

Pupil Premium strategy statement 2024-2027



This statement details our school's use of Pupil Premium (and recovery Premium for the academic years 2024-25, 2025-26 and 2026-27) 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 2025-26 /Review of 2024-25 Spend.

Detail	Data
<i>Lawn Primary school</i>	
Number of pupils in school	432 (2025-26) 432 (2024-25)
Proportion (%) of pupil Premium eligible pupils	49 (11%) (2025-26) 44 (11%) (2024-25)
Academic year/years that our current pupil Premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	September 2025
Date on which it will be reviewed	Summer term 2025
Statement authorised by	Karen Hambleton
Pupil Premium lead	Dan Hancock
Governor / Trustee lead	Vicky Malysz-smith

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year (2025-26)	Total: £74,235 £74,235 = PP + £0 = EYPP (Based on 49 eligible pupils) 34- E6FSM 0 - Service 13 post-LAC 2 LAC
Recovery Premium funding allocation this academic year	0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year

£74,235

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Part A: Pupil Premium strategy plan

Statement of intent

Our mission statement “DREAM, BELIEVE, ACHIEVE” reflects our understanding and beliefs. We aim to ensure that the children at our school are provided with high-quality learning experiences based on a broad and balanced curriculum. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the school. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life.

At Lawn Primary School we believe that a happy child is a successful one. We are committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. Our intention is that all children should enjoy their learning, achieve their potential and become independent life-long learners.

We believe that education should take place in a fully inclusive environment with equal opportunities for all and that all children should learn to value religious and cultural differences. Our school strives to be at the centre of the local community with positive and effective links to the wider and global communities.

Our curriculum offer has been developed to promote Global citizenship and a love of learning. It is broad and balanced, rich and varied, and offers our pupils a learning journey that ensures they develop the knowledge, skills, experiences, attitudes and beliefs to become confident and passionate future citizens of the world.

All members of staff and the governing body accept responsibility for ensuring the progress of all of our children and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and we are determined to ensure that all of our children are given every chance to maximise their full potential.

We recognise that some of our Pupil Premium (PP) children face challenges, and we are determined to overcome these challenges unlocking the potential of all children. These challenges include lower levels of oracy and language, reduced exposure to literacy, social and emotional needs, lower attendance figures and lower aspirations for some. We know that many of our PP children do not have the same opportunities as their peers outside of school. Therefore, our key activities and spending reflect our response to their needs as set out below. Our priority is to ensure that we provide children with the very best education through quality first teaching, a knowledge rich and aspirational curriculum and a highly developed and skilled support network to support all pupils in their social and emotional development. We are relentless in our support for the attendance of Pupil Premium children

and go the extra mile to ensure they develop good habits of attending school and intervene swiftly where attendance drops.

We are all champions for our Pupil Premium children and are passionate about providing the best education and environment for them to achieve and develop, to us Pupil Premium matters.

Challenges

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

Challenge number	Detail of challenge
1	Exposure to high quality reading materials and vocabulary resulting in gaps in attainment and progress in reading.
2	Levels of pupils achieving GLD at the end of foundation stage for Pupil Premium pupils is lower than that of their peers, this is in a large part to writing stamina.
3	Levels of Pupil Premium pupils achieving GDS across the curriculum is lower than that of their non-Pupil premium peers. This is due to lower start points upon entering school.
4	Gaps in mathematical knowledge across school, including that of times tables and reasoning application result in PP children achieving a lower standard in maths than that of their non - PP peers.
5	Experiences of some Pupil Premium children outside of school is limited. This limits the opportunity to build cultural capital/executive function and build their knowledge of the world.
6	Lower language and oracy starting points for some of our Pupil Premium children.
7	Levels of aspiration and positive attitudes for learning for some children.
8	Social and emotional well-being of some Pupil Premium children including self-confidence and positive interactions and relationships with their peers causing lower attendance figures and/or lower attainment levels for our PP children.
9	Attendance of Pupil Premium children, with a particular focus on persistent absence. Support from Learning Mentor and ELSA for targeted Pupil Premium children to improve attendance.

