



Skegby Junior Academy

Pupil Premium Strategy Statement

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	Skegby Junior Academy
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	56.8% (109/192 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2028
Statement authorised by	C Bennett
Pupil premium lead	C Bennett
Governor / Trustee lead	G Bacon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,108.39
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	£175,108.39

Part A: Pupil premium strategy plan

Statement of intent

At Skegby Junior Academy, we aim to close the gap between the achievements of disadvantaged children and non-disadvantaged children.

We will deliver a broad and balanced curriculum, with a wide variety of enhancements and first-hand experiences. We will provide targeted support, through one to one and small group work, to fill gaps in learning.

We will create an environment which supports our children's well-being and mental health.

- Outcomes in Reading, Writing and Maths – some children do not have the functional knowledge necessary to access learning
- Phonics – some children did not pass their screening check in KS1 resulting in poor reading outcomes
- Reading fluency
- Writing outcomes are poor in some year groups
- Maths outcomes – basic number fluency
- Social, emotional and behavioural barriers to learning
- Attendance and punctuality for some pupils is low.
- Cultural capital – many children have not had the experiences necessary

Our core mission is to ensure that every child, regardless of background, has the opportunity to thrive academically, socially, and emotionally. We are committed to closing the attainment gap between disadvantaged pupils and their peers by delivering high-quality teaching, targeted interventions, and a curriculum enriched with meaningful experiences.

Our strategy focuses on:

- Raising attainment in core subjects: Prioritising improvements in reading, writing, and mathematics through evidence-based teaching practices and structured interventions.
- Developing language and communication skills: Strengthening phonics, reading fluency, and vocabulary to support comprehension and writing outcomes.

- Supporting social, emotional, and mental health (SEMH): Creating a nurturing environment where pupils can regulate emotions, build resilience, and engage positively with learning.
- Improving attendance and punctuality through working closely with families to remove barriers and ensure pupils are present and ready to learn.
- Broadening cultural capital by providing experiences beyond the classroom to inspire curiosity, deepen understanding, and raise aspirations.

Through this approach, we aim to ensure that disadvantaged pupils make accelerated progress, achieve age-related expectations, and develop the confidence and skills needed for lifelong success. Our plan is underpinned by research from the Education Endowment Foundation (EEF) and reflects our belief that high-quality teaching, targeted support, and wider strategies are the most effective levers for improvement.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes in reading and phonics – pupils are working below national average outcomes.
2	Outcomes in writing – pupils are working below national average outcomes.
3	Maths - Poor number fluency and number sense impact on mathematical understanding and attainment.
4	Increased number of pupils demonstrating SEMH needs.
5	Attendance is low for certain pupils and groups of pupils.

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
1	<p>Pupils eligible for Pupil Premium in Year 3 develop strong oral language skills, enabling improved communication and comprehension across the curriculum.</p> <p>Phonological awareness is strengthened, leading to</p>	<p>Year 3 children eligible for PP meet the required standard in phonic screening.</p> <p>Pupils eligible for PP in Year 3, 4 and 5 make rapid progress by the end of the year so that all pupils eligible for PP make expected or better progress.</p>

