Oriel Academy West London
an Aspirations Academy

# Pupil Premium Strategy Statement 2026-27

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| School name | Oriel Academy |
| Number of pupils in school | 332 |
| Proportion (%) of pupil premium eligible pupils | 108 (35%)<br>As off September 2025 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | June 2024/25<br>June 2026/27<br>June 2027/28 |
| Date this statement was published | June 2024<br>Additions to document July 2025<br>Additions to document July 2026 |
| Date on which it will be reviewed | June 2028 |
| Statement authorised by | Mrs E Á Linney<br>Director of Education |
| Pupil premium lead | Michael Hogan<br>Vice Principal for Inclusion/SENDCO |
| Governor / Trustee lead | Mandy Lancy, RCEO |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £175,000 |
| 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**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £186,000 |

Oriel Academy West London
an Aspirations Academy

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Oriel Academy West London, we target the use of the Pupil Premium Grant funding to ensure that our pupils, irrespective of their background or the challenges, receive the highest quality of education allowing them to achieve in line with national data, including progress for those who are high attainers. We adapt classroom teaching according to ensure the needs of pupil premium children are met.

Quality first teaching is at the center of our quality of education, with a focus on areas identified, in which disadvantaged pupils require the most support.

We recognise that disadvantaged pupils can face a wide range of barriers which might impact on their learning. Our approach will be to use our internal assessment data to ensure an early intervention is put in place to allow disadvantaged pupils and disadvantaged more able pupils to close the attainment gap and ensure progress is made.

Our Pupil Premium Strategy Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to achieve academic success.

Our ultimate objectives are to:

- to remove barriers to learning created by poverty, family circumstance and background
- narrow/close the attainment gap between disadvantaged pupils and non-disadvantaged pupils in school in line with national data
- ensure all disadvantaged pupils are able to read fluently and with good understanding to enable them to access the breadth of our curriculum offer in EYFS, KS1 and KS2
- develop confidence in pupil premium pupil's ability to communicate effectively in a wide range of contexts
- enable disadvantaged pupils to look after their social and emotional wellbeing and to develop resilience and independence
- access a wide range of opportunities for pupil premium pupils in Early Years to develop their knowledge and understanding of the world
- to reduce the numbers of disadvantaged pupils' absences and persistent absence to ensure it is in line with national data and in line with non-disadvantaged pupils.

In order to achieve our objectives and overcome the identified barriers to learning we will:

- provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- target funding to ensure that all pupils have access to trips, residential and first hand learning experiences to develop their cultural capital experience
- provide opportunities for all pupils to participate in enrichment activities including sport and music
- provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate identification of pupils in need of support, to enable us to act swiftly by putting in place a targeted intervention to enable pupils to progress in line with national data
- ensure that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs, adaptations are made to ensure they can access the curriculum and progress

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify pupil premium pupils and will plan specific intervention and support for individual pupils based on observations and assessments which will be reviewed at least termly.

## Challenges

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

Review of 2023/24 which has helped his direct out focus on 2024/25 and beyond:

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Speech, language and communication gap**<br>Internal assessment, observations and discussions have identified speech, language acquisition and communication are underdeveloped. The gaps in oral language acquisition skills and vocabulary are more common among disadvantaged pupils from EYFS through to Year 6.<br>We need to focus on oral language and vocabulary skills evident among disadvantaged pupils. |
| 2 | **Early phonics/reading attainment/progress gap**<br>Internal data indicates that disadvantaged pupils have greater difficulties recognising the relationship between the sounds of the spoken language and the letters or groups of letters or syllables of the written language than their peers. This impacts their development as readers and their comprehension, as they have difficulties decoding words which impacts negatively on the meaning of the text. |

| | |
|---|---|
| 3 | **End of KS attainment/progress gap Reading, Writing & Mathematics**<br><br>End of KS2 data shows that non-disadvantaged pupils out-perform disadvantaged pupils. 50% of pupil premium children meet the expected standard in Maths where for non pupil premium 66% of children meet the expected standards in Maths . Historically, on entry to Reception baseline data indicates that, our disadvantaged pupils arrive in school, with experiences significantly below that of non-disadvantaged pupils. |
| 4 | **Attendance and punctuality**<br><br>Our attendance data indicates that attendance among disadvantaged pupils is below that of non-disadvantaged pupils and a greater proportion are classed as persistent absentees. Data shows that attendance amongst disadvantaged pupils has been lower than non-disadvantaged pupils.<br>(25.6)% of disadvantaged pupils have been persistently absent compared with (17.7%)of non-disadvantaged pupils (Academic year 2023/2024) |
| 5 | **Growth mindset**<br><br>We need to focus on the growth mindset of disadvantaged children. Achievement shows that this group needs to develop their ability to be resilient and pursue tasks that may present as a challenge. |
| 6 | **Extra curricular activities**<br><br>Our internal data shows that more non disadvantaged children attend extra curricular clubs than disadvantaged children. Research indicates that children will find life more challenging without adequate cultural capital, from everyday social interactions to future job interviews. The better language, social skills and knowledge a child has when entering the school system, the better they can fit into the school habitus. |
| 7 | **Provision for the children with complex needs**<br><br>Our internal data shows that we have a small number of disadvantaged children with high complex needs. As a school, we need to look at their curriculum provision and modify it to meet their needs. |

