and Progress RWM: Attainment and Progress in Reading and Maths and RWM

**combined:** To ensure that pupil premium children's attainment is in line with national and local authority data, so that pupil premium children have the skills to access the secondary curriculum due to achieving the national standard at the end of year 6.

2024 data for disadvantaged pupils:

Expected Standard      2023      2024      2023      2024

	SFJS		National	
RWM	25%	52.9%	44%	45%
Reading	25%	59%	60%	62%
Writing	58%	65%	58%	59%
Maths	42%	59%	59%	59%

Higher Standard      2023      2024      2023      2024

	SFJS		National	
RWM	0%	6%	3%	3%
Reading	0%	24%	17%	18%
Writing	8%	12%	6%	6%
Maths	8%	12%	13%	13%

2. **Cultural Capital:** Pupils identified as being vulnerable in terms of their social, emotional and financial context will access a broad and balanced school curriculum and wider life experience so that all our children are not only ready for secondary school, but also have strong foundations that secondary schools can build on for adult life.

**Data from after school clubs year 2023-2024**

Year group	% disadvantaged attending clubs	% non-disadvantaged attending clubs	diff
3	100%	86%	+14%
4	100%	77%	+23%
5	100%	86%	+14%
6	100%	93%	+7%
Whole School	100%	86%	+14%

**Sport participation Academic year 2023-24**

-50% of year 3 disadvantaged children have represented the school in a sporting event this year.

-90% of year 4 disadvantaged children have represented the school in a sporting event this year

-70% of year 5 disadvantaged children have represented the school in a sporting event this year

-67% of year 6 disadvantaged children have represented the school in a sporting event this year

**4. Attendance:**

Attendance monitoring shows that we are achieving and sustaining improved attendance that show children, particularly our disadvantaged children are in school, on time, every day unless there is a genuine, approved reason for their absence.

Attendance data will remain in line with, or better than 95%.

**2023 - 2024 data shows**

Autumn 2023-2024	Gov.uk		SFJS	
	FSM Not Eligible	FSM Eligible	FSM Not Eligible	FSM Eligible
Attendance Rate	94.5%	89.6%	96.6%	93.4%
Authorised Absence Rate	4.1%	6%	3%	5.3%
Unauthorised Absence Rate	1.4%	4.4%	0.4%	1.3%
Persistent Absence Rate	15.7%	33%	5.93%	29.63%

Spring 2023-2024	Gov.uk		SFJS	
	FSM Not Eligible	FSM Eligible	FSM Not Eligible	FSM Eligible
Attendance Rate	94.1%	88.7%	96.6%	94.3%
Authorised Absence Rate	4.4%	6.4%	3.1%	4.4%
Unauthorised Absence Rate	1.5%	4.9%	0.3%	1.3%
Persistent Absence Rate	17.2%	34.6%	6.69%	17.86%

Summer 2023-2024	Gov.uk		SFJS	
	FSM Not Eligible	FSM Eligible	FSM Not Eligible	FSM Eligible
Attendance Rate	93.8%	88.3%	96.76%	95.01%
Authorised Absence Rate	4.1%	6%	2.74%	4.55%
Unauthorised Absence Rate	2%	5.8%	0.5%	0.44%
Persistent Absence Rate	19%	37.1%	7.53%	16.67%

**5. Emotional Well-being:** To achieve and sustain improved wellbeing for all pupils in our school.

83% of pupils who have had ELSA in the last year have improved their wellbeing as a result of the intervention.

Pupil conferencing of disadvantaged and vulnerable groups showed that:

87% of pupils feel like they belong at SFJS (13% said they didn't know)

98% of pupils enjoyed the after-school clubs they had attended

88% have had the opportunity to represent the school in a sporting event and enjoyed the experience

100% have had the chance to try something new in school in the last year.

91% have done something they are proud of in school in the last year.

98% can recognise something they have got better at in the last year.

### 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

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<p>Offering emotional and social support through either our individual ELSA support sessions or our counsellor. The ELSA provides individual time which allows the children to talk through issues and concerns or deliver specific ELSA programmes.</p> <p>Offering places in any extra-curricular activity, thus providing support and fun before, during and after deployment.</p> <p>If necessary, daily emotional and social support, including lunchtimes, for children affected by being in a service family. These might include:</p> <ul style="list-style-type: none"><li>• Supporting deployment (primary reason)</li><li>• Improved friendships in class, particularly for those new to the school</li><li>• Building resilience and concentration in class</li><li>• Home behaviour</li></ul> <p>Service families have access to a Family Support Worker, as part of a Rushmoor cluster of schools. Service Premium funding allows the school to support pupils with tailored personalised support in order to develop their skills and make accelerated progress.</p>
<b>The impact of that spending on service pupil premium eligible pupils</b>
<p>No significant gaps for service pupils.</p> <p>Service children settle quickly in the school and are therefore able to make the most of every learning opportunity provided. The children feel well supported and make accelerated progress whilst they are at the school. The children are eager and excited to attend the variety of clubs available and class teachers recognise that the extra pastoral support and intervention allows all Service children to make progress. Parents appreciate our open-door policy and feel the school regularly supports both the children and them.</p>