

# 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	399
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> )	<b>2025-6, 2026-7, 2027-8</b>
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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 2025-2026	£87,698
Recovery premium funding allocation this financial year	£0
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>	£87,698

## Part A: Pupil premium strategy plan

### 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%-11%.

#### 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
- To cultivate confident and fluent mathematicians who demonstrate a deeper conceptual understanding for the purpose of mathematics in problem-solving and in real-world contexts
- 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 and number stacks
- 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
- Research backed CPD for all staff on executive functioning skills

## 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> –22% of our Pupil Premium children are also on our SEN register.</p> <p>Data for disadvantaged yr6 children has 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> – subject monitoring has indicated that 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	<b>Improved attainment for vulnerable groups in Reading, Writing, maths combined.</b>	<p>In KS2 SATs data, the gap between Pupil Premium and Non-Pupil premium children will decrease.</p> <p>Internal assessments and tracking will show progress towards the intended outcome of results for disadvantaged children to be equal to non-disadvantaged children.</p>
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>

		Staff survey shows staff feel more confident in identifying specific executive functioning challenges in their pupils' day-to-day behaviours and have a range of strategies to support these.
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: £46448

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>Sustain a culture of reading for pleasure.</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, writing 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>1</p> <p>2</p> <p>3</p>

<p>Deepen conceptual understanding for the purpose of mathematics in problem-solving and reasoning.</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><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	
<p>Support and guidance for parents on the curriculum to ensure a consistency of approach between home and school.</p>	<ul style="list-style-type: none"> <li>-Reading is a key skill, which enhances a child’s opportunity to learn effectively.</li> <li>-To ensure a consistency of approach between home and school.</li> <li>-To ensure that we have consistency in the approach we take to supporting weaker readers.</li> <li>-To ensure that children are not hindered in their learning potential because they struggle with reading.</li> <li>-To guide parents on the teaching of maths within the school so that we have a consistent approach at home and school.</li> <li>-To ensure open channels of communication where both pupils and families know their contact at school.</li> </ul> <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>	<p>1</p> <p>2</p> <p>3</p>
<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, Boom Reader, Emile etc. which engages our pupils and supports good</p>	<ul style="list-style-type: none"> <li>-TT Rockstars is a platform to help children to engage with times tables practise.</li> <li>-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.</li> <li>-White Rose maths provides us with a wealth of resources to ensure we teach a high-quality mastery curriculum.</li> <li>-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.</li> <li>-Use of SORA app for online reading materials and audio books</li> </ul> <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>or better progress. Ensure all pupils have access to the internet on a suitable device.</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 maths Hub and NPQ Maths Lead to drive improvement and build a professional learning culture.</p>	<p>- CPD training to increase awareness of executive functioning skills and how best to support children to become independent learners.</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><a href="https://www.gov.uk/government/publications/engagement-with-the-maths-hubs-programme">https://www.gov.uk/government/publications/engagement-with-the-maths-hubs-programme</a></p> <p><a href="https://www.gov.uk/guidance/leading-primary-mathematics-national-professional-qualification">https://www.gov.uk/guidance/leading-primary-mathematics-national-professional-qualification</a></p>	<p>1 3</p>

**Tier 2 - Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £25766

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Target children to have intervention work with HLTAs &amp; LSAs to help close the progress gap and increase the number of disadvantaged</p>	<p>-Access to Project X Code. -Access to Number Stacks -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.</p>	<p>1</p>

<p>children at ARE/ greater depth by end of the year. Interventions are robust, frequent and reviewed regularly. E.g. – focussed phonics groups, interventions, small group.</p>	<ul style="list-style-type: none"> <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>	
<p>Resources needed for specific teaching and interventions</p>	<p>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, maths support, Paired Reading, Maths programmes and Project X sessions.</p>	1
<p>Early morning pre-teaching maths groups for selected pupils in each year group. Run by year group teachers</p>	<p>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)</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>	1

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

Budgeted cost: £ 29182

Activity	Evidence that supports this approach	Challenge number(s) addressed
Run parent workshops to support them with enhancing our	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.	1 2

<p>curriculum and to bridge home/school links, e.g. curriculum meetings and E-Safety and mental health workshops for children and parents.</p>	<p>Positive relationships ensure that parents know how to best support their child when they are reading at home.</p> <p>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.</p> <p>We provide parents with support to help them keep their children internet safe.</p> <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>	<p>3 4</p>
<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 3 4</p>
<p>Sustain access to 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 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.</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 4</p>

<p>To provide appropriate support for pupil wellbeing.</p>	<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>	<p>1 2 3 4</p>
<p>Embed the relational and behavioural policy which is trauma informed.</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>4</p>

**Total budgeted cost: £ 101396**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 2024-2025 academic year

#### 1. Improved attainment for vulnerable groups in Reading, Writing, maths combined.

23/24 KS2 data (RP children removed from data)

	Disadvantaged pupils	Non-disadvantaged	Difference
RWM	60%	78%	-18%
Reading	67%	87%	-20%
Writing	73%	90%	-17%
Maths	67%	88%	-21%

24/25 KS 2 data (RP children removed from data)

	Disadvantaged pupils	Non-disadvantaged	Difference
RWM	56%	73%	-17%
Reading	81%	68%	+13%
Writing	81%	69%	+12%
Maths	62%	68%	-6%

#### 2. To improve the cultural capital of pupil premium children

Data from after school clubs year 2024-2025

Year group	% PP attending clubs	% non-PP attending clubs	diff
3	81%	86%	-5%
4	83%	86%	-3%
5	100%	83%	+17%
6	84%	86%	-2%
Whole School	86%	85%	+1%

## Sports participation 2024-2025

Year group	PP	Non-PP	Diff
3	29%	39%	-10%
4	50%	45%	+5%
5	60%	61%	-1%
6	60%	70%	-10%
Whole School	49%	50%	-1%

24% of roles of responsibilities were allocated to pupil premium children.

30% of pupil premium children had a role of responsibility.

The Ofsted inspection (June 2025) recognised that:

*Everyone has a chance to shine. The school ensures that disadvantaged pupils never miss out. Pupils enjoy a rich offer of clubs, trips and visitors. From sporting competitions to theatre productions, countless opportunities nurture and showcase the unique talents and interests of every pupil.*

### **3. To improve independent learning behaviours.**

100% of learning walks showed teachers are using a variety of the Rosenshine principles- for example questioning techniques (including cold calling), collaborative learning, guided and modelled work to increase pupil participation.

100% of book monitoring shows task designs that address gaps in background knowledge and appropriate adaptations to enable success. This was also recognised in the Ofsted inspection June 2025:

*Expectations for behaviour and learning are relentlessly high.....The school uses expertise and compassion to support pupils with skilful adaptations for learning.*

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

81% 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:

88% of pupils feel like they belong at SFJS

95% of pupils have enjoyed after school, or lunch time clubs.

74% have had the opportunity to represent the school in a sporting event and enjoyed the experience

98% have had the chance to try something new in school in the last year.

90% have done something they are proud of in school in the last year.

93% can recognise something they have got better at in the last year.

This was also recognised in the Ofsted inspection June 2025:

*If pupils need pastoral care, the well-being work of the school is exceptional.*

## 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)

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