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	134
Proportion (%) of pupil premium eligible pupils	9.7%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Lianne Cook (Head)
Pupil premium lead	Lianne Cook (Head)
Governor / Trustee lead	Vicky Matthews (SEA) Tamara Allen (DCEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27, 835
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **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 *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£27,835

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** and **writing** attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Our KS1 2023 data, showed that 33% of disadvantaged pupils achieved the expected standard in reading and 11% in writing compared to 71% (reading) and 66% (writing) overall data.
2	EYFS Baseline, NELI baseline and Wellcom Assessment and observations of pupils indicate underdeveloped **oral language skills** and **vocabulary gaps**, are more prevalent among our disadvantaged pupils than their peers in EYFS.
3	While overall attainment in **maths** in both EYFS (ELG) and end of KS1 are higher than National data, disadvantaged pupils at the end of KS1 achieving the expected standard is significantly lower than their peers. Our KS1 2023 data showed that 44.4% of disadvantaged pupils achieved ARE in comparison to 80% overall.
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 2023 Phonics Screen data showed 75% of disadvantaged pupils met the required standard, which is lower than the school pass rate of 87%.
5	Our **attendance** data over the last year (2022-23) indicates that attendance among disadvantaged pupils was 91.79% in comparison to 94.8% for non-disadvantaged pupils. 23.5% of disadvantaged pupils have been '**persistently absent'** (less than 90% attendance) compared to 10.9% of their peers during that period. While these figures are ever improving on the previous year, our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress, for some pupils creating gaps in knowledge that are challenging to close.
6	Our observations, behaviour logs and discussions with pupils and families have identified **social and emotional issues** for many pupils. We have seen an increase in the number of pupils being supported by Early Help/TAC. Five families currently receive support 80% of which are families entitled to pupil premium. Teacher referrals for pupils who require additional support currently with social and emotional needs, via ELSA support, have also increased. The school has doubled the allocated time for ELSA support to meet the growing demand for the intervention.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our 2023-24 strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved **reading** attainment among disadvantaged pupils.	Phonics outcomes in 2023/24 show that 80% of disadvantaged pupils have met the expected standard. (also see outcome for phonics) KS1 reading outcomes in 2023/24 show that the gap between disadvantaged pupils and National has improved on previous years outcomes and closer to National.

Improved **writing** attainment for disadvantaged pupils at the end of EYFS & KS1.	EYFS writing outcomes in 2023/24 show that more than 75% of disadvantaged pupils have met the expected standard. KS1 writing outcomes in 2023/24 show that the gap between disadvantaged pupils and National has improved on previous years outcomes and closer to National.
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.
Improved **maths** attainment for disadvantaged pupils at the end of EYFS & KS1.	EYFS maths ELG 2023/24 outcomes in 2023/24 show that more than 75% of disadvantaged pupils have met the expected standard. KS1 outcomes in 2023/24 show that the gap between disadvantaged pupils and National has improved on previous years outcomes and closer to National.
Improve 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. Y1 phonics screen outcomes in 2023/24 show that at least 80% of disadvantaged pupils achieve the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2023/24 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 20%. • 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 wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2023/24 demonstrated by: • qualitative data from pupil wellbeing surveys, parent surveys and teacher observations • a reduction in behaviour incidents (evidenced on CPOMS) • a sustained record of participation in enrichment activities, particularly among disadvantaged pupils

Activity in this 2023-34 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: **£13918**

Activity	Evidence that supports this approach	Challenge number addressed
Enhancement of our **reading curriculum** and teaching delivery in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD. Cost: **£950 (HLTA/Supply costs)** Funding will also be used to buy high-quality texts for children to use pre-teach and to retain a copy for the duration of the text. Cost: **£1000**	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. 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 https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy The reading framework (publishing.service.gov.uk)	1
Enhancement of our **writing curriculum** planning in line with DfE and EEF guidance. We will fund 'Get Writing' to aid pupils transcription, a key skill to support the development of writing in EYFS & KS1. Cost of Get Writing: **£1000** To ensure children in all classes have access to high texts to support and inspire writing. Cost of texts: **£300** Release time for English Lead to addend English Hub CPD. Cost: **£950 (HLTA/Supply costs)**	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. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1
To ensure that children in all classes have access to a language-rich curriculum to help close the language gap,	There is evidence to suggest that pupils from lower socio-economic backgrounds are more likely to be behind their	2

