

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Hallsville Primary School
Number of pupils in school	420 (not including nursery)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	02.12.21
Date on which it will be reviewed	01.09.22
Statement authorised by	Kelly Jones
Pupil premium lead	Lyndsey Miller
Governor / Trustee lead	Bola Owoyemi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,955
Recovery premium funding allocation this academic year	£18,705
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	£205660

Part A: Pupil premium strategy plan

Statement of intent

At Hallsville, our key goals for our disadvantaged pupils are for them to be at school every day, have access to at least good or better teaching and for them to reach their full academic potential. We hope that by achieving these goals and by providing them with the cultural capital they need to thrive in society that we will ultimately be raising aspirations, promoting social mobility and working towards creating adults who are active and valued members of the communities they live in.

In order to achieve these goals, our top priority is that children are receiving excellent teaching first and foremost. A large proportion of the pupil premium budget will therefore be spent on ensuring that teachers are delivering high quality lessons and that early career teachers are supported to deliver good and outstanding lessons. This will ensure that all children get a fair deal and make the same progress regardless of the classroom they are in. Where additional support is still needed to enable children to reach their potential, the next largest proportion of the funding will be spent on the most effective interventions for our children in order to support them to catch up and keep up with their learning.

The key principles of our strategy are therefore as follows:

- To ensure that teachers are equipped to deliver good lessons all day, every day
- To enable teachers to build strong relationships with pupils - through smaller class sizes where necessary - to support pupils with social and emotional needs and so that all pupils (but particularly those with a history of persistent absence) want to attend school every day.
- To provide what research shows are the best targeted interventions so that disadvantaged pupils can catch up where needed and keep up with their peers.
To provide opportunities for children to gain a wealth of experiences whilst at Hallsville to build their cultural capital so that this is not a barrier to any future opportunities.

Challenges

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

Challenge number	Detail of challenge
1	There are gaps in learning for some pupils - including PP pupils - due to school closures during Covid19 and pupils not always being able to access learning at home. As a result, some pupils' basic skills are poor, including communication, speaking and listening, and reading.
2	Some pupils - including PP pupils - are working below the national average and need intervention to reach the expected level.
3	Some children have emotional needs that require support in order for them to be ready to learn.

4	Cultural capital and vocabulary knowledge are weak for some children, in part due to poor home lives and limited opportunities which do not provide them with the background knowledge or language needed to access certain elements of the curriculum.
5	Poor attendance and punctuality are a problem in some instances.

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
All PP pupils make at least expected progress through quality first teaching in all lessons.	<ul style="list-style-type: none"> All children will make at least expected progress. Those below age related expectations will make accelerated progress to close the gap.
All children are emotionally ready for learning.	<ul style="list-style-type: none"> All children who have been identified as having social or emotional needs will be supported effectively in order to engage positively with learning and make good progress.
Basic skills (communication/speaking and listening/reading) improve for PP children.	<ul style="list-style-type: none"> Children identified for intervention will make at least expected progress and achieve their full potential.
All pupils will have access to an enriching curriculum which enhances their life experiences and raises their expectations and aspirations.	<ul style="list-style-type: none"> Children will engage and participate fully in a balanced and broad curriculum. Children will take part in activities both inside and outside of the classroom to enhance their learning and build background knowledge.
Improved attendance and punctuality will lead to improved progress.	<ul style="list-style-type: none"> Overall attendance will increase. The number of children who are persistently absent will decrease.

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: £ £196 500

Activity	Evidence that supports this approach
Embed instructional coaching to improve teaching and learning for all pupils including PP (high quality teaching)	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. EEF Guide to Supporting school planning
Non class based assistant head teachers to support ECTs in planning and in lessons	Follow-on support may include approaches like coaching, where skilled coaches or mentors (either internal or external) provide ongoing modelling, feedback, and support to help apply the ideas and skills developed in initial training to practical behaviours. EEF Guide to Supporting school planning
Programmes to support high quality teaching and learning	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. EEF Teaching and Learning Toolkit Phonics Reading Comprehension Strategies
Consultants to feedback and advise where improvements can be made on teaching and learning in school wide programmes (TfW, RWI, MNP)	See evidence above for the use of specific programmes EEF Teaching and Learning Toolkit Phonics Reading Comprehension Strategies
Additional class teacher in Y1, 2 and 6	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. In the UK, there is some indicative evidence to suggest that reception and Key Stage 1 pupils with lower prior attainment and from lower socioeconomic backgrounds may benefit from small classes. EEF Teaching and Learning Toolkit - Reducing Class Size