	<p>measurable improvements in reading attainment and progress for Year 3 and 4 pupils.</p> <p>Attainment in reading improves across all of Key Stage 2, with progress that is consistently good or better than good for disadvantaged pupils.</p>	<p>% of pupils achieving ARE increases.</p> <p>Pupils eligible for PP demonstrate measurable improvement in oral language assessments (e.g., vocabulary and speaking/listening tasks).</p> <p>Increased participation and confidence in class discussions.</p> <p>Teacher observations and formative assessments show improved comprehension skills.</p> <p>Internal tracking shows accelerated progress in reading compared to baseline.</p> <p>End-of-year KS2 data shows an increase in the proportion of PP pupils achieving ARE in reading and the gap between PP and non-PP pupils narrowed.</p>
2	<p>Pupils develop a wider range of vocabulary and language skills through contextual learning opportunities to enhance writing.</p> <p>Pupils develop greater awareness and understanding of the use of GPS in writing which is reflected in all elements of the curriculum.</p> <p>Attainment in writing improves across all of Key Stage 2, with progress that is consistently good or better than good for disadvantaged pupils.</p>	<p>Pupils demonstrate stronger vocabulary skills, enabling them to express themselves more clearly in written work.</p> <p>A sharper focus on GPS has led to the development of clear, effective communication skills within writing and a greater understanding of the importance of the effect this can have on the audience, leading to improved outcomes. Teacher observations, formative assessments and moderation validate improved use of GPS in writing.</p> <p>Pupils demonstrate more secure foundational knowledge to improve outcomes.</p> <p>Percentage of pupils achieving Age-Related Expectations (ARE) in writing increases, with the gap between PP and non- PP pupils narrowed.</p>
3	<p>Pupils demonstrate improved number fluency and number sense, leading to improved reasoning and problem-solving skills enabling pupils to solve calculations more efficiently and accurately.</p> <p>Attainment in maths improves across all of Key Stage 2, with progress that is consistently good or better than good for disadvantaged pupils.</p>	<p>Internal tracking data demonstrates accelerated progress in number fluency and number sense through the development of foundational skills needed to improve outcomes in maths.</p> <p>Pupils show improved performance in problem-solving assessments compared to baseline.</p> <p>End-of-year key stage results for maths show an increase in PP pupils achieving ARE.</p> <p>Internal tracking for maths shows improved outcomes, with a greater percentage of children who were working below ARE now demonstrating good or better progress.</p>

4	Pupils' social, emotional and behavioural needs are well supported, breaking down key barriers to learning. Pupils develop toolkits to support their emotional regulation and behavioural skills.	<p>Whole School CPD for Teachers and TAs on social and emotional learning resulted in a consistent whole school approach. Pupils feel safe and supported and all pupils are equipped with a regulation toolkit to draw upon to be a successful learner in school.</p> <p>Improved engagement in learning in the classroom has led to better outcomes.</p> <p>Reduction in recorded behaviour incidents term-on-term.</p> <p>SLT/Teacher observations show improved emotional regulation and engagement.</p> <p>Families report feeling supported through school-based interventions (SENDCo, behaviour partnerships, etc.).</p>
5	Pupils attendance and punctuality improve in line with National, impacting positively on progress and attainment outcomes.	<p>Improvement in attendance overall.</p> <p>Attendance for targeted pupils improves and moves closer to national benchmarks.</p> <p>Persistent absence rates decrease compared to previous academic year.</p> <p>Improved attendance correlates with better progress in core subjects for previously low-attending pupils.</p>

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: £74,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce an experienced Phonics Lead to develop phonics across the academy, this will involve, pupil assessments, release time, implementation of the scheme, monitoring and	KS1 data shows over 35% of children are operating at KS1 or EYFS. The learning environment and curriculum needs changing/adapting to support the learning needs of these pupils.	1