## 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** |
|---|---|
| Target 1<br><br>Improve targeted support for disadvantaged pupils whose skills in speech and language are assessed as poor and improvement in being able to access the English curriculum Small group or individual sessions with a TA focusing on improving children's expressive and receptive vocabulary as well as their basic listening and narrative skills.<br>Children will be assessed where there is a possible need before interventions are put in place | • Assessment information shows a narrowing of the gap in attainment between disadvantaged pupils and non-disadvantaged pupils in Communication and Language and Speaking and Listening at the end of EYFS.<br><br>July 2025.<br><br>We have access to 2 screening assessment tools which help to identify specific speech and language needs if staff and/or parents feel that there is a concern.<br><br>Children who are referred to speech and language services receive a one off report. This informs us on the interventions needed to support in order for progress to be made.<br><br>As part of staff CPD, speech and language training continues to be a continuous area that we focus on.<br><br>We run speech and language groups when the need arises dependent on the needs of the children. In Key Stage 1, where the need arised, a Lego Therapy group was run as well as speech and language groups.<br><br>March 2026 - Mid Year update:<br><br>We have used the services of a speech and language Therapist to support children who need additional speech and language support.<br><br>Training around supporting the development of staff continues to be a priority. This has taken place in a variety of ways from face to face training, online training provided by our Speech and Language Therapy provision as well as production of reading literature.<br><br>July 2026<br><br>Staff have received further training opportunities around speech and language.<br>Strategies around individual child needs are shared with staff. |

| | |
|---|---|
| | We continue to monitor individual child needs and seek specialist support where applicable.<br><br>Pupil premium children who have a speech and language need are screened yearly to check on progress made. |
| Target 2<br><br>Improved attainment in reading and phonics knowledge among disadvantaged pupils. | • An increase in disadvantaged pupils passing the Phonic Screening Check in Year 1 by 204/2425.<br>• Disadvantaged pupils achieve outcomes in-line with, or above national data at the end of EYFS, KS1 and KS2 in reading.<br><br>July 2025<br><br>Progress of children is tracked 3x yearly. This allows staff to identify levels of progress and set up targeted interventions.<br><br>This targeted approach and staff awareness of learning gaps has brought about improved progress with some children.<br><br>End of Year 1 phonics screening was 70.7% at expected standard.<br><br>61.5% of Pupil children met the required standard for phonics compared to 75% of non pupil premium children<br><br>March 2026<br><br>Data for reading continues to be monitored over the course of the Autumn and Sping term.<br><br>Across year groups level of reading remains consistent with some improvements in children making the expected standards.<br><br>July 2026<br><br>100% of pupil premium children passed their phonics screening test at the end of Key Stage 1. |
| Target 3<br><br>Improved attainment and progress across the curriculum particularly in mathematics, reading, writing for disadvantaged pupils in expected standard and greater depth. | • Percentage of disadvantaged pupils at the end of KS2 achieve at least in line with national data or above national data in Reading, Writing & Mathematics.<br><br>July 2025 |

| | |
|---|---|
| | Progress of children is tracked 3x yearly. This allows staff to identify levels of progress and set up targeted interventions.<br><br>This targeted approach and staff awareness of learning gaps has brought about improved progress with some children.<br><br>At the end of Key Stage 2, 75% of children achieved the required standard in 2025.<br>Of children who were pupil premium, 62% of children achieved the required standard.<br><br>July 2026<br><br>At the end of Key stage 2, 58% of children achieved the expected standard in Maths, Reading and Writing/<br><br>Of children who were pupil premium, 48% achieved the expected standard in Maths, Reading and Writing. 9% of pupil premium children secured above the expected standard Maths, Reading and Writing. |
| Target 4<br><br>Improved attendance and punctuality in line with national average. | • Overall absence rate is at 95% or above and the attendance gap between disadvantaged pupils has diminished.<br>• The gap between disadvantaged and non disadvantaged children will narrow.<br>• Data will indicate an increased proportion of parental/carer engagement with school regarding attendance and punctuality.<br>• Reduction in persistent absence attendance and punctuality for pupil premium children %.<br><br>July 2025<br><br>A targeted approach through regular monitoring and parental engagement has brought about improved attendance to enable the school to match national average attendance for the UK.<br><br>In July 2025, whole school attendance was recorded at 95.0%<br>National average was recorded at 94.5%<br><br>Pupil premium attendance was recorded at 93.5%<br>Non pupil premium attendance was recorded at 95.5%<br><br>Punctuality was recorded at 2.2% in July |

