



Charlton Kings Junior School

Believe in Yourself

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our children in receipt of Pupil Premium funding.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for children in receipt of Pupil Premium funding last academic year.

School overview

Detail	Data
School name	Charlton Kings Junior School
Number of pupils in school	380
Proportion (%) of pupil premium eligible pupils	7.4%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Beccy Andrews
Pupil premium lead	Nick Jukes
Governor / Trustee lead	Ross Bareham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£38,740

Part A: Pupil premium strategy plan

Statement of intent

At Charlton Kings Junior School, the vision for pupils in receipt of Pupil Premium is identical to the school's vision for all pupils; that children leave us exceptionally well prepared for life's journey, wherever that may lead, and is encapsulated in our 'ABC' school values:

A - Attainment for All

Through providing the highest quality of teaching and learning we enable children to realise their academic, physical and spiritual potential.

B - Belief

Through our motto, 'Believe in Yourself', we help our children to become socially mature, encouraging empathy and understanding of others and resilience and resourcefulness in themselves.

C - Community

Through our community we develop a sense of belonging, engagement with society and respect for others and the environment.

We aim, through constantly seeking the highest quality of teaching and learning, to enable our children to:

- Realise their academic potential and to be equipped to be successful in the next stage of their school career
- Be socially mature; demonstrating a high degree of emotional intelligence, empathy, understanding, tolerance and engagement with society
- Possess effective life-long skills: resilience, resourcefulness and respect
- Develop appreciation and love of life: aesthetically, physically and spiritually

With the school's vision in mind, we realise our potential to influence current and future opportunities. We are committed to equalising opportunity where disadvantage exists through high aspiration for all; rich and tailored experiences embedded within an inspiring curriculum; careful and impactful use of funding to maximise learning of both knowledge and skills; and a robust, reflective and searching focus on the impact of the work we do.

Considered use of research from a number of sources, including the Education Endowment Foundation and NFER underpin our strategy for the coming year. At Charlton Kings Junior School, we:

1. Promote an ethos of attainment for **all** pupils.
2. Have an individualised approach to addressing barriers to learning and emotional support at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.
3. Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.
4. Focus on outcomes for individual pupils as well as whole-school strategies which benefit all learners.
5. Deploy the best staff to support children in receipt of Pupil Premium funding; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.
6. Make decisions based on data and respond to evidence, using frequent, rather than one-off, assessment and decision points.
7. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

In line with other successful schools, we see raising the attainment of children in receipt of Pupil Premium funding as part of our commitment to help all pupils achieve their full potential. We prioritise quality teaching for all. We recognise that attendance, behaviour and emotional support are key factors but that they are not sufficient on their own for academic success. We value the voice of every child and make a concerted effort to get to know every pupil as an individual so we can respond accordingly to their needs. We are truly privileged to be able to do this, and it allows children at CKJS to thrive. We are focused on ensuring teaching and learning interventions are linked directly to supporting classroom work and we have developed a timetable and feedback policy that promote more rapid and targeted intervention to address learning needs. We are also committed to ensuring all support staff are effective in their role by providing the training necessary to have sufficient expertise to deliver interventions, provide feedback and monitor progress.

At CKJS, we use tiered approach of support to allow the needs of all learners to be met.

Whole School	Classroom	Individual
<ul style="list-style-type: none"> • High quality-first teaching for all • Curriculum design • Behaviour policy, including the use of consistent language and strategies • Staff training and Professional Development • Themed assemblies • Breadth and quality of after-school and lunchtime clubs • Use of school grounds, including forest school • Active lunchtimes • Pupil voice, including school councillors and anti-bullying ambassadors • Importance placed on transition 	<ul style="list-style-type: none"> • High quality-first teaching for all • Adults building relationships with children and families • Interventions and tailored support • Close monitoring of vulnerable pupils • Pedagogy and adaptive teaching • PSHE & RSE curriculum 	<ul style="list-style-type: none"> • Rigorous tracking of children in receipt of Pupil Premium funding who have barriers to overcome • Robust strategies and/or interventions in place to help children in receipt of Pupil Premium funding in their learning • Individualised approach to pastoral and academic interventions • Tailored pastoral interventions, including ELSA, Drawing and Talking, Sand Play, Forest School and Therapy Dog • Close work with external professionals, including ATS, EP, Speech Therapists and Play Therapists

