



## Pupil premium strategy statement 2025

This statement details our school's use of pupil premium funding (2025—2028) 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	Blakedown CE Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	9% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 to 2028
Date this statement was published	December 2025
Date on which it will be reviewed	Annually – Nov 2026
Statement authorised by	Helen Beckford-Bond Headteacher
Pupil premium lead	Helen Beckford-Bond
Governor	Freda Griffith Chair of Governors/ SEN & PP

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,875
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,875

# Part A: Pupil premium strategy plan

## Statement of intent

Blakedown CE Primary School continues to be a good school, as confirmed in the school's most recent inspection, October 2024. It is an average sized village school with a below average number of children that are disadvantaged in terms of pupil premium criteria.

Our curriculum offer to those children in receipt of Pupil Premium funding is fully embedded and is part of our Christian vision where all children experience Joy, Serve and Achieve their best with no one being left behind. We have a clear and determined focus to maintain this through detailed on-going analysis, excellent CPD and a keen eye on research and development in education across all areas of the curriculum.

### **Aims:**

To improve outcomes for all pupils with disadvantages so that:

- The proportion of pupils attaining ARE or better in RWM combined compares favourable to pupils with disadvantages and pupils with no disadvantages nationally.
- The increased gap between pupils with disadvantages and pupils with no disadvantages in reading, writing and mathematics significantly closes.

To ensure all pupils with disadvantages receive the appropriate mental health and well being support so that:

- they engage in their learning and as a result attainment improves and they make at least good progress.

To ensure that all pupils with disadvantages have equitable access and experience to wider life opportunities so that:

- they are able to identify and develop their individual talents and skills to open wider opportunities for themselves in the future.
- They are able to develop experiences and vocabulary that supports further achievements.

The percentage value of one pupil with disadvantages in each cohort at Blakedown CE Primary School can vary between 20% (6 pupils (Y4)) and 100% (1 pupil) in EYFS. Therefore, caution must be exercised when comparing data of the national figures whether they be for pupils with disadvantages and pupils with no disadvantages.

### **Key Principles:**

1. Assess the needs of all pupils with disadvantages;
2. Recognise that not all pupils in receipt of FSM will be socially disadvantaged, therefore planning for pupils will need to look different to reflect this, regardless of their level of vulnerability or attainment level;
3. Ensure that the most vulnerable are our priority;
4. Endeavour to close the gap between pupils with disadvantages and pupils with no disadvantages;
5. Plan and implement extension and support programmes to promote pupil's academic progress to ensure that PPG is spent appropriately;
6. Build in pastoral support that ensures basic needs are met and that pupils with disadvantages thrive and enjoy good health and mental well-being;
7. Enrich their educational and life experiences through educational visits that are either fully or partly funded through the PPG;
8. Utilise staff strengths to ensure planned action has the biggest impact;

9. Work in partnership with parents and external agencies to ensure the best outcomes for pupils with disadvantages.
10. Consider the challenges faced by our vulnerable pupils, such as those who have a learning strategy is to support disadvantaged pupils to achieve by supporting them to overcome these barriers, including those who are already high attainers.

At Blakedown, a tiered approach is used to the allocation of the Pupil Premium funding, (as recommended by the Education Endowment Foundation\*) where spending in terms of a whole school teaching approach, targeted academic support for individuals and also wider strategies to boost pupils in this group are undertaken.

#### **Reporting Pupil Premium**

The Pupil Premium expenditure is explained in the form of an annual statement. Blakedown CE Primary School will publish details of a report online annually. This report aims to detail information on how Pupil Premium has been used within school. This report will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding. Reports will also detail the progress made towards narrowing the gap and this will be supported by reported data and academic progress.

#### **Reporting to Parents**

Parents will be able to obtain information on the Pupil Premium via the school's website. This will be updated annually and will normally be published no later than December each year.

#### **Responsibility for Reporting**

The responsibility for the report will be allocated to the Headteacher. Teachers will be asked to report to the SEND Coordinator/deputy head, the assistant head and the headteacher on the intervention in place for key pupils and the impact that intervention has had.