<p>evaluation to measure impact on outcomes.</p> <p>Provide CPD for Teachers and Teaching Assistants in Essential Letters and Sounds – systematic phonics scheme to provide quality teaching in phonics.</p> <p>Create calm, neutral intervention areas for small group work and 1-1 work with TAs.</p>	<p>EEF research shows that small group tuition can have a positive impact of +4 months.</p> <p>EEF toolkit emphasises small-group phonics sessions as most effective when aligned with systematic delivery, diagnostic assessment, and monitoring of impact—roles typically overseen by a Phonics Lead. [educatione...ion.org.uk], [educatione...ion.org.uk]</p> <p>Studies indicate that when phonics interventions are delivered by qualified teachers, outcomes can be up to twice as effective compared to other staff. [llse.org.uk]</p> <p>The EEF Teaching & Learning Toolkit ranks phonics as having a moderate impact for very low cost, with an average of +5 months additional progress. [educatione...ion.org.uk], [images.sch...stic.co.uk]</p> <p>The EEF’s Pupil Premium Menu encourages sustained, evidence-based PD, including phonics-focused training, as a critical strategy for closing attainment gaps. [d2tic4wvo1...dfront.net]</p> <p>The EEF’s toolkit outlines small group tuition (2–5 pupils, including 1:1) as yielding on average +4 months of additional progress — especially when sessions are well-targeted and led by trained staff. [educatione...ion.org.uk]</p> <p>EEF guidance notes that small group approaches are most effective when delivered in separate classroom or focused learning areas, allowing targeted support and dedicated feedback. [educatione...ion.org.uk], [educatione...ion.org.uk]</p>	
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<p>Writing lead to observe and develop best practice across the academy.</p> <p>Identifying increased opportunities to bring learning to life of our planned curriculum through subsidy of extra-curricular activities and trips, to develop relevance, linking learning to real life concepts.</p> <p>Weekly sessions of Forest Schools providing children with the opportunity to learn and develop key life skills, fostering problem solving and social interaction skills. This life skill learning aids and strengthens writing outcomes through increased ability to articulate the learning through a greater understanding of the concept.</p> <p>Develop a wide range of play/learning opportunities at lunch time and afterschool to engage and enthuse pupils, whilst stimulating co-operation, communication and positive social interactions.</p>	<p>EEF Writing Practice Review (2024) offers a clear synthesis of effective writing instruction strategies, highlighting approaches like modelling, structured planning, regular feedback, and embedding real-world contexts. It provides guidance on leadership's role in enhancing teaching quality school-wide. [education...ion.org.uk]</p> <p>Many pupils lack first hand experiences.</p> <p>Many pupils attending our Academy have not experienced activities/trips outside of the locality, which limits their ability to make links to concepts taught in school.</p> <p>Participation in arts (e.g., drama, music, visual arts) is associated with a +3 months average boost in academic outcomes in areas such as literacy, maths, and science. Subsidised visits or in-school arts enrichment directly support this. [education...ion.org.uk]</p> <p>The EEF Teaching & Learning toolkit identified that whilst the evidence for direct academic gains is limited, there are strong indications of positive impacts on self-efficacy, motivation, teamwork, and resilience—skills that underpin improved writing confidence and communication. [education...ion.org.uk], [education...ion.org.uk]</p> <p>Through immersing our pupils in a range of different experiences and activities, specifically identified to provide memorable learning experiences which develop and broaden vocabulary, and provides greater enjoyment and engagement in reading and writing through different experiences and contexts.</p> <p>EEF research shows that oral language interventions can have a positive impact of +6 months. Forest school sessions develop pupils language and communication skills well, broadening use and understanding of vocabulary.</p> <p>The EEF toolkit identifies engaging in</p>	<p>2</p>
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	<p>structured sport, active play, or after-school physical activities can yield +2 months of academic progress, especially when tied to literacy or maths outcomes. [educatione...ion.org.uk]</p> <p>Broaden and enriches pupils' experiences and vocabulary.</p> <p>Enrichment and Employability strand developed throughout KS2</p>	
<p>Target review/pupil progress meetings with teachers and SLT held termly. PLP meetings Moderation meetings.</p>	<p>A significant number of children are below ARE, with some children remaining on INT for longer than expected. Gaps in learning need to be identified and targeted support planned. Accurate assessment is vital.</p> <p>The Pupil Premium Menu explicitly endorses using standardised assessments, teacher judgement, and data conversations—including review/pupil progress meetings—to diagnose learners' needs and guide targeted intervention. [d2tic4wvo1...dfront.net]</p> <p>EEF stresses the importance of building teacher expertise through data-informed planning, underpinned by structured PD and reflective review cycles. [d2tic4wvo1...dfront.net], [d2tic4wvo1...dfront.net]</p>	<p>1,2,3</p>
<p>Staff CPD, including subject leader development, and timetabled release time to allow for quality assurance and evaluation.</p>	<p>A broad and balanced curriculum is needed, with planned enhancement opportunities. EEF research shows that arts participation can have a positive impact of +3 months.</p> <p>The EEF Leadership & Planning hub outlines the critical role of senior and subject leaders in designing, delivering, and evaluating PD, reinforcing that regular release time is essential for quality assurance, peer observation, and continuous improvement. [educatione...ion.org.uk]</p> <p>EEF Teaching & Learning Toolkit reports that effective CPD for teachers, especially when sustained and focused on subject knowledge and pedagogy—can result in an average of</p>	<p>1,2,3</p>

