# Pupil premium strategy statement – Branston C of E Infant Academy

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 | 133 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-25 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Lianne Cook (Head) |
| Pupil premium lead | Lianne Cook (Head) |
| Governor / Trustee lead | Vicky Matthews (SEA)<br>Tamara Allen (DCEO) |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £27, 917 |
| Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*<br>**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.* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £27,917 |

# Part A: Pupil premium strategy plan

## Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally). This aligns with our school vision, for **all** children to become 'The Best They Can Be'.

Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all can achieve and become 'The Best They Can Be'.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

The impact of the pandemic, particularly on vulnerable children, cannot be ignored and the recovery premium funding and National Tutoring Program is being used as targeted support through additional tutoring for children who have been affected the most, including non-disadvantaged children.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual need, rooted in diagnostic assessment, not assumptions about the impact of being disadvantaged. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be 'the best that they can be'.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children, if this is at the heart of what we do, then this should have a positive impact on attainment.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning
- address any further barriers (e.g., poor attendance) as soon as they arise to mitigate against any additional negative impact on progress.

This statement of intent is in line with our Trust ethos, along with the school vision and priorities to ensure sustained impact.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | End of KS1 data and internal data for pupils in Year One and Two indicate that **reading** attainment among disadvantaged pupils is below that of the same group of pupils compared to maths and writing. Our KS1 2024 data, showed that 50% of disadvantaged pupils achieved the expected standard in reading in comparison to 67% for writing and maths. |
| 2 | EYFS Baseline, NELI baseline and Wellcom Assessment and observations of pupils indicate ongoing underdeveloped **oral language skills** and **vocabulary gaps**, are more prevalent among our disadvantaged pupils than their peers in EYFS. |
| 3 | End of EYFS data (**Good Level of Development**) for disadvantaged pupils, based on baseline information, shows that 75% of these children are not on track in reading comprehension and word reading, writing and both number and numerical pattern. Our challenge is for at least 75% of pupils from disadvantaged backgrounds to achieve GLD. |
| 4 | Formative and summative assessment of phonics reveal disadvantaged pupils generally have greater difficulties with **phonics** than their peers. This negatively impacts their development as readers, as well as their accessibility in other curriculum areas. The 2024 Phonics Screen data showed 100% of disadvantaged pupils met the required standard, the challenge for 2024-25 is to sustain this outcome. |
| 5 | Our **attendance** data over the last year (2023-24) indicates that attendance among disadvantaged pupils was 90.72%, this was a 1% decrease on the previous year and lower in comparison to 95.25% overall attendance.<br><br>The percent of '**persistently absent'** (less than 90% attendance) significantly improved during 2023-24 to 9%, however, more pupils in this bracket were from disadvantaged backgrounds than non-disadvantaged backgrounds. Our challenge from 2024-25 is to further reduce this percentage and to bring overall attendance for disadvantage pupils to the same level as non-disadvantaged pupils. |
| 6 | Our observations, baseline data for EYFS and discussions with pupils and families have identified **SEMH** as a concern a number of our disadvantaged pupils. We have seen an increase in the number of pupils being supported by Early Help/TAC. 25% of our disadvantaged families are currently open to Early Help/TAC. Our challenge is to ensure there is effective support in place for these children/families via ELSA support, Family Learning opportunities and beyond. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our 2024-25 strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| Improved **reading** attainment among disadvantaged pupils by improving reading fluency. | KS1 reading outcomes in 2024/25 show that the reading outcome for Y2 pupils are either at or higher than outcomes for writing for the same group of children. |
| Improved **oral language skills** and vocabulary among disadvantaged pupils in **EYFS**. | NELI assessments will show progress from baseline, observations indicate significantly improved oral language among disadvantaged pupils. The % of disadvantaged pupils achieving |