***'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'***

*\*The EEF guide to Pupil Premium Spending, The Educational Endowment Foundation 2011*

## **Challenges and Barriers to Learning**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<p><b>Parental Engagement:</b></p> <p>Continuing to improve parental engagement - the school remains committed to working closely with families who are eligible for Pupil Premium funding. We aim to positively engage with parent's and especially target them to attend parents' evenings, workshops and events such as curriculum meetings. We continue to work alongside our families to encourage pupils to attend school every day and arrive promptly.</p>

2	<p><b>Diminishing the difference: Foundational skills</b></p> <p>Early and regular phonics assessments and observations indicated that one third of disadvantaged pupils generally have greater difficulties with phonics than their peers due to lack of parental knowledge and support from home. This can have a negative impact on their development as readers.</p>
3	<p><b>Diminishing the difference: Opportunity</b></p> <p>Due to financial constraints some families require support for their children to fully engage in the cultural and enrichment aspects of the curriculum including off site visits; residential trips and instrumental music lessons as well as being able to afford school uniform.</p>
4	<p><b>Pupil Wellbeing:</b></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably anxiety issues due to change and/or safeguarding at home issues. These challenges particularly affect the disadvantaged pupils. Teacher referrals for social, emotional and mental health support have increased again this year 64% of our Pupil Premium children receive 1:1 Thrive support.</p>
5	<p><b>Diminishing the difference:</b></p> <p>Summative assessment across the school in Reading, Writing and Maths indicated that although percentages of pupils from disadvantaged and non-disadvantaged backgrounds achieve similarly overall, some PP pupils are currently working below their age-related expectation (ARE) in comparison to the non-PP pupils in the core subjects of Reading, Writing and Maths.</p>

## 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
<i>Attainment in reading</i>	Achieve at least national average attainment scores in KS2 reading.
<i>Attainment in writing</i>	Achieve at least national average attainment scores in KS2 writing.
<i>Attainment in maths</i>	Achieve at least national average attainment scores in KS2 maths.
<i>Phonics</i>	100% of disadvantaged children to pass the Y2 phonics re-screening.
<i>EYFS</i>	Pupil premium children to achieve GLD in line with National GLD pupils.

<p><i>To achieve and sustain improved wellbeing for all pupils in our school, particularly the disadvantaged pupils.</i></p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <p>Progress being evident between social and emotional assessments made at the start and end of the academic year – Thrive profiling.</p> <p>Data from the pupil councils, parent and pupil surveys and teacher observations.</p> <p>All Pupil Premium pupils making at least expected progress from their starting points including all disadvantaged children.</p>
<p><i>Increase wider curriculum and cultural opportunities for disadvantaged children.</i></p>	<p>Tracking of clubs indicates that more than 90% of pupil premium pupils in Year 1-6 have participated in a club.</p> <p>Tracking shows that all disadvantaged pupils have attended trips and visits that have been on offer at a similar level to their non-disadvantaged peers.</p>

## Activity in this academic year 2025-26

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Raise staff awareness of detailed analysis of PP data at each pupil progress assessment point</i>	Staff having a comprehensive understanding of disadvantaged children that they work with and where they are currently with their learning will only positively impact the children. Most cohorts containing PP children have some PP children who are behind ARE and therefore it is important that teachers and all leaders closely track these children.	2, 5
<i>Delivery of a well planned PHSE and wellbeing curriculum that fully supports children's SEMH needs.</i>	11/17 children currently access Thrive for support with their mental health and wellbeing.	4, 5
<i>Thrive approaches will be embedded into routine educational practices including weekly wellbeing Wednesday.</i>  <i>Thrive social emotional programme – termly class screening across school.</i>	11/17 children currently access Thrive for support with their mental health and wellbeing.  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 (educationendowment foundation.org.uk)	4, 5
<i>Use QFT to scaffold lessons to ensure disadvantaged pupils can access them. Class teachers to pay close attention to participation in lessons and make use of specific immediate feedback to support progress.</i>	End of previous year's outcomes in R, W and M indicates that accelerated progress is imperative for most pupils.  Research evidence that supports approach: EEF: Feedback +6	2, 5
<i>Prioritise the teaching of foundational skills in EYFS and KS1 to include pencil</i>	Prior analysis has shown school leaders that some children starting in Reception start school with gaps in their foundational	2, 5