	+2 to +3 months additional progress for pupils.	
CPD to refine quality first teaching across the academy, referring to the principles of teaching and learning at all times, in all learning activities.	<p>A significant number of children are below ARE, quality first teaching at all times is vital.</p> <p>High-quality teaching is consistently identified by the EEF as the most effective lever for improving pupil outcomes. Their guidance states that improving classroom practice through evidence-based strategies can lead to +2 to +3 months additional progress for pupils on average when implemented well.</p> <p>Adaptive teaching, including scaffolding, flexible grouping, and metacognitive strategies forms part of the EEF's recommended "Five-a-day" approach for SEND and disadvantaged learners. These approaches are associated with moderate to high impact, typically +4 to +6 months progress, especially when combined with formative assessment and responsive planning.</p> <p>1. High-quality teaching EEF</p>	1,2,3
<p>Software to support learning and assessment</p> <p>Pixl package Bedrock Vocabulary Times Table Rock Stars</p>	<p>Pixl package enables teachers to test/assess, track progress, identify gaps and deliver interventions.</p> <p>A significant number of children are below ARE in reading.</p> <p>A significant number of children are below ARE in maths and do not have the times table knowledge needed to make good progress.</p> <p>The Toolkit highlights "Digital Technology" as a strand with a moderate impact, estimating an average improvement of +4 months' progress in pupil outcomes. [Sutton Tru...ng Toolkit]</p>	1, 2, 3
Herts for Learning Reading Fluency intervention package –	Herts for Learning state 2 years and 3 months gain – 8 weeks intervention. Blank (Numbered Pages)	2

	<p>The EEF is funding a randomised controlled trial of the HFL Reading Fluency Project, delivered in autumn 2024 across approximately 180 schools. The intervention trained teacher-led 20-minute sessions twice weekly focuses on developing fluency through key strategies like modelled reading, repeated reading, text marking and performance reading.</p> <p>education...ion.org.uk</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,817

Activity	Evidence that supports this approach	Challenge number(s) addressed
Essential letters and sounds progress scheme to deliver a consistent phonics scheme across the academy.	<p>Using the same phonics scheme as the feeder school will provide consistency in provision and lead to improved outcomes.</p> <p>EEF research shows phonics support/intervention can have a positive impact of +5 months.</p>	1,2
TA to carry out a range of phonic and reading fluency interventions across Y3, 4, 5 and 6 using ELS progress.	<p>Number of pupils in Y3 not passed phonics screen.</p> <p>Number of pupils identified as not secure in reading fluency.</p> <p>EEF research shows phonics support/intervention can have a positive impact of +5 months.</p>	1,2
Teachers and TAs carry out intervention groups targeting reading and writing.	<p>Significant number of pupils below ARE in reading and writing.</p> <p>Outcomes in Reading and Writing are below national standard.</p>	1,2