| | |
|---|---|
| | the ELG's for Communication and Language is in line with non-disadvantaged peers. |
| Improve outcomes (**GLD**) for disadvantaged EYFS pupils. | At least 75% of disadvantaged pupils will achieve GLD. This will be achieved by this group of pupils achieving the ELG in all areas with a specific focus on Reading, Writing and Number. |
| Sustain phonics attainment for disadvantaged pupils in the Y1 **phonics** screen check and ongoing progress via RWI termly assessments. | RWI phonics assessments will show that disadvantaged pupils make continued progress from their baseline and attain in-line with expected standard.<br>Y1 phonics screen outcomes in 2024/25 show that at least 90% of disadvantaged pupils achieve the expected standard. |
| To achieve and sustain improved **attendance** for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2024/25 demonstrated by:<br>• the overall unauthorised absence rate for all pupils being no more than 10%.<br>• the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no higher than10%. |
| To achieve and sustain improved **SEMH** and **wellbeing** for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2024/25 demonstrated by:<br>• qualitative data from pupil wellbeing surveys, parent surveys and teacher observations<br>• a reduction in behaviour incidents (evidenced on CPOMS)<br>• a sustained record of participation in enrichment activities, particularly among disadvantaged pupils |

## Activity in this 2024-25 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 (for example, CPD, recruitment and retention)

Budgeted cost: **£11,650**

| Activity | Evidence that supports this approach | Challenge number addressed |
|---|---|---|
| Enhancement of our **reading fluency curriculum** and teaching delivery in line with DfE and EEF guidance by delivering **YARC** for pupils post RWI phonics.<br>We will fund teacher release time to attend | The EEF reports offer seven practical evidence-based recommendationsthat are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching.<br>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of | 1 |

| | | |
|---|---|---|
| YARC training and to complete assessments via the English Hub.<br><br>Cost: **£600**<br><br>Funding will also be used to purchase YARC materials.<br><br>Cost: **£550** | techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves<br><br>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy<br><br>The reading framework (publishing.service.gov.uk)<br><br>York Assessment of Reading for Comprehension (YARC) - GL Assessment | |
| To ensure that pupils in **EYFS** have access to a **language-rich curriculum** to help close the language gap, especially for disadvantaged pupils.<br><br>Cost of texts/resources to support language development and Talk Through Stories:<br><br>**£400**<br><br>Cost of cultural capital experiences/workshops for disadvantaged pupils to remove barrier:<br><br>**£350** | There is evidence to suggest that pupils from lower socio-economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.<br><br>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.<br><br>Oral language interventions \| EEF (educationendowmentfoundation.org.uk)<br><br>Talk Through Stories - Ruth Miskin Literacy | 2 |
| Ensure pupils in EYFS have access to a high quality curriculum that helps ensure they achieve the ELG for reading, writing and number.<br><br>Ensure fidelity to **NCETM Mastering Number** approach to ensure consistency for all pupils, especially disadvantaged.<br><br>CPD to continually develop QFT model.<br><br>Cost: **£1500** | Professional development to support reading links to RWI phonics and talk through stories:<br>Talk Through Stories - Ruth Miskin Literacy<br>Read Write Inc. Phonics - Ruth Miskin Literacy<br><br>Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.<br>Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders.<br>Improving Mathematics in the Early Years and Key Stage 1 \| EEF (educationendowmentfoundation.org.uk)<br><br>Home \| NCETM | 3 |

| | | |
|---|---|---|
| Release time for Maths leader to attend both Trust CPD and Maths Hub CDP.<br><br>Cost: **£2000** | | |
| Ensure fidelity to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.<br><br>Cost: **£600** RWI Development Day<br><br>Release time for phonics lead to coach, team teach, deliver training, create CPD pathways for individual practitioners to improve practice.<br><br>Cost: **£3000** Reading Lead release time | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF<br><br>Read Write Inc. Phonics - Ruth Miskin Literacy | 4 |
| Purchase of standardised diagnostic assessments, to include PIRA & PUMA for KS1.<br><br>Cost: **£750**<br><br>Training for staff to ensure assessments are interpreted and administered correctly using MARK.<br><br>Data Input Administration.<br><br>Cost: **£300** | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br>Standardised tests \| Assessing and Monitoring Pupil Progress \| Education Endowment Foundation \| EEF<br>A variety of methods should be used to assess children's mathematical understanding, and practitioners should check what children know in a variety of contexts.<br>EEF_Maths_EY_KS1_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)<br><br>New PiRA - Progress in Reading Assessments For KS1 & KS2 (risingstars-uk.com) | 1 |
| Improve overall **attendance** of disadvantaged pupils, significantly reducing % of persistent absentees.<br><br>Cost to cover Trust Attendance Specialist (EWO) to support attendance plans with families.<br><br>Cost: **£400** | Persistent absence is an immediate issue facing schools across the country. We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group. (Source Evidence brief on improving attendance and support for… \| EEF (educationendowmentfoundation.org.uk))<br><br>Working together to improve school attendance - GOV.UK (www.gov.uk) | 5 |
| Improve the quality of social and emotional (SEL) learning and SEMH across the school. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): | 6 |

| | | |
|---|---|---|
| SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. (Compass Embedding Training/Mental Health Champions<br><br>Cost: **£1200** | EEF_Social_and_Emotional_Learning.pdf(educationen-dowmentfoundation.org.uk) | |