School context

- 7.4% of children on roll at CKJS are in receipt of Pupil Premium funding.
- Of children in receipt of Pupil Premium funding:
 - 67% receive Free School Meals funding

- 15% have one or both parents/carers serving in the armed forces
- 15% were previously in care (0% are currently in care)
- 41% are on the school's SEND register
- 26% of children in receipt of Pupil Premium funding have received support from the school's Pastoral Lead to date this year.
- In 2024-25, 100% of Year 6s in receipt of Pupil Premium funding achieved the age expected standard or above in Reading, Writing and Maths. Out of all pupils in receipt of Pupil Premium funding, 84% achieved the age expected standard or above in Reading, 32% in Writing and 72% in Maths.
- In 2024-25, the attendance for children in receipt of Pupil Premium funding was 96.5%, compared to a non-Pupil Premium average of 97.1% (a discrepancy of -0.6%).

Challenges

This details the key challenges to achievement that we have identified among our children in receipt of Pupil Premium funding.

Challenge number	Detail of challenge
1	<p>Closing gaps in attainment between children in receipt of Pupil Premium funding and their peers</p> <p>Gaps are identified through internal and external assessment data. This links to the following SDP priorities:</p> <p>Objective 1: Writing <i>To strengthen and refine our writing curriculum, ensuring accurate assessment which is consistent across the school, establishing a progressive, skill-based curriculum that enables children to build knowledge and skills cumulatively, supporting long-term retention and true learning over time, supporting excellence, attainment and progress over time.</i></p> <p>Objective 4: Reading <i>To improve the reading provision for all children in every year group by ensuring access to high-quality, progressive and diverse texts that inspire a love of reading, deepen comprehension and reflect a broad range of voices, experiences and cultures.</i></p> <p>Year 6 SATs data from 2024/25 demonstrates very good progress in every area and compared to all other cohorts. However, as this cohort was only 3 pupils, the data is less reliable. Year 6 SATs data from 2023/24 demonstrates children in receipt of Pupil Premium funding children at CKJS make progress on their Year 2 attainment in every area, but that attainment is still less than that of their peers. This is reinforced in findings from NFER (Factors influencing primary and secondary pupils' educational outcomes; September 2024), showing a negative association between primary children's attainment and poor socio-economic circumstances of their home environment (such as living in a family with a low income).</p> <p>CKJS KS2 data 2025</p>

	Reading	Difference	Writing	Difference	Maths	Difference
CKJS PP 24/25	100%		100%		100%	
CKJS PP @ KS1	67%	33%	67%	33%	100%	0%
CKJS PP @ Year 5	100%	0%	33%	67%	100%	0%
CKJS PP Year 6 23/24	50%	50%	60%	40%	30%	70%
CKJS non-PP 24/25	91%	9%	89%	11%	93%	7%
National non-PP 24/25	81%	19%	78%	22%	80%	20%
National PP 24/25	63%	37%	59%	41%	61%	39%

(Source: [DfE Key stage 2 attainment 2024/25](#))

2 **Identifying and meeting the pastoral, behaviour and welfare needs of children in receipt of Pupil Premium funding**

The school's pastoral tracking system demonstrates that a higher percentage of children in receipt of Pupil Premium funding experience poor mental health than that of their peers (making up 16% of pastoral referrals in 2023-24 and 25% in 2024-25). The EEF report '[Improving Social and Emotional Learning in Primary Schools](#)' (October 2021) states that, on average, children from disadvantaged backgrounds and other vulnerable groups have weaker social and emotional literacy skills at all ages than their better-off classmates. This links to the following SDP priority:

Objective 3: Personal Development and Well-being

Our school is committed to fostering the holistic health and well-being of every child. We will embed a comprehensive approach to physical, mental and emotional health throughout our curriculum and beyond, ensuring that all students are equipped with the knowledge, skills and resilience to make positive life choices and thrive.