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

Budgeted cost: £ £50,000

Activity	Evidence that supports this approach
Reading Gladiators	<p>Reading Gladiators™ is a reading resource based on research* and indicators that show even children of mid to high attainment often make limited reading choices due to what is visible, well-known or prominently marketed. While children should always be encouraged to choose their own books and adults need to value their choices, teachers and librarians have an enabling role in broadening children’s reading repertoires. Supporting readers through a book club format can help children access new books and discover new authors, including those that might not be accessible to them without the gentle guidance of a reading mentor.</p> <p>4XR: Developing Excellence in Reading Guiding Readers: Layers of Meaning Wayne Tennant, David Reedy, Angela Hobsbaum and Nikki Gamble</p>
Extended day - Y5 and 6	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>EEF Teaching and Learning Toolkit Extending School Time</p>
Teacher for SEND group	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>EEF Teaching and Learning Toolkit Small Group Tuition</p>
Brilliant Club	<p>A longitudinal study followed 550,000 children from age 7 to adulthood, revealing that the primary-secondary transition is a critical period for education interventions. High-achieving children from the most deprived families fell behind lower-achieving children from the least deprived families by Key Stage 4 (Crawford et al. 2015). This finding supported an earlier report by The Sutton Trust on pupils eligible for receiving free school meals, which indicated that over half of FSM pupils who performed in the top 20% during primary school did not progress onto university at age 18.</p> <p>Brilliant Club Starting Young: Improving University Access Through Early In-School Interventions</p>

<p>Third Space Maths Tutoring</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>One to one tuition approaches can enable 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 or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar content, overcome barriers to learning and increase their progress through the curriculum.</p> <p>EEF Teaching and Learning Toolkit One to One Tuition</p>
<p>Speech and Language Therapist</p>	<p>Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils who need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.</p> <p>EEF Teaching and Learning Toolkit Oral Language Interventions</p>

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

Budgeted cost: £ £41,000

Activity	Evidence that supports this approach
<p>Breakfast club/football/walking bus</p>	<p>Internal evidence shows that the walking bus and football club in the morning supports some parents with attendance. 81% of children attend before or after school clubs.</p>
<p>Fairplay House</p>	<p>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.</p> <p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>EEF Teaching and Learning Toolkit Outdoor Adventure Learning</p>
<p>School Counsellor</p>	<p>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>EEF Teaching and Learning Toolkit</p>
<p>History off the Page</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive (about an additional three months' progress).</p>

	<p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><i>EEF Teaching and Learning Toolkit</i></p> <p><i>Arts Participation</i></p>
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Total budgeted cost: £ £207,000

Part B: Review of outcomes in the previous academic year

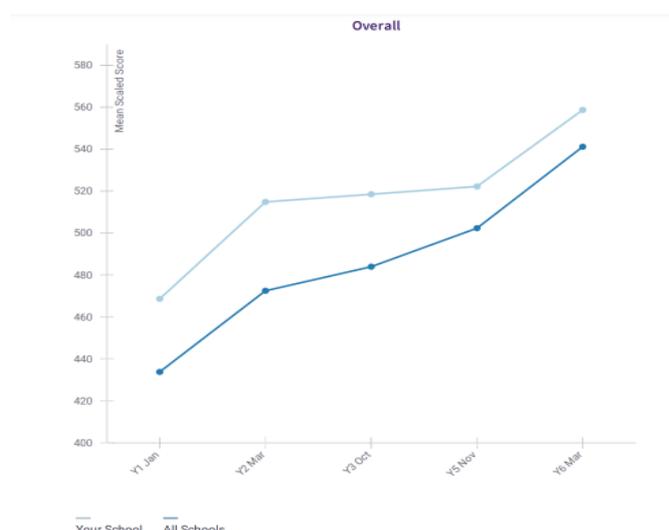
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Whole School Internal Data - Summer 2021