10.	A growing number of PP pupils attending Lawn are starting school with English as an additional language. This has resulted on a higher % of our PP children having an additional boundary to their learning and in a large majority of cases, less support being provided at home due to language barriers.
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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
To enable pupil Premium children to make expected, and accelerated progress to achieve at the expected standard or above (GDS).	<p>The percentage of Pupil Premium children achieving ARE and above will match that of non-pupil Premium children within Lawn Primary School.</p> <p>Children will demonstrate progress following high quality first teaching and additional interventions.</p> <p>Pupil voice will show that our Pupil Premium children are knowing and remembering more in line with what has been taught and on par with their non-Pupil Premium peers.</p> <p>Children will be independent learners and able to self-regulate their level of challenge across subjects.</p>
To ensure a greater number of Pupil Premium children achieve Greater Depth across school.	There is a larger percentage of children achieving greater depth than previous academic year.
To ensure Pupil premium children are not prevented from achieving their academic capabilities due to barriers created due to self-regulation, low self-esteem.	<p>Levels of aspiration and children's expectation of themselves increases.</p> <p>Children will be independent learners and able to self-regulate their level of challenge across subjects.</p>
To prioritise early reading so that a greater number of Pupil Premium children pass the phonics screening in Year 1.	<p>All Pupil Premium children pass their phonics screening in year 1.</p> <p>Children have the correct reading books and are progressing through the book bands at a similar rate to their non PP peers.</p> <p>All Pupil Premium pupils access our libraries and choose books for pleasure to widen their literary experiences.</p>

	<p>Pupil premium children will receive additional support in phonics to ensure they close the gap.</p>
<p>To improve language and oracy of Pupil Premium children enabling progress and attainment in all subject areas</p>	<p>All pupils demonstrate high levels of confidence in oracy and can discuss their knowledge and learning.</p> <p>All pupils demonstrate ambitious vocabulary from across the curriculum in their oracy and also transfer this into their written work.</p> <p>Oral language interventions and vocabulary development work will often be related to the current content of what is being taught, to ensure new vocabulary is contextualised and actively used by pupils in spoken and written work – improved outcomes evidenced in planning and work scrutiny.</p> <p>All pupils develop fluency in speaking and reading and a love of reading.</p> <p>Speaking and listening area of the EYFS early learning goal is secure for all PP children.</p>
<p>To develop the resilience and aspirations for learning of all pupil Premium children – to enhance social interactions, relationships with peers, positivity, confidence & independence.</p>	<p>Children are able to manage strong emotions, be resilient to challenges & change, supporting emotional health & positive wellbeing. Evidenced via pupil voice.</p> <p>Pupil Premium pupils will demonstrate a growth mindset evidenced from lesson observations, pupil interviews and work showing a greater level of challenge being achieved.</p> <p>Children will self-regulate their level of challenge appropriate to their needs.</p> <p>SDQ pre and post ELSA/Learning Mentor, demonstrates measurable impact on children accessing the provision.</p>
<p>To ensure our pupil Premium children attend school regularly to maximise learning opportunities.</p>	<p>Attendance data will show that attendance among Pupil Premium children does not fall below that of non-Pupil Premium children.</p> <p>Any persistent absence is rapidly addressed through a triangulation of evidence.</p>
<p>To ensure our Pupil Premium pupils develop strong cultural capital and experience both an experiential curriculum and are able to access extra-curricular and leadership opportunities in school.</p>	<p>Pupil Premium pupils will attend all visits and residential as cost will not be a barrier.</p> <p>Pupil Premium pupils will benefit from music lessons in school and will also attend a wide range of extracurricular clubs with cost not being a barrier.</p>