3 **Equalising opportunity for, and raising aspirations of, children in receipt of Pupil Premium funding**

Charlton Kings has a higher than average socio-economic status compared to other communities in Gloucestershire and nationally ([Local Insight profile for 'Charlton Kings CP' area](#) Gloucestershire County Council; March 2023). As such, there can be a greater disparity between the opportunities available to children in receipt of Pupil Premium funding and their peers. This can also present some barriers around parents/carers accessing support.

4 **Identification of other factors affecting children in receipt of Pupil Premium funding's engagement with school such as attendance and parenting support**

School attendance data for 2024/25 demonstrates that attendance for children in receipt of Pupil Premium funding is currently 0.6% lower than the whole-school average. Though this is a significant improvement from 2023/24 (when it was 1.9% lower), there is still work to be done to narrow the gap.

	% Attendance		
	Term 1	Term 1&2	Term 1,2&3
Pupil Premium average	96.4	96.5	96.5
Whole school average	97.3	97.1	97.1
Difference	-0.9	-0.6	-0.6

The DfE's statutory guidance 'Working together to improve school attendance' (August 2024) states that 'pupils with the highest attainment at the end of key stage 2 [...] have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard.' Therefore, if we can equalise attendance between children in receipt

	of Pupil Premium funding and that of their peers, there should also be an improvement in academic attainment.
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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
Children in receipt of Pupil Premium funding make good academic progress in core subjects and any gaps between their attainment and that of their peers is narrowed during KS2.	The school's internal tracking data and KS2 assessment data shows academic attainment and progress in core subjects is maintained or exceeded from KS1 results.
Children in receipt of Pupil Premium funding's attendance is equivalent to their peers – 97% or higher.	Robust, rigorous monitoring by Headteacher and Pupil Premium team. Evidence of action within school where pupils' attendance drops below 95%. Evidence of Attendance Improvement Meetings where pupils' attendance drops below 90%. Attendance gap between children in receipt of Pupil Premium funding and their peers continues to shrink.
The pastoral, behavioural and welfare needs for children in receipt of Pupil Premium funding are supported in school.	Individual needs are identified through pupil voice, class teacher support and communication with parents. Pastoral intervention log and referral system demonstrate tracking, intervention and progress made by children who require additional support. Positive welfare of children in school is reflected in strong academic attainment and good attendance. School's behaviour tracking system demonstrates effective support for children in receipt of Pupil Premium funding.
Increased opportunities for children in receipt of Pupil Premium funding promoting aspiration and interests.	Individual activities and opportunities set up according to identified need/interest, such as music lessons, extra-curricular sport, social opportunities. Curriculum design reflects opportunities to raise aspiration for children in receipt of Pupil Premium funding, taking into account cultural capital and key role models in society.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In line with the school's SDP Objective 1, strengthening and refining our writing curriculum by:</p> <ul style="list-style-type: none"> Enhancing the robustness and accuracy of teacher judgements. Strengthening SEND provision through developing accessible adaptations. Providing all children with access to a rich, progressive and skill-based curriculum. <p>Activities include:</p> <ul style="list-style-type: none"> Use of staff training time, including staff meetings and INSET days. Subject lead time, working alongside year group teams to develop their curriculum. Planning time to ensure high-quality planning and resources. Additional time for writing moderation, both internally and externally. 	<p>We know that 'to excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing.' To achieve this, 'pupils need to become skilled at transcription (spelling, typing, and handwriting), text generation (ideas, words, and sentence construction), and executive functions (such as attention, planning, monitoring, and reviewing).⁶ and learn to coordinate them to become skilled writers.'</p> <p>(Source: EEF, Improving Literacy in Key Stage Two: Guidance Report)</p> <p>Ofsted's English education subject report advocates for school's to 'ensure that teachers have high-quality professional development in English literature and language with time to develop subject knowledge beyond exam specifications'.</p> <p>Ofsted's Writing framework suggests that leaders 'given the time and training needed to lead the subject' in order to 'become an expert in the school's writing curriculum, understand the principles of both the physical and cognitive aspects of writing development, and understand how to assess pupils' writing effectively, knowing what support may be needed.' They also state that 'All classroom teachers should be aware of the rationale and research behind curriculum decisions.' Professional development is at the heart of our development of the writing curriculum at CKJS.</p> <p>Ofsted's report 'Strong foundations in the first years of school' states that 'research is clear that high-quality early education establishes the foundations for later success, including academic achievement, good health and well-being. While high-quality education benefits all children, it is especially important for those whose early learning has been limited. This may include children who come from disadvantaged backgrounds.' Therefore, close working with Charlton Kings Infants' School will be a central part of our development of writing.</p>	<p>1</p>
<p>In line with the school's SDP Objective 4, improving the</p>	<p>Bolstering and replacing the school's current book provision in different areas (library, classroom book</p>	<p>1</p>