<i>grip, letter formation, number formation and speaking and listening. This approach will ensure that all pupils, especially pupils with disadvantages, have the best possible start, gaps are closed and therefore pupils are equipped with skills in Reading, Writing and early Mathematics, throughout these 2 phases of the school.</i>	<p>knowledge leading to the need for multiple interventions to enable them to reach GLD.</p> <p>Research evidence that supports approach: EEF: Phonics +5</p>	
<i>Additional TA support recruited to enable early reading and phonics interventions and the teaching of reading as prescribed through the Little Wandle scheme.</i>	<p>There is extensive evidence that teaching phonics using a systematic and synthetic approach is the most effective, particularly for children from disadvantaged backgrounds. Little Wandle is a DfE validated systematic and synthetic phonics scheme.</p> <p>Phonics/Toolkit Strand/EEF</p>	2, 5
<i>Continuation of the implementation of the reading 'Catch-up' programme. CPD to enable this to continue.</i>	<p>End of year outcomes show that not all PP pupils attained as well as non-PP in reading which is a gateway to all learning.</p>	2, 5

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Teacher-led and TA led high quality and personalised daily phonics lessons for KS2 children who did not meet the Year 1 phonics check. Additional phonics sessions targeted at disadvantaged pupils and those not on track to reach ARE or the phonics screening standard, who require further phonics support.</i>	<p>Small group tuition has been found to be an effective way to support disadvantaged pupils.</p> <p>Small group tuition phonics approaches have a robust evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>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 and in small groups:</p> <p>One to one tuition/ EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Small group tuition/ Toolkit Stand/ Education Endowment Foundation / EEF.</p>	2, 5

<i>TA and a teacher deliver targeted support for disadvantaged pupils with phonics, reading, writing and maths</i>	Small group and/or individual 1:1 tuition  EEF Small Group Tuition.	2,5
<i>Ongoing targeted interventions focused on emotional wellbeing e.g., Lego, My Hidden Chimp, soft starts to the day and Time to Talk programmes, focused on targeted children.</i>	In-house evidence that supports the need for action:  11/17 PP children currently access Thrive for support with their mental health and wellbeing.  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 (educationendowment foundation.org.uk)	4, 5
<i>SENCO support employed to focus on planned interventions required for PP pupils.</i>	SENCo support works with targeted children to effectively identify their needs. Meetings and training with professionals are attended and disseminated to all staff. SENCo support works 1:1 with identified children	1, 4, 5
<i>Targeting PP families to attend subject workshops and curriculum evenings across school by developing relationships and greater opportunities.</i>	In-house evidence that supports the need for action:  A small number of hard to reach families are from the disadvantaged group. Targeted tracking of attendance at school events has identified this as an issue	1, 5

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Thrive nurture sessions will be delivered to children requiring targeted support around emotions and mental health and wellbeing.</i>	There is extensive evidence associate with supporting children’s social and emotional development and improving academic outcomes, behaviour and relationships.  EEF Social and Emotional Learning.  It is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning. Developing targeted provision for supporting mental health and welling is one of the eight principles driving the Senior	3, 4, 5

	Designated Mental Health Lead's work in schools.	
<i>Funding for visits and school trips, access to clubs and residential visits to be available for families in receipt of FSM.</i>	<p>Pupils engaged with their peers and having the similar life chance opportunities. Engagement in wider opportunities including residential visits in KS2, supports children to experience cultural, educational and outdoor learning activities that deepen understanding of the curriculum.</p> <p>There is extensive evidence associated with supporting children's social and emotional development and improving academic outcomes, behaviour and relationships.</p> <p>EEF Social and Emotional Learning</p>	3, 4
<i>Funding for additional items such as uniform, resources to support home learning (such as laptops and tablets), e.g. music lessons to be spent as deemed necessary from conversations with parents and staff.</i>	All PP families have support with uniforms and some with additional technology to support learning.	3, 5
<i>Breakfast and end of day clubs as well as milk and fruit are available to all children and funded for those in receipt of FSM.</i>	<p>Providing disadvantaged and vulnerable children a free and healthy breakfast is known to give them a positive start to the day. The wrap around care club ensures that children are in school on time and ready to start their learning.</p> <p>EEF National school breakfast programme</p>	3, 4, 5
<i>Pastoral support for those pupils who find unstructured times difficult such as lunchtime. Provision of clubs to enable calm emotions and ability to be ready to learn in the afternoons.</i>	<p>In-house evidence that supports the need for action:</p> <p>11/17 PP children currently access Thrive for support with their mental health and wellbeing.</p> <p>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:</p> <p>EEF_Social_and_Emotional_Learning. Pdf (educationendowment foundation.org.uk)</p>	3, 4, 5