| | |
|---|---|
| | 2025. Pupil premium was recorded at 2.3%. Non pupil premium was recorded at 2.2%.<br><br>March 2026<br><br>Whole school attendance was recorded at 94.7% Pupil premium has continued to be around 93%. Attendance for non pupil premium is at 95%.<br><br>July 2026<br><br>Whole school attendance was recorded at 94.1%<br>Pupil premium children attendance was recorded at 92.1%. Attendance for non premium children was recorded at 94.4%. |
| Target 5<br><br>Improved mindset meaning to disadvantaged children enjoying their learning and become more resilient in their approach to learning | • Data will show that children are enjoying learning and are motivated to learn more through questioning and research<br>• The attainment gap between pupil premium and non pupil premium will be within a 5% gap.<br>• Improvement in children being able to apply past knowledge to learning<br>• Improvement in persistence in approach to learning allow disadvantaged<br>• Improvement in ability to work collaboratively and benefit from peer support approach<br><br>July 2025<br><br>We have weekly habits of mind focus.<br><br>Staff focus on learning habits such as persistence, listening with understanding, metacognition and working interdependently.<br><br>Learning walks have identified that pupils are focused and engaging well.<br><br>Pupil premium voice showed that children<br><br>95% of children shared that ‘my school encourages me to be independent and take on responsibilities’<br><br>Child 1<br>‘ Habits of mind’ help me to do my work’ |

| | |
|---|---|
| | Child 2<br><br>‘ Habits of mind’ help me to plan’<br><br>Child 3<br><br>‘‘ Habits of mind’ allow me to organise myself’<br><br>Child 4<br><br>‘Habits of mind’ I am more responsible in my work’<br><br>Child 5<br><br>‘Habits of mind’ help me to work harder’.<br><br>July 2026<br><br>Pupil voice shared that:<br><br>Child 1<br><br>‘My teacher helps me to push myself’<br><br>Child 2<br><br>‘In maths, I am able to go to the next level worksheet’<br><br>Child 3<br><br>‘My adults help me to get started so I am to get on with my work’ |
| Target 6<br><br>Improved opportunities for disadvantaged children to attend extra curricular activities | • There will be a greater range of clubs available for disadvantaged children to choose from<br>• There will be increased uptake in places within clubs for disadvantaged children.<br>• Clubs will have at least 30% of pupil premium children attending<br><br>**July 2025**<br><br>We have run on average 8 clubs half termly ranging from sports to creative arts.<br><br>At least ⅓ of children attending clubs throughout the year have been children from disadvantaged backgrounds.<br><br>Our clubs have been able to offer opportunities that children may not get outside of school, for example gardening club.<br><br>Information:<br>The academic year commenced with 32% of |

| | |
|---|---|
| | pupil children attended clubs<br><br>Spring 1, 139 children attended clubs or which 52 were pupil premium. (37%)<br><br>Spring 2, 150 children attended out of school clubs with 42 as pupil premium (28%)<br><br>Summer 1, 103 attended clubs with 40 who were pupil premium (34%)<br><br>Summer 2, 97 attended clubs. 34% were pupil premium<br><br>March 2026<br><br>Clubs available for pupil premium children attend vary from homework club to sporting clubs to subject specific clubs such as science, drama and languages.<br><br>In Autumn 1, 9 clubs were operating. By end of Spring 2, there were 16 clubs operating.<br><br>46% of children attending clubs in Spring 2 were Pupil Premium.<br><br>Of Pupil Premium children, 82% attended a club.<br><br>July 2026<br><br>There has continued to be a range of clubs for children to access.<br><br>During the summer term, 13 clubs operated including sports, creative, language and social clubs.<br><br>55% of Pupil premium attended a club during the summer term. |
| Target 7<br><br>Provision for education will be appropriately suited to meet the needs of disadvantaged children with high complex needs | • Children's provision will be appropriate to meet the needs of children<br>• learning will be personalised leading to progress in the curriculum and personalised learning goals<br><br>**July 2025**<br><br>Needs of children are identified and strategies for children with high complex needs are put into place.<br><br>Our Toucans provision offered appropriate support for children with more complex needs needs.<br><br>**March 2026** |

| | |
|---|---|
| | We have been successful in managing to integrate children back more into their mainstream classrooms as well as manage 1 transition to a specialist provision.<br><br>We continue to monitor Pupil Premium children across year groups.<br><br>**July 2026**<br><br>Toucans, our inclusion base continues to operate successfully.<br><br>It meets a range of high additional needs for children who require extra support.<br><br>75% of the children attending the base are pupil premium. |