<p>To ensure that targeted academic support is in place for those PP pupils and families with EAL and a clear pathway for support enables accelerated progress for this pupil group.</p>	<p>Pupil leadership positions will be made up of at least 20% Pupil Premium pupils.</p> <p>Profile of PP will have been raised due to the work undertaken through DEIB leader.</p> <p>A consistent system of support has been allocated to pupils and their families to support with this barrier to learning. Resulting in a greater number of PP pupils with EAL achieving EXS in key curriculum subjects.</p>
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Activity in this academic year

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

Teaching

Budgeted cost: £9, 323

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school.</p>	<p>‘The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. EEF</p>	<p>1,2,3,4,5,6,7,</p>
<p>Lesson design managing transcription in place across Year 1 and EYFS to support granular learning and promote independence in writing.</p>	<p>Rosenshine’s Principles of Instruction. Sweller’s Cognitive Load Theory.</p>	<p>2,3,4,5,6,7</p>

<p>Transcription working party established to promote continuity in approach schoolwide to promote independent writing skills.</p>	<p>Rosenshine’s Principles of Instruction. Sweller’s Cognitive Load Theory.</p>	<p>2,3,4,5,6,7</p>
<p>Work with the senior leaders within school in relation to monitoring ensures teaching is high-quality and effective in English and Maths</p>	<p>Effective Professional Development – EEF. Effective professional development plays a crucial role in improving classroom practice and pupil outcomes.</p>	<p>1,2,3 ,4,5,6,7</p>
<p>Mastery approach in Maths to be adapted to included digital assessment to allow teachers instance access to AFL data.</p>	<p>Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. On average, mastery learning approaches are effective, leading to an additional five months’ progress. EEF.</p>	<p>3,4,7</p>
<p>Purchase Magma Maths to support digital feedback and bespoke targeted intervention.</p>	<p>Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. On average, mastery learning approaches are effective, leading to an additional five months’ progress. EEF.</p>	<p>3,4,7</p>
<p>Times table curriculum to be re-written and disseminated across KS2.</p>	<p>Regular key facts sessions and dedicated sessions for times tables improves attainment. Greenwich Academic Literature Archive (GALA)</p>	<p>3,4,7</p>

High-quality texts linked to enquiry learning	The use of high-quality books within the curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers	1,2,3,5
DHT/EYFS lead and English lead to provide coaching for teachers and TAs in phonics, oracy and transcription projects.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.	1,2, 3, 5, 6,7
Classrooms and communal areas of school are language rich environments supported by dual coding	Language-rich environments will help ensure our pupils develop high levels of literacy and enable them to use a wide range of ambitious language and vocabulary across the curriculum. Weinstein- Teaching the Science of Learning 2018	1,2,3, 5,6, 8,
Revised assessment procedures highlight gaps in learning to inform high-quality first teaching	Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. Improving Literacy- EEF	1,2,3,5
Effective assessment in place across the curriculum to ensure children know more and remember more	What is a 'knowledge-rich' curriculum? written by Tom Sherrington, Consultant, Teacherheadconsulting, UK https://impact.chartered.college/wpcontent/uploads/2018/03/Sherrington-Article.pdf	2,3,4,5,6,7
Staff ensure that targets for pupils are ambitious targets for all pupils	We are ensuring that our pupils have ambitious targets to help ensure that the gap between PP and Non-PP pupils is closed.	1,2,3,4,5,6,7,8,9

Coaching and support in place for teaching staff, including all ECTs and teaching students, to develop high-quality pedagogy and quality first teaching	Effective Professional Development – Effective professional development plays a crucial role in improving classroom practice and pupil outcomes. EEF.	1,2,3,4,5,6,7
Enhanced musical curriculum provided to allow ALL children to learn to play and instrument.		5, 7,8

Targeted academic support: Budgeted cost: £10, 833

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in interventions to target gaps in learning from Year 1-6.	The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. EEF TA interventions	1,2, 3,4,6
Phonics interventions for pupils in EYFS and KS1. Extended into KS2 where necessary to support EAL/SEND PP learners	Our phonics progress and successes following these activities during the last academic year have guided us to continue this activity this academic year Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds, EEF Phonics	1,5