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

Budgeted cost: **£8,217**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Implementation of YARC reading programme for pupils who have completed the RWI phonics programme.<br><br>Training for English Leader and member of staff delivering the 8-week intervention.<br><br>Assessment and teaching materials.<br><br>**£3500** | The EEF reports offer seven practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching.<br><br>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves<br><br>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy<br><br>The reading framework (publishing.service.gov.uk)<br><br>York Assessment of Reading for Comprehension (YARC) - GL Assessment | 1 |
| Implementation of NELI programme in EYFS for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br>Oral language interventions \| EEF (educationendowmentfoundation.org.uk)<br><br>Specifically, NELI will be implemented for pupils in EYFS based on EEF finding (+4 months progress) | 2 |

| | | |
|---|---|---|
| Training for new staff to complete the assessments and delivery of the NELI intervention.<br><br>Cost: **£1,250** | https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention | |
| Fast Track RWI 1:1 phonics sessions targeted at disadvantaged pupils (first 20%) who require further phonics support. This will be quality assured by our RWI Advisor.<br><br>Cost**: £2500** | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF<br><br>https://www.ruthmiskin.com/ | 4 |
| Pre and post teaching interventions for reading and writing.<br><br>Cost: **£450** | Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006).<br><br>Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006).<br><br>Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015). | 1 |
| Purchasing of equipment, such as technology devices or other equipment, such as a dictionary, phonics guides, mathematical resources and stationery to support home learning.<br><br>Cost: **£517** | The EEF research and DfE guidance supports the use of funding to support children to catch up on any lost learning. The lack of equipment should not be a barrier to children being able to access learning at home so that they do not fall further behind. | 1,3,4,6 |

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

Budgeted cost: **£8,050**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|

| | | |
|---|---|---|
| Implementation of ELSA support to target social, emotional and behavioral needs. To include ongoing EP supervision costs and face to face delivery with pupils.<br><br>Cost: **£4000** | Both targeted interventions and universal approaches can have positive overall effects:<br>Behaviour interventions \| EEF (educationendowmentfoundation.org.uk)<br><br>ELSA support programme<br>https://www.elsa-support.co.uk/<br><br>http://www.lincolnshirepsychologyservices.com/elsa/ | 6 |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice.<br>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.<br>Cost: **£1750** | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5 |
| Increase parental engagement through reading cafes, maths workshops and other workshops so that they know how they can support their children's learning.<br>Develop strong relationships with parents and families through the head teacher/SENCO in order to foster trust including a full Family Learning Programme.<br><br>Cost: **£3250** | The EEF research states there is moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit<br><br>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement | 1,2,3,4,5,&6 |
| Enrichment & World Of Work activities to raise aspirations.<br>Use of funding to allow disadvantaged children access to **unique experiences and world of work opportunities**, such | Widening children's experiences will support cultural capital and enrich the learning experience of all learners so that vulnerable children can become as privileged as their non-disadvantaged peers. | 2 & 6 |

| | | |
|---|---|---|
| as a trip to a university, visit a city or art gallery.<br><br>Cost: **£1000**<br><br>Access to our **Rainbow of Opportunities** (e.g., BSL, STEM, Little Fishes, Sports, Choir, Forest Club)<br><br>No financial barriers to participate in whole class visits and trips.<br><br>Cost: **£500**<br><br>Use of funding to nurture talents and interests e.g., playing a musical instrument; sports at a higher level; participating in dance classes or Taekwondo.<br><br>Cost: **£400** | | |
| Breakfast Club: weekly breakfast club based on the needs of disadvantaged families. Initially to run one-day per week and extend should service be required.<br><br>Cost of staff and food **£400** | Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results published by the Education Endowment Foundation (EEF).<br><br>Breakfast clubs found to boost primary pupils' reading writing… \| EEF (educationendowmentfoundation.org.uk) | 5 & 6 |

**Total budgeted cost: £27,917**

# Part B: Review of the 2024-25 academic year

## Outcomes for disadvantaged pupils

***Pupil Outcomes:***

Throughout the previous academic year, we have analysed the progress and attainment of our school's disadvantaged pupils. This has been achieved through examining national assessment data as well as our own internal summative and formative assessments.