<p>reading provision for all children in every year group by ensuring access to high-quality, progressive, and diverse texts that inspire a love of reading, deepen comprehension, and reflect a broad range of voices, experiences and cultures.</p> <p>This includes:</p> <p>The development of reading areas around school, including the library, classroom book corners and communal spaces.</p> <p>Ensuring all children have access to high-quality, diverse texts.</p>	<p>corners, communal spaces) in order to provide a wider range of high-quality texts which are representative of the school community. Ofsted's reading framework promotes the importance of children 'reading, listening to and talking about contemporary and classic writing by a broad and diverse range of authors, where the depth of ideas and language allows for rich discussion and study.'</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional in-class support for children in receipt of Pupil Premium funding whose progress is behind that of their peers, particularly in writing.</p>	<p>The EEF's Teaching and Learning Toolkit states that individualised instruction has moderate impact for very low cost. 'disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.' By providing individualised instruction, we can develop personalised resources, instruction and learning journeys in some subjects to ensure good progress is still made.</p>	<p>1, 3</p>
<p>Prioritisation of academic interventions for children whose progress is behind that of their peers.</p>	<p>The EEF's Teaching and Learning Toolkit suggests that small group tuition (for example a group intervention with a teacher or teaching assistant) has moderate impact for low cost.</p> <p>'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.'</p>	<p>1</p>

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed pastoral support for looked after and previously looked after children, both 1:1 and within the classroom setting. This will include the use of Emotion Coaching, Play Therapy, ELSA and attending extra-curricular clubs.</p>	<p>The school's own tracking data and case studies from previous years demonstrates the impact of personalised 1:1 support for those experiences barriers to learning due to poor mental health.</p> <p>The EEF Teaching and Learning Toolkit supports this, stating 'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</p>	<p>2, 4</p>
<p>Where attendance is below 95%, members of senior leadership and administrative teams work alongside families to put in place individualised plans to support better attendance.</p>	<p>'Establishing good attendance patterns from an early age is vital for social development. The more time a child spends with other children in the classroom and as part of broader school-organised activities, the more chance they have of making friends, of feeling included, and of developing social skills, confidence, and self-esteem.'</p> <p>(EEF blog: Taking a tailored approach to improving attendance)</p>	<p>2, 4</p>
<p>Provide opportunities for children in receipt of Pupil Premium funding to raise aspirations and equalise experience, including art club and facilitating bursaries for other extra-curricular activities.</p>	<p>Due to the small number of children in receipt of Pupil Premium funding at Charlton Kings Junior School and the relative wealth that exists within the community, it can be concluded that there is a wider gap between the experiences of children in receipt of Pupil Premium funding at CKJS and their peers. Therefore, it is important to provide additional support to equalise these experiences.</p>	<p>3, 4</p>

Total budgeted cost: £38,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024/25 academic year, and summarises progress towards meeting intended outcomes by 2027.