<p>TAs support pupils with reading interventions in 1:1 and group work.</p>	<p>Specific needs identified for number of pupils.</p> <p>EEF research shows that 1:1 tuition can have a positive impact of +5 months. One to one tuition EEF</p>	
<p>Teachers and TAs carry out intervention groups targeting maths on fluency and number sense.</p> <p>TAs support pupils with maths interventions in 1:1 and group work.</p> <p>Extra maths tutoring to provide targeted intervention to pupils x2 weekly from January 2026 to May 2026.</p>	<p>Significant number of pupils below ARE in maths.</p> <p>Internal tracking analysis shows number of pupils need to develop the foundational skills of number fluency and number sense resulting in improved reasoning and problem-solving skills.</p> <p>Targeted timely intervention in place for specific pupils.</p> <p>EEF research shows that 1:1 tuition can have a positive impact of +5 months. One to one tuition EEF</p>	3
<p>Small group and 1-1 GPS intervention.</p>	<p>Assessments show writing data is lower than maths and reading and one of the main factors identified as GPS skills.</p> <p>EEF research shows that 1:1 tuition can have a positive impact of +5 months. One to one tuition EEF</p>	2
<p>Daily 1:1 or small group sessions in reading /fluency with TA in addition to existing sessions.</p> <p>Lunch time literacy and maths clubs with a TA.</p>	<p>Internal tracking data shows many pupils are below ARE in reading. Opportunities for reading at home are often lacking.</p> <p>Many pupils do not have internet access to use Bedrock at home.</p> <p>A significant number of children are below ARE in maths and do not have the times table knowledge needed. Outcomes for the multiple tables check were low last year.</p> <p>Many pupils do not have internet access to use TTRS at home.</p> <p>EEF research shows that 1:1 tuition can have a positive impact of +5 months. One to one tuition EEF</p> <p>EEF research shows that reading tuition can have a positive impact of +6 months.</p>	2,3
<p><i>Purple Pounds</i> A scheme to teach children about careers and money management.</p>	<p>Children lack first-hand experience and have limited aspirations.</p> <p>Evidence suggests the use of 'metacognitive strategies', which get pupils to think about their own learning, can be worth the</p>	2,3

	<p>equivalent of an additional +7 months' progress when used well. eric.ed.gov</p> <p>Financial knowledge gaps often mirror broader attainment gaps. Evidence that effects are consistent across FSM status strengthens the case for including financial education within Pupil Premium strategies to prevent widening disadvantage in real-life financial decision-making. educatione...ion.org.uk</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free milk for all Pupil Premium pupils (Cool milk).	Dietary needs impacts on behaviour and concentration. This impacts on progress and attainment.	4
Provision of a breakfast club and afterschool club which is subsidised.	<p>The EEF's report highlights how nutritious breakfast provision supports improved attention, behaviour, attendance, and learning outcomes among disadvantaged pupils. Providing breakfast can lead to a +2 months progress gain in literacy and maths. d2tic4wvo1...dfront.net</p> <p>Lack of reading and homework support at home. I-pads made available to complete homework of Bedrock/TTRS.</p>	2,3,4,5
<p>Annual visit from the Life Education Bus. Annual visit from the Life Education Team to support PSHE and RSE.</p> <p>Wellbeing day on the first day of each half term to support and foster positive relationships and interactions with peers.</p>	<p>Low confidence and poor social skills leading to children not able to interact appropriately with others.</p> <p>The EEF Teaching & Learning Toolkit reports that social and emotional learning interventions can lead to an average of +4 months' additional progress in academic outcomes. These programmes help pupils develop skills like emotional regulation, resilience and positive relationships. These are core aims of Life Education Bus sessions.</p>	4