In EYFS, 38% of pupil premium pupils achieved a Good Level of Development (GLD). Overall, 80% of pupils achieved GLD. The pupils who achieved GLD all made good or better progress from their baseline assessment.

In the Year 1 Phonics Screening Check, 100% of pupil premium pupils passed this national assessment which is 32% higher than national average for disadvantaged children taking this assessment. 100% of Year 2 pupil premium pupils also passed the PSC in the previous year's assessment. This demonstrates the impact of high-quality phonics teaching combined with daily Fast Track Tutoring for our first 20% and successful implementation of other strategies such as pinny time, resources for parents to use at home and use of portal videos.

End of Key Stage One results for disadvantage pupils are as follows:

- Reading – 100%
- Writing – 100%
- Maths – 100%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level. We also compare these results to non-disadvantaged pupils. The data demonstrates that pupils' outcomes were significantly higher than national data (at least 25% higher in all three areas).

***Impact towards our intended outcomes:***

Improved **reading attainment** among disadvantaged pupils in EYFS significantly improved, with 95% of disadvantaged pupils achieving Working At Expected standard or Greater Depth. The impact of RWInc Fast Track Tutoring and Herts for Learning showed all pupils made good or better progress from their baseline.

Improved **oral language skills** and closing of **vocabulary gaps** among disadvantaged pupils in EYFS. The impact of NELI showed all pupils made good or better progress from their baseline.

Improved end of EYFS data (**Good Level of Development**) for disadvantaged pupils from our starting point at the beginning of the year. These are the outcomes in the following areas for disadvantaged pupils:

- reading comprehension – 50%
- word reading – 50%

- writing – 50%
- number – 38%
- numerical pattern - 38%

38% of pupils from disadvantaged backgrounds achieved GLD.

**Phonics attainment** for disadvantaged pupils in the Y1 phonics remain consistent from the previous year with 100% of pupils passing the phonics screen check.

***Impact of Wider Strategies:***

100% of disadvantaged pupils took part in enrichments activities and extra-curricular clubs for example 'Little City Lincoln' role play experience for EYFS, sports enrichment for all children in all classes and Zoolab (minibeast experience) in Key Stage One.

100% of disadvantaged children were supported with school uniform throughout the year along with equipment to ensure that they could take part in swimming lessons.

Family learning and ELSA have been accessed by a significant number of disadvantaged children and their families. Both pupil and parent voice post-ELSA and Family Learning show the positive impact both have the lives of the children.

## 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 |
|---|---|
| Family Learning | Lincolnshire County Council & 2Aspire |
| Multiply | Lincolnshire County Council |
| Soundlincs | Lincolnshire Music Service |
| Reading For Pleasure | English Hub, Open University, Branston Community Library |

## Service pupil premium funding (optional)

*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**

Our Service Pupil Premium allocation has been used to continue to provide our 'Little Trooper' club, a fortnightly club which brings together our service pupils. Within the club, there is an opportunity to discuss worries and concerns, as well as events that they are looking forward to.

The funding ensured that dedicated ELSA (Emotional Literacy Support) was available for service children during periods of deployment. This helped to support the children during times when family members were away from home and supported them to discuss their feelings and emotions in a safe environment. The impact to both the child and the whole family was significant as it supported them during this time.

Service families have continued to access our Family Learning programme such as 'Inside Out' which focused on emotions and strategies to help children during challenging times. Some funding has been used to ensure access to the sessions, resources and materials to use both in the session and to use at home.

**The impact of that spending on service pupil premium eligible pupils**

'Little Troopers' ensures that the service know that they belong to a special group in school and they are supported by our school family. It has meant that friendships have been forged as they know the other children who are experiencing similar lives to themselves.

The use of ELSA has meant that children have received emotional support and an opportunity to talk about events in their lives which maybe affecting them. The impact of this is measure through scaling questions that are asked at the beginning and end of the series of sessions.

For those families who choose to access our Family Learning sessions, their feedback can be measured through the feedback surveys which they complete for Lincolnshire County Council.