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £150,000

Oriel Academy West London
an Aspirations Academy

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Embed the use of targeted support for disadvantaged pupils whose skills in speech and language are assessed as poor.<br><br>Small group or individual sessions with a TA focusing on improving children's expressive and receptive vocabulary as well as their basic listening and narrative skills.<br><br>CPD- staff training inset session/s<br><br>Use of colourful semantics to support sentence construction in KS1 and KS2<br><br>Lego therapy sessions<br><br>TA support speech and Language group/s<br><br>Maths tutor in upper school<br><br>Targeted interventions groups support PP children with SEND needs. | Early language development and communication skills are recognised as a primary indicator of child well-being due to the link between language and other social, emotional and learning outcomes. 1 in 4 children who struggled with language at the age of 5 did not reach the expected standard of English at the end of primary school, compared with 1 in 25 children who had good language skills aged 5. | 1, 2, 3 |
| Provide CPD on high quality inclusive teaching for **all** pupils (disadvantaged and non-disadvantaged). For example, training around phonics and mastery maths<br><br>INSET for Teachers, RQTs & ECTs on adaptive teaching, strategies to support SEN pupils' learning in class. | Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.<br>There have been a host of new initiatives and reforms that recognise the importance of teacher quality, ECF, NPQs. These exemplify a growing consensus that promoting effective professional | 1, 2, 3, 5, 7 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Timetable intervention groups using class data from CTs, delivered by TAs after school, using Pixl and Lexia to accelerate progress of disadvantaged pupils and any other pupils identified in Reading and Maths.<br><br>Flash academy is available to learners who are new to English.<br><br>These programmes provide personalised learning to pupils without impacting on teaching time and resources.<br><br>EAL(PP) groups led by a support staff member | Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out of class. | 1, 2, 3, 4, 5 |

| | | |
|---|---|---|
| Continuation of employing a Speech & Language Therapist to ensure disadvantaged pupils' speech, language and communication skills allow them to achieve their educational potential. We will continue to refer children to Hounslow Speech and Language if need arises.<br><br>SALT to provide training to CTs, TAs/LSAs so they can identify the signs of speech, language and communication needs in disadvantaged pupils and support them appropriately to ensure the pupils achieve in line with their peers.<br><br>SALT to work directly with identified disadvantaged pupils and their families to develop personalised strategies to support a child's individual needs. | We have had a drive on monitoring children to identify speech and language needs across the school particularly in EYFS. Our goal here is to ensure that their needs are supported to enable them to progress as they move up the school. | 1, 2, 3, 4 |

| | | |
|---|---|---|
| Lexia Reading intervention for disadvantaged pupils to close that attainment gap with non-disadvantaged pupils achieving rapid progress<br>PiXL Therapies Interventions (Reading, Writing, Maths) used to accelerate progress for identified disadvantaged pupils so they are on target to reach their predicted estimates at the end of their Key Stage. | EEF research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers.<br>Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.<br>The evaluation also found that the programme had a positive effect on skills that are important for future literacy development. | 1, 2, 3, 5 |
| Training costs<br><br>Implementing the use of Individual Pupil profiles (EHCPs where applicable pupil profile for children on SEND register (shared with all staff responsible for pupil learning, to ensure a collective understanding of needs, responsibility and ensuring that every learning opportunity is maximised).<br><br>OT resources to support children | Pupil profiles support the implementation of Quality First Teaching (QFT) within a classroom environment. | 1, 2, 3, 5 |