especially for disadvantaged pupils. Cost of texts/resources to support language development: **£500** Cost of cultural capital experiences/workshops for disadvantaged pupils to remove barrier: **£500**	more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. 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. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	
Ensure fidelity to the White Rose Maths curriculum and the NCETM Mastering Number approach to ensure consistency for all pupils, especially disadvantaged. CPD to continually develop QFT model. Cost: **£620** Release time for Maths leader to attend both Trust CPD and Maths Hub CDP. Cost: **£1330 (HLTA/Supply costs)**	Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy. Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders. Improving Mathematics in the Early Years and Key Stage 1 | EEF (educationendowmentfoundation.org.uk) Maths & Science resources | CPD courses | White Rose Education Home | NCETM	3
Ensure fidelity to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Cost: **£600** RWI Development Day Release time for phonics lead to coach, team teach, deliver training, create CPD pathways for individual practitioners to improve practice. Cost: **£2483** 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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	4
Purchase of standardised diagnostic	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help	1 & 3

assessments, to include PIRA & PUMA for KS1. Cost: **£500** Training for staff to ensure assessments are interpreted and administered correctly using MARK. Data Input Administration. Cost: **£1200**	ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF 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. EEF_Maths_EY_KS1_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) New PiRA - Progress in Reading Assessments For KS1 & KS2 (risingstars-uk.com)	
Improve overall attendance of disadvantaged pupils, significantly reducing % of persistent absentees. Cost to cover Trust Attendance Specialist (EWO) to support attendance plans with families. Cost: **£500**	Persistent absence is an immediate issue facing schools across the country. According to the most recent data, almost one in four pupils missed more than 10 per cent of sessions in the autumn term of 2021, and 1.4 per cent of pupils missed at least 50 per cent of sessions. 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)) Working together to improve school attendance - GOV.UK (www.gov.uk)	5
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. (Compass Embedding Training/Mental Health Champions Cost: **£1485**	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): EEF_Social_and_Emotional_Learning.pdf(educationen-dowmentfoundation.org.uk)	6

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

Budgeted cost: **£6959**

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

Implementation of NELI programme in EYFS for disadvantaged pupils who have relatively low spoken language skills. Training for new staff to complete the assessments and delivery of the NELI intervention. Cost: **£600**	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: Oral language interventions | EEF (educationendowmentfoundation.org.uk) Specifically, NELI will be implemented for pupils in EYFS based on EEF finding (+4 months progress) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	2
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. Cost**: £1000**	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF https://www.ruthmiskin.com/	4
Engaging with the National Tutoring Programme to provide **maths tuition** and mentoring through school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantage. Cost (part contribution) **£4000**	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	3
Pre and post teaching interventions for reading and writing. Cost: **£500**	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). 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). 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. Cost: **£859**	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: **£6959**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour approaches (provided by BOSS and WTT) with the aim of developing our school ethos and maintaining behaviour across school. Cost: **£600 (training)** **£200 (Time)** Implementation of ELSA support to target social, emotional and behavioral needs. To include ongoing EP supervision costs and face to face delivery with pupils. Cost: **£300** **£2197**	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) ELSA support programme https://www.elsa-support.co.uk/ http://www.lincolnshirepsychologyservices.com/elsa/ Lincolnshire BOSS Lincolnshire Behaviour Outreach Support Service (BOSS) - Family Action (family-action.org.uk)	6
Embedding principles of good practice set out in the DfE's Improving	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Cost: **£600**		
Increase parental engagement through reading cafes and other workshops so that they know how they can support their children's learning. Develop strong relationships with parents and families through the head teacher/SENCO in order to foster trust including a full Family Learning Programme. Use funding to release teachers to carry out structured conversations (AfA strategies) with parents to support academic achievement and highlight the opportunities available for their children. Cost: **£1260**	The EEF research states there is moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit 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. Use of funding to allow disadvantaged children access to **unique experiences and world of work opportunities**, such as a trip to a university, visit a city or art gallery. Cost: **£300**	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

Access to our **Rainbow of Opportunities** (e.g., BSL, STEM, Little Fishes, Sports, Choir, Forest Club, Magical Maths) Cost: **£250** (Magical Maths only, all other part of school offer) No financial barriers to participate in whole class visits and trips. Cost: **£400** 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. Cost: **£400**		
HAF: to actively participate in HAF based at school during longer school holidays & to actively signpost families to further HAF sessions in the local area. Pastoral support for families to signpost to appropriate services. Cost: **£152**	The **Holiday Activities and Food** (HAF) programme is a Government funded programme that provides children who receive benefits-related free school meals in Lincolnshire access to free healthy meals and activities during the school holidays. Holiday Activities and Food Programme – Lincolnshire County Council	5 & 6
Breakfast Club: introduce a weekly breakfast club based on the needs of disadvantaged families. Initially to run one-day per week and extend should service be required. Cost of staff and food **£300**	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). Breakfast clubs found to boost primary pupils' reading writing… | EEF (educationendowmentfoundation.org.uk)	5 & 6

Total budgeted cost: £27835

Part B: Review of the 2023-24 academic year

Outcomes for disadvantaged pupils

Pupil Outcomes:

67% of pupils in EYFS achieved a Good Level of Development (GLD). Overall 80% of pupils achieved GLD. Those pupils achieving GLD made good or better progress from their baseline.