## 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 to 2025 academic year.

Intended Outcome	Success Criteria	Outcome
Attainment in reading	Achieve at least national average attainment scores in KS2 reading	Disadvantaged: 75% (3/4) National disadvantaged: 63%
Attainment in writing	Achieve at least national average attainment scores in KS2 writing	Disadvantaged: 75% (3/4) National disadvantaged: 63%
Attainment in maths	Achieve at least national average attainment scores in KS2 maths	Disadvantaged: 75% (3/4) National disadvantaged: 63%
Phonics	100% of disadvantaged pupils to pass the Y1 Phonics screening.	Y1 disadvantaged: 30% (1/3) National disadvantaged: 66%
Mental health and wellbeing	Many of our pupils with disadvantages are mentally strong and enjoy good health and wellbeing and this impacts positively on attendance and subsequently pupil outcomes	11/19 children benefitted from regular additional Thrive support. All pupils demonstrated greater levels of resilience and regulation due to this across the academic year.

#### PP Children - % of children are ARE+

ARE+	End of Summer Term 2025		
Year Group	Reading	Writing	Maths
Reception (0)	-	-	-
Year 1 (3)	0	0	0
Year 2 (1)	0	0	0
Year 3 (6)	83%	50%	83%
Year 4 (2)	0	0	50%
Year 5 (3)	33%	0	67%
Year 6 (4)	75%	100%	75%

#### Non PP Children - % of children are ARE+

ARE+	End of Summer Term 2025		
Year Group	Reading	Writing	Maths
Reception (21)	-	-	-
Year 1 (24)	83%	79%	88%
Year 2 (29)	72%	62%	69%
Year 3 (24)	79%	71%	88%
Year 4 (28)	82%	71%	82%
Year 5 (24)	75%	71%	92%
Year 6 (20)	70%	65%	75%

Activity	Evidence that supports this approach	Impact
<p><i>Additional TA support recruited to enable interventions and the teaching of reading as prescribed through the Little Wandle scheme.</i></p>	<p>There is extensive evidence that teaching phonics using a systematic and synthetic approach is the most effective, particularly for children from disadvantaged backgrounds. Little Wandle is a DfE validated systematic and synthetic phonics scheme.</p> <p>Phonics/Toolkit Strand/EEF</p>	<p>Additional support enabled high quality delivery of phonics and reading programme in KS1. PP children in Y6 were also targeted for support to ensure that they had the best chance to attain their potential prior to moving to High School. Please see KS2 data.</p>
<p><i>Continuation of the implementation of the reading 'Catch-up' programme. CPD to enable this to continue.</i></p>	<p>In-house evidence supports the need for action:</p> <p>End of year outcomes show that not all PP pupils attained as well as non-PP in reading which is a gateway to all learning.</p>	<p>Outcomes in reading continue to improve generally but further work in some year groups is needed for PP pupils to catch up. Y6 outcomes showed 3/4 pupils reached Expected.</p>
<p><i>Improve the quality of social and emotional development through adopting the Thrive approach across school.</i></p> <p><i>Thrive approaches will be embedded into routine educational practices and supported by professional development and training for staff</i></p> <p><i>Development of whole school screening and the introduction of weekly well-being time.</i></p>	<p>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:</p> <p>EEF_Social_and_Emotional_Learning. Pdf (educationendowment foundation.org.uk)</p>	<p>Teaching and support staff are mindful of using approaches that are proven to be successful with children who building positive relationships with is crucial.</p> <p>From observations in classrooms, 1:1 activity, and small group activities, children have an improved focus in class, are calmer and more settled and therefore able to demonstrate effective learning behaviours.</p>
<p><i>Additional phonics sessions targeted at disadvantaged pupils who required further phonics support.</i></p> <p><i>TA employed to support targeted phonics intervention.</i></p>	<p>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 derived as regular sessions over a period up to 12 weeks: Phonics/ Toolkit Strange/ Education Endowment Foundation/ EEF</p>	<p>Phonics results have improved across school for another year. However, 2/3 of Pupil Premium children did not pass in Y1 and are receiving continued support.</p>
<p><i>High quality and personalised phonics lessons for Y2 children who did not meet the Year 1 phonics check. Additional phonics sessions targeted at disadvantaged</i></p>	<p>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 and in small groups:</p>	<p>Y2 phonics resits – 50% (2/4) pass rate although these children were not from the disadvantaged group as all disadvantaged passed the previous year.</p>