	Maths	Reading	Writing
Y1 PP	80%	73%	73%
Y1 Non PP	86%	75%	73%
Y2 PP	76%	82%	64%
Y2 Non PP	87%	85%	70%
Y3 PP	81%	77%	72%
Y3 Non PP	86%	83%	72%
Y4 PP	90%	77%	63%
Y4 Non PP	76%	71%	65%
Y5 PP	80%	77%	67%
Y5 Non PP	89%	93%	86%
Y6 PP	94%	100%	78%
Y6 Non PP	89%	89%	86%

No More Marking writing assessment



Quality of Teaching for All

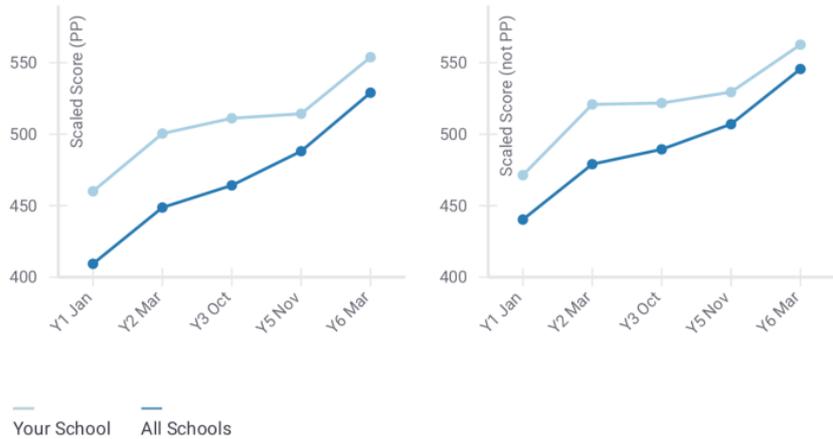
Activity	Outcome																												
<p>Close the gaps in learning Ensure all children have access to teaching and learning in the event of a lockdown/isolation period.</p> <p>Teachers to receive high quality training on remote learning</p>	<p>93.8% of parents reported that their child was well supported by the school to access online learning. 100% of teachers agreed or strongly agreed that the CPD they received over the course of the year was good. The school provided laptops and dongles to access the internet to all children who needed them so that they could access learning from home..</p> <p>Trustee report Nov 2020: <i>The work both schools have achieved in online teaching and learning is remarkable in its quality, and in children’s responses to it. It reflects brilliantly on staff’s dedication, commitment and willingness to have a go, and it also showcases strong and supportive leadership across both schools.</i></p> <p>Trustee report Nov 2020: <i>This developmental and pioneering work from staff was possible because of their positive attitudes, their determination not to let their children suffer too much from not being at school, and also because of the positively strong support from senior leaders in building expertise slowly and confidently rather than rushing into things in a half-baked way.</i></p> <p>Stakeholders: <i>“If you didn’t understand something, you just said so in the “chat room” and someone followed this up.”</i></p>																												
<p>Expected progress through quality first teaching Professional development, training and support for all staff to ensure quality first class teaching.</p> <p>Recruitment, retention and development of effective teachers.</p>	<p>Two ECTs passed their first year of teaching.</p> <p>The following quotes are taken from the staff summer survey:</p> <p><i>“A lot of training courses take place to help constantly improve practise.”</i> <i>“The CPD is really great.”</i> <i>“Lots of opportunities for professional development.”</i></p> <p>SLT started to do 15 minute drop ins to all teachers and give feedback on the key lever that would move teaching and learning forward. See teacher logs that were kept.</p> <p>School improvement advisor visited the school and reported that: <i>“Teaching was precision teaching, consistent and strong. Expectations were high.</i> <i>Questioning and probing was strong, year 6 pupils were all on task, they were all engaging with their learning. Pupils are happy to be in school.”</i></p>																												
<p>At least expected progress for pp through quality first teaching Additional teacher in Year 6, Year 2 and Year 1 for reading, writing and maths.</p>	<p>Internal Data 2021</p> <table border="1" data-bbox="537 1641 1458 2045"> <thead> <tr> <th></th> <th>Maths</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Y1 PP</td> <td>80%</td> <td>73%</td> <td>73%</td> </tr> <tr> <td>Y1 Non PP</td> <td>86%</td> <td>75%</td> <td>73%</td> </tr> <tr> <td>Y2 PP</td> <td>76%</td> <td>82%</td> <td>64%</td> </tr> <tr> <td>Y2 Non PP</td> <td>87%</td> <td>85%</td> <td>70%</td> </tr> <tr> <td>Y6 PP</td> <td>94%</td> <td>100%</td> <td>78%</td> </tr> <tr> <td>Y6 Non PP</td> <td>89%</td> <td>89%</td> <td>86%</td> </tr> </tbody> </table>		Maths	Reading	Writing	Y1 PP	80%	73%	73%	Y1 Non PP	86%	75%	73%	Y2 PP	76%	82%	64%	Y2 Non PP	87%	85%	70%	Y6 PP	94%	100%	78%	Y6 Non PP	89%	89%	86%
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At least expected progress for pp through quality first teaching
 To use quality programmes to teach maths (MNP) and reading (RWI and Just Imagine).