<p>Provide 1-1 and small group therapy.</p> <p>Provide in-class/small group support to pupil willingness to engage with learning in the classroom.</p> <p>Nurture training for 2 members of staff to provide quality nurture provision.</p>	<p>A high proportion of pupils require emotional and social support due to family circumstances and personal challenges. By addressing these needs, pupils become more emotionally prepared for learning, which leads to improved behaviour, stronger learning habits, and better attendance.</p> <p>EEF evidence strongly endorses targeted, small-scale, structured interventions for addressing social, emotional, and behavioural barriers. These interventions yield meaningful academic gains</p> <p>EEF research shows that social and emotional tuition can have a positive impact of +4 months.</p>	<p>4,5</p>
<p>SLT/SENDCo to provide support of pupils with behaviour issues – individual personal support plans in place, monitored and evaluated termly. Pupils are targeted and tracked for behaviour issues and intervention put in place to address this.</p> <p>Zones of Regulation implemented providing a consistent whole school approach to build emotional regulation and behavioural skills for life.</p> <p>Attendance officer/Admin Assistant to track and monitor attendance and identify pupils/families for targeted support.</p> <p>Programme of attendance incentives and rewards.</p>	<p>Poor behaviour impacts on attainment and progress. Pupils monitored and supported to modify behaviour in conjunction with families.</p> <p>EEF research shows that behaviour interventions can have a positive impact of +4 months.</p> <p>Behaviour tracking framework in place to identify and build strategies to effectively manage pupil behaviour.</p> <p>EEF’s Teaching and Learning Toolkit rates behaviour interventions, such as those reducing disruptive behaviour and improving self-management as having a moderate impact for relatively low cost, yielding +3 months of additional academic progress on average. [education...ion.org.uk]</p> <p>Poor attendance impacts on attainment and progress. Pupils and their families supported with attendance issues – raise awareness and consistent approach to challenging absence.</p> <p>The EEF identifies that responsive, targeted approaches to attendance such as personalised tracking and follow-ups show evidence of promising impact on improving levels of attendance. Attendance interventions rapid evidence assessment EEF</p> <p>The Zones of regulation framework and curriculum was developed from foundational research and practices in the fields of social-emotional learning, neuroscience, curriculum development, and psychology. Studies have</p>	<p>4,5</p>

	<p>shown the curriculum to have a positive impact on learner outcomes.</p> <p>EEF guidance emphasizes that SEL approaches are most effective when they are explicitly taught, integrated into daily school life, and supported by whole-school strategies, which is consistent with the Life Education Bus model.</p>	
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Total budgeted cost: £175,726

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.

Attendance 95.4% - PP Attendance 94.09%	
PA 7.8% (14 Children, 7 are PP)	
Year 6 End of Year Outcomes July 2025	
Reading (cohort) 46 pupils	70% = 51% ARE and 19% Above
Reading (disadvantaged) 16 pupils	69% = 50% ARE and 19% Above
Writing (cohort) 46 pupils	65% = 65% ARE
Writing (disadvantaged) 16 pupils	65% ARE
Maths (cohort) 46 pupils	72% = 56% ARE and 16% Above
Maths (disadvantaged) 26 pupils	73% = 54% ARE and 19% Above
Combined (cohort) 46 pupils	58%
Combined (disadvantaged) 16 pupils	58%
GPS (cohort) 46 pupils	56% ARE
GPS (disadvantaged) 26 pupils	57% = 38% ARE and 19% Above

Progress Measures	
Reading	-2.2
Writing	-1.2
Maths	-3

Average Scaled Score	
Reading	102
GPS	100
Maths	102

Year 4 Times Table – June 2025

Number in cohort - 55

Score	Number of Children	Percentage
15+	28	51%
20+	22	40%
23+	11	20%
24+	9	16%
25	8	15%

Pupil Premium - Number in cohort - 39

Score	Number of Children	Percentage
15+	17	44%
20+	12	31%
23+	7	18%
24+	5	13%
25	5	13%

End of year outcomes – Y3		
	All children (50 pupils)	PP children (29 pupils)
Reading	54%	42%
Writing	22%	7%
Maths	36%	24%
Combined	22%	7%

End of year outcomes – Y4		
	All children (55 pupils)	PP children (39 pupils)
Reading	40%	39%
Writing	31%	31%
Maths	40%	33%
Combined	31%	31%

End of year outcomes – Y5		
	All children (37 pupils)	PP children (15 pupils)
Reading	56%	33%

Writing	49%	20%
Maths	57%	27%
Combined	41%	13%

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
Pixl	Pixl
TTRS	Maths Circle Limited
Life Education Box	Notts County Council

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?	<ol style="list-style-type: none"> 1. TA support for social and emotional needs. 2. Subsidised wrap around care.
What was the impact of that spending on service pupil premium eligible pupils?	<ol style="list-style-type: none"> 1. Increase confidence and ability to cope with different emotions. Achieving EXS and GDS in Y6 SATs. 2. Enable more social interactions with a wider group of children.