<i>pupils who require further phonics support.</i>	One to one tuition/ EEF (educationendowmentfoundation.org.uk) Small group tuition/ Toolkit Stand/ Education Endowment Foundation / EEF.	
<i>Fund the shortfall costs for School-Led Tutoring in order that targeted support for pupils can be achieved.</i>	Effective use of the School-led tutoring fund and PP fund will be used for targeted intervention in phonics, reading, writing and maths. A qualified teacher will provide 1:1 and up to 1:3 tuition for identified children assessed as not on track to reach their targets. EEF Small Group Tuition.	See end of KS2 data.
<i>Targeted interventions focused on emotional wellbeing e.g., My Hidden Chimp, soft starts to the day and Time to Talk programmes, focused on targeted children.</i>	8/17 PP children currently access Thrive for support with their mental health and wellbeing. 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 (educationendowment foundation.org.uk)	All targeted children were provided with support across the year, particularly at transition points. PP children's outcomes have been improved in terms of language development, social and emotional skills, well-being and core areas.
<i>Targeting PP families to attend subject workshops and curriculum evenings across school by developing relationships and greater opportunities.</i>	In-house evidence that supports the need for action: A small number of hard to reach families are from the disadvantaged group. Targeted tracking of attendance at school events has identified this as an issue	Attendance of PP children has been tracked and monitored at parents' evenings and workshops. Increased attendance at parents' evenings.
<i>Thrive nurture sessions will be delivered to children requiring targeted support around emotions and mental health and wellbeing.</i>	There is extensive evidence associate with supporting children's social and emotional development and improving academic outcomes, behaviour and relationships. EEF Social and Emotional Learning. It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning. Developing targeted provision for supporting mental health and welling is one of the eight principles driving the Senior Designated Mental Health Lead's work in schools.	11/19 PP pupils had direct small group or individual Thrive support. Additional similar approaches employed across school supported all emotional concerns. The consistent approach and direct support enabled pupils to learn, profiling demonstrated progress for these pupils.
<i>Jigsaw PSHE programme which includes mindfulness – weekly sessions delivered to all pupils across school.</i>	There is extensive evidence associated with supporting children's social and emotional development and improving academic outcomes, behaviour and relationships. EEF Social and Emotional Learning	At the start of each Jigsaw lesson, the mindfulness activity supports regulation and being prepared to learn for all children.
<i>School trips, access to clubs and residential visits.</i>	Pupils engaged with their peers and having the similar life chance opportunities. Engagement in wider opportunities	All PP pupils able to access and engage with wider

	<p>including residential visits in KS2, supports children to experience cultural, educational and outdoor learning activities that deepen understanding of the curriculum.</p> <p>There is extensive evidence associated with supporting children’s social and emotional development and improving academic outcomes, behaviour and relationships.</p> <p>EEF Social and Emotional Learning</p>	<p>and culturally rich experiences.</p> <p>All PP pupils across school attended planned trips.</p> <p>All PP disadvantaged pupils were provided with financial support to attend residential visits. All in Y4 attended and 3/4 attending in Y6.</p> <p>Positive feedback via pupil voice.</p>
Uniform contribution	<p>To ensure all pupils feel a sense of belonging and a full part of the school.</p> <p>To ensure that any differences financially do not impact on their wellbeing and sense of identity at school.</p>	<p>All disadvantaged pupils have access to school uniform contribution and use it when required.</p> <p>All PP pupils wear uniform.</p>
<i>Breakfast and end of day clubs as well as milk and fruit are available to all children and funded for those in receipt of FSM.</i>	<p>Providing disadvantaged and vulnerable children a free and healthy breakfast is known to give them a positive start to the day. The wrap around care club ensures that children are in school on time and ready to start their learning.</p> <p>EEF National school breakfast programme</p>	<p>Targeted PP child was supported to attend breakfast wrap and this ensured school attendance was high.</p>
<i>Pastoral support for those pupils who find unstructured times difficult such as lunchtime. Provision of clubs to enable calm emotions and ability to be ready to learn in the afternoons.</i>	<p>In-house evidence that supports the need for action:</p> <p>8/17 PP children currently access Thrive for support with their mental health and wellbeing.</p> <p>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:</p> <p>EEF_Social_and_Emotional_Learning. Pdf (educationendowment foundation.org.uk)</p>	<p>Targeted PP pupils along with other vulnerable pupils are offered a range of clubs and activities during lunchtimes, enabling the to be regulated for afternoon learning. Positive feedback from pupils about these and also less relationship and friendship concerns raised.</p>

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The Thrive Approach	Thrive
Jigsaw – The Mindful Approach	Jigsaw