Daily catch-up interventions and increased reading for targeted readers	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF reading comprehension.	1,2,3,5,6,7
Targeted intervention for pupils informed by new assessment system.	Effective feedback has high impact on pupil outcomes of up to 8 months. EEF Feedback	3,4,5,6
Targeted intervention for KS1 and KS2 pupils	https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2	1,2,3,4,5,6,7
Targeted support and feedback in lessons for pupils	Effective feedback has high impact on pupil outcomes of up to 8 months. EEF Feedback	1,2,3,4,5,6,7
Pre and post teach and feedback sessions	Where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. EEF TA Interventions	1,2,3,4,5,6,7
Early Years Oracy interventions for pupils in F2	Research suggests that oral language approaches have a high impact on pupil outcomes of up to 6 months. EEF.	2,3,4,5,6
Spanish curriculum purchased to raise cultural capital of pupils.	<i>(PDF) The effects of foreign language programmes in early childhood education and care: a systematic review</i>	5,6,7,8
Purchase of Speech link to provided assistance with SALT for pupils in need.	<i>Home - Speech and Language Link - SLCN support for schools</i>	2,3,6,7

Purchase of Flash Academy software to support PP EAL learners and families in access the National curriculum.	FlashAcademy®	2,3,6,7,10
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Wider strategies

Budgeted cost: £57,080.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker and ELSA to provide targeted support for children and families	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)	7,8,9
Pastoral interventions that target positive attitudes to learning, confidence and resilience, including ELSA, sports mentoring and counselling.	Social and emotional approaches have a positive impact on pupil learning of up to 4 months. EEF	7,8,9
A clear, robust and graduated approach to improving attendance and behaviour is evident.	Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success. EEF	8,9
Family Support Worker /ELSA and attendance Lead are committed to going the extra mile to support positive attendance and impact positively on attendance.	Evidence concludes that close relationships with our families results in better attendance and positive attitudes towards school. We know our community and embrace that being relentless in our support for families results in improved attendance at school. EEF	8,9
Breakfast Club and or afterschool club provision/ Soft starts to days, provide support for punctuality and attendance	Addressing the most significant non academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success. EEF	8,9

School contribution to residential and class visits	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF	5,7,8,9
Support to access extracurricular activities and music tuition.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, adds an additional three months progress. EEF	5,7,8,9
Drawing and Talking training sessions provided to ELSA and learning mentor to support children with suppressed trauma. Additional support provided by Catharsis.	<u>Drawing and Talking - Home page</u> Social and emotional approaches have a positive impact on pupil learning of up to 4 months. EEF	7,8,9
Discounts offered on residential trips/after school clubs.	<u>The role of adolescent social inclusion in educational attainment among vulnerable youth - Renner - 2024 - Child and Adolescent Mental Health - Wiley Online Library</u>	5,7,8,9
Free uniform offered to PP pupils.	<u>The role of adolescent social inclusion in educational attainment among vulnerable youth - Renner - 2024 - Child and Adolescent Mental Health - Wiley Online Library</u>	7,8,9
Emerging needs document to be created to highlight the schools most vulnerable children to ensure needs are met.	Social and emotional approaches have a positive impact on pupil learning of up to 4 months. EEF	5, 8,9

Total budgeted cost: £74, 235

Year 6- 1 EAL, 2 X SEND (of which 1 is EBSNA)

Those children in multiple vulnerable groups have displayed progress in all subjects but have not attained the final year group grading of EXS. The progress of pupils listed above is evidence within IEP targets, EAL pupil trackers, Flash academy data and in school systems in place to support social and emotional development targets. All of which are available to and are shared with parents/governors where necessary.

Non PP 2024-25

Subject	Year Group	Number of Chn	% at EXS+
Reading	Year 1	53	92%
	Year 2	56	84%
	Year 3	56	84%
	Year 4	59	86%
	Year 5	53	83%
	Year 6	50	88%
Writing	Year 1	53	87%
	Year 2	56	86%
	Year 3	56	82%
	Year 4	59	80%
	Year 5	53	85%
	Year 6	50	90%
Maths	Year 1	53	94%
	Year 2	56	82%
	Year 3	56	91%
	Year 4	59	71%
	Year 5	53	81%
	Year 6	50	96%

To ensure a greater number of children achieve Greater Depth.