Internal Data 2021

	Maths	Reading
Y1 PP	80%	73%
Y1 Non PP	86%	75%
Y2 PP	76%	82%
Y2 Non PP	87%	85%
Y3 PP	81%	77%
Y3 Non PP	86%	83%
Y4 PP	90%	77%
Y4 Non PP	76%	71%
Y5 PP	80%	77%
Y5 Non PP	89%	93%
Y6 PP	94%	100%
Y6 Non PP	89%	89%

No More Marking



At least expected progress for pp through quality first teaching
 Additional second adult in every class (TA, student)
 Extra TA in Year 2 due to smaller classes

Year 2 phonics outcome Autumn 2020=85%
 Year 1 phonics (internal) June 2021 = 89%
 Year 4 MTC = 90%
Outcomes across the school. See above.

Extended school day in Year 6

Internal data

	Maths	Reading	Writing
Y6 PP	94%	100%	78%
Y6 Non PP	89%	89%	86%

<p>Cultural capital To enhance and enrich the curriculum through workshops, visitors and educational visits and residential trips.</p>	<p>Pupil Survey: <i>What we do well in our school is that we go on trips that give us more education.</i></p> <ul style="list-style-type: none"> • For the majority of the year, educational visits were postponed due to Covid-19. • Children did take part in online workshops for example year 3 did a Stone Age workshop by Outback2basics. • We also had visitors to deliver workshops in school where possible. The British Museum delivered a Stone Age workshop for Year 3 in school and Falconry UK brought birds of prey into school to deliver a workshop to reception and Year 2 children. • Y5 and Y6 worked with Anthony Glen in drama workshops on works of Dickens and Shakespeare. • Y6 experienced three daytime visits to Fairplay House. • Y6 were able to take part in their end of year trip to Chessington. • All children from Reception to Y6 visited the local library and all children were given library cards. • Y5 took part in a viking/saxon History off the Page day. Y1 took part in a toys History off the Page day. Y3 took part in an Ancient Egypt History off the Page day. • Y5 visited Bow Ecology Park, Y4 visited the Emirates Airline and Y3 visited London Zoo. <p>Art Week Y1 and Y5 children worked with the artist Tim Davies and Y3 children worked with Lily German during art week.</p> <p>Cultural Week KS1 children took part in dance workshops during cultural week. Y3 had a workshop on Shadow puppetry while Y4 attended an African drumming workshop. Y5 took part in a cooking workshop.</p> <p>Science Week All year groups participated when the farm visited the school during science week. Reception and Y5 had chicks in class. Nursery, Reception and Y1 took part in animal workshops.</p>
<p>Cultural capital Ensure that vocabulary is explicitly taught</p>	<p>Evidence in books</p> <p>Science book look with consultant: <i>There is evidence of children developing their vocabulary through engagement with academic texts in both schools. Integrating 'read to learn' within the learning journey is working particularly well. Clear focus on vocabulary and strategies for teaching vocabulary 'Never heard the word' and 'Read to learn' activities.</i></p> <p>Art book look with consultant: <i>It is clear from sketch books that children are building an art vocabulary both in terms of language and in relation to art technique.</i></p> <p>History book look with consultant: <i>Clear focus upon vocabulary/language development e.g. use of tentative phrasing.</i></p> <p>SLT have worked with teachers in planning sessions to ensure vocabulary is planned for on flipcharts. Evidence on planning flip charts.</p> <p>Learning walks show that Talk Through Stories has been implemented successfully in Reception to ensure that vocabulary is being taught daily.</p>