Intended outcome	Success criteria	Progress towards outcome																																																								
Children in receipt of Pupil Premium funding make good academic progress in core subjects and any gaps between their attainment and that of their peers is narrowed during KS2.	The school's internal tracking data and KS2 assessment data shows academic attainment and progress in core subjects is maintained or exceeded from KS1 results.	<p>This table shows the percentage of children achieving the expected standard or higher at KS2 in 2024-25 compared to a range of other cohorts.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Difference</th> <th>Writing</th> <th>Difference</th> <th>Maths</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>CKJS PP 24/25</td> <td>100%</td> <td></td> <td>100%</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>CKJS PP @ KS1</td> <td>67%</td> <td>33%</td> <td>67%</td> <td>33%</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>CKJS PP @ Year 5</td> <td>100%</td> <td>0%</td> <td>33%</td> <td>67%</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>CKJS PP Year 6 23/24</td> <td>50%</td> <td>50%</td> <td>60%</td> <td>40%</td> <td>30%</td> <td>70%</td> </tr> <tr> <td>CKJS non-PP 24/25</td> <td>91%</td> <td>9%</td> <td>89%</td> <td>11%</td> <td>93%</td> <td>7%</td> </tr> <tr> <td>National non-PP 24/25</td> <td>81%</td> <td>19%</td> <td>78%</td> <td>22%</td> <td>80%</td> <td>20%</td> </tr> <tr> <td>National PP 24/25</td> <td>63%</td> <td>37%</td> <td>59%</td> <td>41%</td> <td>61%</td> <td>39%</td> </tr> </tbody> </table> <p>On average, the cohort made progress on their KS1 results. Compared to their Year 5 results, they made significant improvement in Writing. Their Reading and Maths progress was maintained from Year 5.</p> <p>Note: As this is a cohort of 3 children, data is less reliable than years with bigger cohorts of children.</p>		Reading	Difference	Writing	Difference	Maths	Difference	CKJS PP 24/25	100%		100%		100%		CKJS PP @ KS1	67%	33%	67%	33%	100%	0%	CKJS PP @ Year 5	100%	0%	33%	67%	100%	0%	CKJS PP Year 6 23/24	50%	50%	60%	40%	30%	70%	CKJS non-PP 24/25	91%	9%	89%	11%	93%	7%	National non-PP 24/25	81%	19%	78%	22%	80%	20%	National PP 24/25	63%	37%	59%	41%	61%	39%
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<p>and welfare needs for children in receipt of Pupil Premium funding are supported in school.</p>	<p>identified through pupil voice, class teacher support and communication with parents.</p> <p>Pastoral intervention log and referral system demonstrate tracking, intervention and progress made by children who require additional support.</p> <p>Positive welfare of children in school is reflected in strong academic attainment and good attendance.</p> <p>School's behaviour tracking system demonstrates effective support for children in receipt of Pupil Premium funding.</p>	<p>This is evidenced through pupil voice, governor monitoring visits, positive trends in attendance and attainment data and internal pastoral tracking systems.</p> <p>Our bespoke, tailored monitoring system means that children are tracked throughout their time at CKJS, from initial interviews within their first few weeks to regular check ins.</p>
<p>Increased opportunities for children in receipt of Pupil Premium funding promoting aspiration and interests.</p>	<p>Individual activities and opportunities set up according to identified need/interest, such as music lessons, extra-curricular sport, social opportunities.</p> <p>Curriculum design reflects opportunities to raise</p>	<p>Pupil voice interviews at the beginning of the year allow the school to build a picture of the aspirations of children in receipt of Pupil Premium funding. By working with a range of local stakeholders (such as cookery classes, swimming teachers and holiday clubs), pupils are given opportunities to take part in activities in order to equalise experience with their peers. Feedback is sought from pupils, parents and carers in order to further tailor this offer.</p> <p>In 2024-25, 84% of children in receipt of Pupil Premium funding attended a lunchtime club, an afterschool club and/or represented the school at an external event.</p>

	aspiration for children in receipt of Pupil Premium funding, taking into account cultural capital and key role models in society.	
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