Levels of aspiration are rising and pupils have more resilience to learning and more aspiration to achieve the higher standards of attainment.

PP pupils at end of KS2 achieving GDS 2024-25:

Reading, Writing and Maths

Reading = 36% (increase of 6% from previous end of KS2 data)

Writing = 27% (Decrease of 3% from previous end of KS2 data)

Maths = 9% (Decrease of 10% from end of KS2 data)

However, Year 6 pupils leaving Lawn in July 2025 improved on their % achieving GD from Year 5 data in the subjects listed below.

PP Cohort end of Year 5 GD data.

Reading =27% (increased 9%)

Writing =18% (increased 9%)

To prioritise early reading so that a greater number of Pupil Premium children pass their phonics screening in Year 1.

Summary of progress for 24/25 academic year:

	<p><i>93% of pupils passed the Year 1 phonic Screening check.</i></p> <p><i>50% of PP pupils passed their phonic screening check at the end of Year 1. (2 pupils eligible for PP funding in this year group)</i></p> <p><i>This however is a disproportional statistic as this equated to 1 pupil.</i></p> <p><i>Average mark of PP pupils was 33/40 compared to 37/40 of Non PP pupils</i></p>
<p>To improve language and oracy of Pupil Premium children enabling progress and attainment in all subject areas</p>	<p>Summary of progress for 24/25 academic year:</p> <p><i>Academic data highlights that a higher % of PP children achieved the expected standard in Writing and Reading than in the previous year.</i></p> <p><i>Average attainment levels in Reading, Writing for PP children across school remained at EXS. This is in line with the average attainment levels of NON-PP children.</i></p>
<p>To develop the resilience and aspirations for learning of all pupil Premium children –to enhance social interactions, relationships with peers, positivity, confidence & independence.</p>	<p>Summary of progress for 24/25 academic year:</p> <p><i>68% of pupils accessed nurture provision via ELSA/Learning mentors.</i></p> <p><i>25% accessed behaviour support sessions.</i></p> <p><i>100% were given the opportunity to fulfil pupil leaderships roles in varying forms across school with 27% of this group gaining leadership roles.</i></p>
<p>To ensure our pupil Premium children attend school regularly to maximise learning opportunities</p>	<p>Attendance data 24/25 academic year</p> <p><i>PP- 94.1%*</i></p> <p><i>Non PP- 96.8</i></p> <p><i>2 children within our PP cohort were persistent non-attenders due to exceptional circumstances, one of which received support for EBSNA. These two pupils equated to 30%</i></p>

	<i>of PP pupil absence. Without these 2 pupils the schools PP attendance % would be 96.4% and is therefore in line with their non-PP peers.</i>
To ensure our Pupil Premium pupils develop strong cultural capital and experience both an experiential curriculum and access extra-curricular and leadership opportunities in school.	<i>100% were given the opportunity to fulfil pupil leaderships roles in varying forms across school with 27% of this group gaining leadership roles.</i>
	<i>98.5% attended school-based trips. 94% attended residential trips</i>
	<i>52% attended at least one afterschool club.</i>
	<i>100% of eligible PP pupils achieved their 25m swimming target by the end of KS2 (20% required additional top up lessons sessions.</i>

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
<i>Newbridge languages (Spanish)</i>	<i>Newbridge</i>
Speech link	Speech link
Drawing and Talking	Drawing and Talking Ltd

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?	

What was the impact of that spending on service pupil Premium eligible pupils?