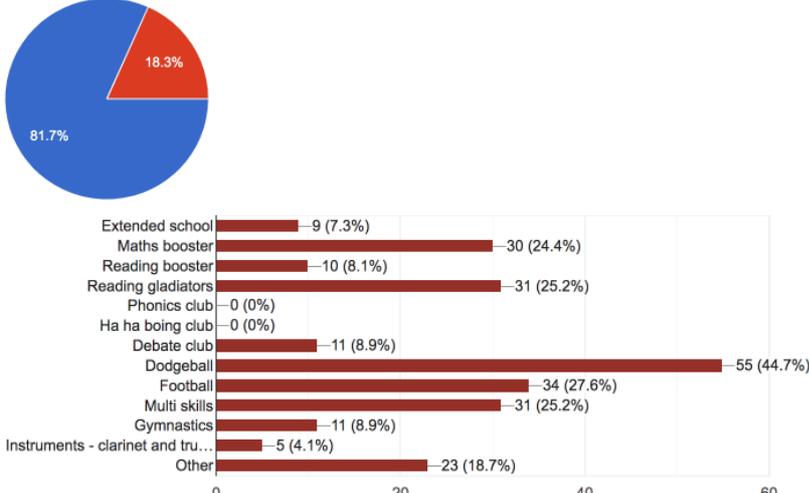
Targeted Support

Activity	Outcome																
<p>At least expected progress for pp through quality first teaching</p> <p>Purchase speech and language therapist to work with EYFS and training TAS</p>	<p><u>Reception Data - Working at age-related expectations</u></p> <table border="1" data-bbox="512 387 1409 640"> <thead> <tr> <th></th> <th>Baseline</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Listening and Attention</td> <td>5%</td> <td>67%</td> <td>80%</td> </tr> <tr> <td>Understanding</td> <td>20%</td> <td>67%</td> <td>82%</td> </tr> <tr> <td>Speaking</td> <td>15%</td> <td>70%</td> <td>75%</td> </tr> </tbody> </table>		Baseline	Spring	Summer	Listening and Attention	5%	67%	80%	Understanding	20%	67%	82%	Speaking	15%	70%	75%
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<p>Improved basic skills Use of TAs to run specific structured programmes: 1:1 RWI Language groups Catch up Dyslexia programme Reading 1:1 Box clever ACI in EYFS Pre/post teaching</p>	<p>Year 2 Autumn term phonics 2020= 85% Year 1 reading expected standard= 75%</p> <p><u>Year 4 outcomes-target catch up</u></p> <table border="1" data-bbox="512 831 1409 1010"> <thead> <tr> <th></th> <th>Spring 2021</th> <th>Summer 2021</th> </tr> </thead> <tbody> <tr> <td>reading</td> <td>62%</td> <td>73% (77%pp)</td> </tr> <tr> <td>maths</td> <td>52%</td> <td>82% (90%pp)</td> </tr> </tbody> </table>		Spring 2021	Summer 2021	reading	62%	73% (77%pp)	maths	52%	82% (90%pp)							
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<p>At least expected progress for pp through quality first teaching</p> <p>Daily booster sessions for targeted children delivered by teachers with a focus on reading and number fluency</p> <p>Year 6 extended school basic skills to focus on reading, spelling, timetables and grammar.</p>	<u>Whole School Data for Reading and Maths</u>		
		Maths	Reading
	Y1 PP	80%	73%
	Y1 Non PP	86%	75%
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	Y5 Non PP	89%	93%
	Y6 PP	94%	100%
	Y6 Non PP	89%	89%
	<u>Y6 Data</u>		
	Maths	Reading	Writing
Y6 PP	94%	100%	78%
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Other Approaches