100% of pupil premium pupils achieve the required pass rate for their Year One Phonics Screen. This is 20% higher than the target set in this strategy. In addition 83.3% of Year Two pupil premium pupils achieved the expected standard. This demonstrated the impact of high quality phonics teaching combined with daily Fast Track Tutoring for our first 20%.

Outcomes for disadvantaged pupils at the end of Key Stage One overall were as follows:

Reading 50%, Writing 67%, Maths 67%

Although data for disadvantaged pupils show that there is still a gap between these pupils and their peers, this gap is closing and is reflective of National Data. Outcomes for disadvantaged pupils in maths and writing was higher than the same group of children for reading. This can be correlated to the impact of the NTP focus on maths for these pupils in addition to high quality teaching. 100% of KS1 disadvantaged pupils accessed the NTP sessions.

Impact towards our intended outcomes:

Improved **oral language** skills and vocabulary among disadvantaged pupils in EYFS significantly improved, with 100% of disadvantaged pupils achieving the ELG for 'Speaking'. The impact of NELI showed all pupils made good or better progress from their baseline.

Improved **phonics attainment** for disadvantaged pupils in the Y1 phonics significantly improved with 100% of pupils passing the phonics screen check.

The overall **attendance** rate for disadvantaged pupils was 91%. The perentage of pupils who were persistently absent was 9%. This is a significant reduction on 2022-23.

The school sustained **wellbeing** indicators set in the strategy for all pupils, especially those disadvantaged. 100% of disadvantaged pupils attended at least three extra curricular activities in 2023-24. 100% of Y2 disadvantaged pupils participated in at least 10 swimming lessons (in comparison to 5 lessons for non-disadvantaged). 100% of disadvantaged pupils attended one funded school trip in 2023-24. Pupil survey shows that 100% of disadvantaged pupils were happy at school and felt safe.

Impact of Wider Strategies:

Parental engagement for disadvantaged pupils was high with just over 75% accessing Family Learning courses throughout the year and 95% attending open events including NSPCC Number Day and our Reading event on WBD. Parents were surveyed regarding a funded breakfast club and they responded with not needing/wanting this service. This outcome was put on hold and will be revisited in 2024-25.

ELSA provided support for just over 55% of disadvantaged pupils for various reasons. ELSA feedback from these pupils showed improved wellbeing and strategies to use to support their own mental health. In addition 100% of disadvantaged pupils participated in wellbeing sessions as part of children's mental health week with an outside provider.

100% of disadvantaged pupils participated in at least three 'World of Work' experiences aimed at raising aspirations. For disadvantaged pupils in EYFS this included a 'Little City' role play experience.

100% of disadvantaged pupils received supplemented uniform throughout the school year, including specialist equipment/kit for swimming.

100% of KS1 disadvantaged pupils participated in the National Tutoring Programme. The impact of this is evident in the percent of pupils in KS1 who achieved the expected standard in maths.

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 & Aspire+
Sports & Wellbeing Apprentice	Inspire+
Reading For Pleasure	English Hub & Open University

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 was used to continue to provide our 'Little Trooper' club, a fortnightly club which brings together our service pupils. During this academic year they have collectively been involved in a Lincolnshire wide project called 'Festival of Friends'. Funding was allocated to enable resources linked to this project to be purchased. Our focus was on reading for pleasure and the impact this can have on pupils when parents are deployed. Funding was used to purchase books to

support pupils in understanding deployment and for families to read together. Further funding was used to transport pupils to the Festival of Friends event, aimed at raising aspirations of service pupils.

Funding also ensured dedicated ELSA (Emotional Literacy Support) was available for service children during periods of deployment. The impact of this was significant and ensured continued support both for the child (and deployed parents) during this period. This helped keep disruption to learning to a minimum as the children had dedicated time to focus on any emotional barriers that presented themselves.

Service families have continued to access our Family Learning programme. Some funding has been used to ensure access to the sessions, resources and materials to use both in the session and to take away.

The impact of that spending on service pupil premium eligible pupils

Ensuring service children know they are not alone and that they belong to a special, dedicated group has been very powerful. It has meant these children know other children who live similar lives to them. This was highlighted through the ‘Festival of Friends’ project. A case study of which can be found on our school website.

Using ELSA to support service children has had significant impact which can be measured through scaling questions used at the beginning and end of a fixed programme.

The impact of Family Learning on service families can be measured in the feedback surveys completed by the family for Lincolnshire County Council, where families reported the feeling of ‘belonging’ and sited Family Learning as a significant source of making new friends in a different country.