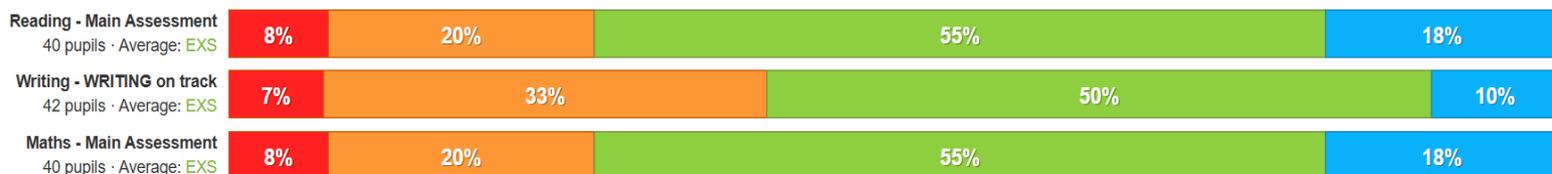
Further information (optional)

Use this space to provide any further information about your pupil Premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil Premium or recovery Premium funding.

Overview of PP data from each year of PP strategy and brief commentary

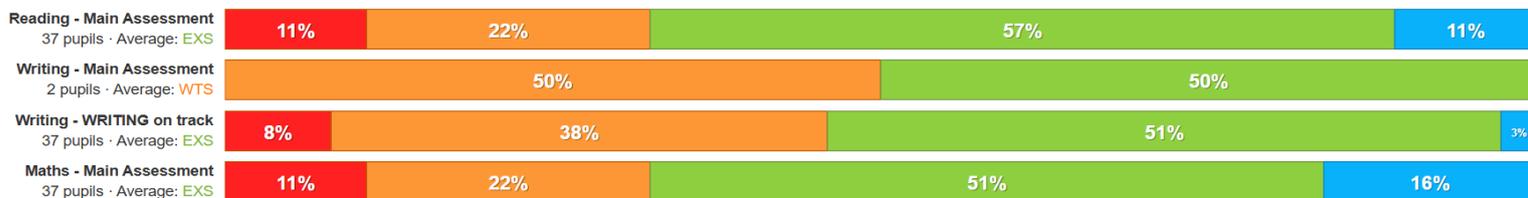
2023-24 Data –

Legend ■ Below ■ WTS ■ EXS ■ GDS ■



2024-25 Data-

Legend ■ Below ■ WTS ■ EXS ■ GDS ■



Key Points:

- Academic data highlights that a higher % of PP children achieved the expected standard in Writing and Reading than in the previous year.
- Average attainment levels in Reading, Writing and Maths for PP children across school remained at **EXS**. **This is in line with the average attainment levels of NON-PP children.**
- During the 2024-25 academic year, we saw an increase of pupil mobility within our PP group. Approximately 15% of our pupil premium children changed, with the school receiving pupils who were not on track to achieve EXS. 4 New starters for example fell into multiple vulnerable groups- including EAL/SEND. A further 3 joined the school during their formative years of education (EYFS/KS1) Therefore the PP strategy has had limited opportunity to narrow the gap in these cases at the time of reporting.
- Attendance of PP pupils at Lawn was **93.68%** this is **above the National attendance statistic of 93.1% for the 2024/25 academic year** but remains lower than the school attendance % of Non PP pupils (96.8%).

- Of the 37 PP children on roll during the 2024/25 academic year:
 - 68% of pupils accessed nurture provision via ELSA/Learning mentors.**
 - 25% accessed behaviour support sessions.**
 - 98.5% attended school-based trips.**
 - 94% attended residential trips**
 - 50% elected to take up our offer of uniform.**
 - 52% attended at least one afterschool club.**
 - 100% were given the opportunity to fulfil pupil leaderships roles in varying forms across school with 27% of this group gaining leadership roles.**
 - 9% received, and continue to receive support with attendance.**
 - 11% accessed additional outer agency support, funded by the strategy.**
 - 100% of PP pupils within Year 6 received additional support with transition to Secondary school.**
 - 100% of eligible PP pupils achieved their 25m swimming target by the end of KS2 (20% required additional top up lessons sessions.**
 - 100% of pupils received free school meals when attending school.**