Activity	Outcome
<p>Emotionally ready for learning Buy in services: School counsellor Educational Psychologist</p> <p>Increase days that school counsellor is available in school for vulnerable pupils to 3 afternoons</p>	<p>Children's social and emotional mental health needs are met enabling children to stay in class and access their learning. There has been an increase in the amount of children referred to the school counsellor post lockdown. The pupil voice stakeholders surveys show that children feel safe and ready to learn at Hallsville.</p> <p>Stakeholder Surveys 2020 - 2021 Exclusion rate: 0%</p> <p>Weekly meetings held with SENCO and HT ensured recommendations in EHCP plans were put in place for example life skills such as shoelace tying. See EHCP plans/ planning. A pupil that struggled coping past lock down was supported at REIT and continued with his education in a safe environment. Links were strong between the school and setting. A TA from the school attended the setting daily. Additional pupils were supported by the counsellor.</p>

	<p>Exclusions (whole school) Guidance</p> <ul style="list-style-type: none"> • <i>There is nothing significant or exceptional to highlight for total fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.</i> • <i>There is nothing significant or exceptional to highlight for repeat fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.</i> • <i>There were no fixed period exclusions in 2018/19.</i> • <i>There were no permanent exclusions in 2018/19. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.</i> 																																										
<p>Improved Attendance Breakfast Club Access to morning football clubs</p>	<p>Absence 2020-21=Autumn (5.2%) nat (4.7%) March 8th onwards-4.9%</p> <p>Persistent Absentees 2020-21= March onwards 12.7%</p> <p>Autumn 21 0.5% lates</p> <p>Overall absence in autumn 2020 (5.2%) was in the highest 20% of all schools. <i>There is nothing significant or exceptional to highlight for persistent absence in autumn 2020, therefore no conclusions can be drawn from this data.</i> <i>There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.</i> 97% of pupils reported if they have a problem it gets sorted. 82% pupils attend additional clubs</p> <p>Stakeholders: Do you attend before or after school clubs? See below:</p>  <table border="1"> <thead> <tr> <th>Club</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Extended school</td><td>9</td><td>7.3%</td></tr> <tr><td>Maths booster</td><td>30</td><td>24.4%</td></tr> <tr><td>Reading booster</td><td>10</td><td>8.1%</td></tr> <tr><td>Reading gladiators</td><td>31</td><td>25.2%</td></tr> <tr><td>Phonics club</td><td>0</td><td>0%</td></tr> <tr><td>Ha ha boing club</td><td>0</td><td>0%</td></tr> <tr><td>Debate club</td><td>11</td><td>8.9%</td></tr> <tr><td>Dodgeball</td><td>55</td><td>44.7%</td></tr> <tr><td>Football</td><td>34</td><td>27.6%</td></tr> <tr><td>Multi skills</td><td>31</td><td>25.2%</td></tr> <tr><td>Gymnastics</td><td>11</td><td>8.9%</td></tr> <tr><td>Instruments - clarinet and tru...</td><td>5</td><td>4.1%</td></tr> <tr><td>Other</td><td>23</td><td>18.7%</td></tr> </tbody> </table>	Club	Count	Percentage	Extended school	9	7.3%	Maths booster	30	24.4%	Reading booster	10	8.1%	Reading gladiators	31	25.2%	Phonics club	0	0%	Ha ha boing club	0	0%	Debate club	11	8.9%	Dodgeball	55	44.7%	Football	34	27.6%	Multi skills	31	25.2%	Gymnastics	11	8.9%	Instruments - clarinet and tru...	5	4.1%	Other	23	18.7%
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Externally provided programmes

Programme	Provider
Take One Book	Just Imagine
Writing	Talk for Writing

Service pupil premium funding (optional)

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