## Wider strategies (for example, related to attendance, behaviour, and growth mindset)

## Total budgeted cost: £*36,345*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Remove barriers to disadvantaged pupils accessing and understanding the wider curriculum and the wider world by offering cultural opportunities and more personalised learning opportunities.<br><br>TA led interventions - this includes resources. | It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically.<br>Within education, we aim to reduce and in time eradicate inequality. Some pupils have very little cultural and social input from elsewhere and therefore may miss opportunities others are able to access. School needs to fill the gaps that disadvantaged pupils have.<br><br>Use of funding to support hardship | 1, 2, 3, 4, 5,6 |
| Monitoring of attendance, Attendance Officer & HSLW to ensure disadvantaged pupils are attending school in line with their peers and in line or above national data.<br><br>First day calls for Persistent Absentees and all disadvantaged pupils and any pupils falling below thresholds will be referred to the School Attendance Support Service (SASS) or School Nurse.<br><br>Attendance awards as part of celebration assembly.<br><br>Parental engagement linked to supporting pupils learning at home. | Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening the attainment gap.<br>There is evidence that supporting parents with their first child will have benefits for siblings.<br>There is evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.<br><br>Home school link worker has worked with a range of families<br><br>We have supported wellbeing and | 1, 2, 3, 4, 5 |

| | | |
|---|---|---|
| ELSA therapy<br><br>School counsellor<br><br>Resources for extra curricular activities. | mental health using the ELSA and school counsellor program | |

# Part B: Review of outcomes in the previous Pupil academy report statement

## Pupil premium strategy outcomes:

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

| | |
|---|---|
| Improve targeted support for disadvantaged pupils whose skills in speech and language are assessed as poor. Small group or individual sessions with a TA focusing on improving children's expressive and receptive vocabulary as well as their basic listening and narrative skills. | 69% of PP pupils achieved a good level of development in 2023/24 at the end of Early<br><br>75% of non-PP pupils achieved a good level of development at the end of EYFS. This means that 25% of pupil children are not on target. Our aim here is to target pupil children who have needs such as speech and language.<br><br>In EYFS, we have had an increase in the numbers of children referred to speech and language service. This means that these cohort will need intervention in reception year. |
| Improved attainment in reading and phonics knowledge among disadvantaged pupils | 78% of children passed the phonics screening test.<br><br>81%% of PP pupils achieved<br>the Year 1 Phonic check as opposed to 87% of non-PP pupils.<br><br>At the end o f KS1, 72% of children are meeting the expected standard in reading wheres it is 42% for GDS.<br><br>At the end of KS2, 69% of children meet the expected standard in reading where as only 57% of pupil premium children meet the standard in reading |

| | |
|---|---|
| | |

| | |
|---|---|
| Improved attainment and progress across the curriculum particularly in mathematics, reading, writing for disadvantaged pupils. | 53.9 % of PP pupils achieved RWM at EXP and 4% at GD. 55.8 % of non-PP pupils achieved EXP at EXP and 10% at GD.<br><br>Across Key stage 1 the following data shows that:<br><br>Reading- 63% of pupil premium learners meet the expected standard or above in reading. 20 % are GD<br>65% of non pupil premium meet the expected standard 25% are GD<br><br>Writing 55% of pupil premium learners meeting the expected standard or above. 13% are GD.<br>66% of non pupil premium learners meet the expected standard. 20% are GD<br><br>Maths- 60% of pupil premium learners meet the expected standard. 20% are GD.<br>70% of non pupil learners meet the expected standards in maths. 26% are GD<br><br>Across Key Stage 2 the following data shows that:<br><br>Reading 58% of pupil premium learners meet the expected standard. 16% were GD.<br>60% of non pupil premium met the expected standards. 20% were GD.<br><br>Writing- 58% of pupil premium learners were at the expected standard. 16% were GD.<br>61% of non pupil premium learners met the expected standard with 14% at GD.<br><br>Maths-61% of pupil premium met the expected standard in maths<br>64% of non pupil premium learners met the expected standards with 20% at GD<br><br>In the next academic year we will continue to focus on ensuring the PP GD pupils are achieving in line with their peers. |

| | |
|---|---|
| To achieve improved attendance levels for all pupils particularly for disadvantaged pupils. | PP pupils attendance is at 92.2 % for the academic year 2023/24 and the persistent absence is 25.8.0%. Non-PP pupils have 93.2% attendance and 17.4 % persistent absence. National average for persistent absence is at 16.7<br><br>Attendance will continue to be a target for all pupils but especially for PP attendance and persistent absence. |

| | |
|---|---|
| To achieve improvement in the well-being needs of all pupils, in receipt of pupils premium funding are met, to ensure they are ready for learning. | Our designated Home School Link Worker, ensures that PP pupils' needs are being met and supported to ensure they are attending school in line with their peers and are supported to ensure they are ready for learning.<br><br>Zones of regulation have been introduced across the school as a means of designed to help individuals, especially children, understand and manage their emotions, sensory needs, and self-regulation skills.<br><br>ELSA intervention is now coming to the end of its 1st academic year and is available to meet the needs of our young people and is a way of support the emotional needs of children.<br><br>. |

## Externally provided programmes

| Programme | Provider |
|---|---|

## 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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |