

## Frogwell Primary School: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Frogwell Primary School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/6 2026/7 2027/8
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Imogen Woods
Pupil premium lead	Lucy Cooper
Governor / Trustee lead	David Rousell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total</b>	<b>£118,720</b>
Service Premium allocation	£1750

## Part A: Pupil premium strategy plan

### Statement of intent

Our Governors and Leaders have high expectations for all our learners. We have worked together to design our approach. We understand the school's context, strengths and areas for development. We have a clear rationale for the school's improvement priorities and are taking ambitious actions to drive improvement for disadvantaged learners across all key stages and areas of the school's work.

We align ourselves with and have adopted the Wiltshire Local Authority vision that every school adopts and effectively implements the Wiltshire Education Disadvantage Charter. [Wiltshire Educational Disadvantage Charter](#)

We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps.

### School context

	School	Wiltshire	National
Pupils eligible for Pupil Premium	43.14% (71)	19.7%	33%

### Our principles

- We ensure that all pupils have access to high quality teaching and learning opportunities that meets the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including the needs of disadvantaged pupils so that they are able to fulfil their potential.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate Pupil Premium funding to support any pupil or groups of pupils that we have legitimately identified as being socially disadvantaged. This may include pupils who are social care-experienced,

### Our ultimate objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils so that disadvantaged pupils meet or exceed nationally expected progress rates.
- Minimise barriers to learning and achievement of wider outcomes created by absence, lateness, poverty, family circumstance and background.
- Support children's social and emotional wellbeing so that they can develop resilience, self-esteem and confidence to learn.

### Achieving our objectives:

To achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that teaching and learning opportunities meet the needs of all the pupils.
- Frequently monitor pupils' progress to ensure accurate and timely identification of pupils in need of support
- Provide high quality, evidence-based interventions led by appropriately trained staff targeted intervention to quickly address identified gaps in learning.
- Target funding to ensure that all pupils have access to enrichment activities such as: trips, residential and first-hand learning experiences.

- Provide high quality pastoral support to improve children's social, emotional and mental health needs.
- Provide a robust focus on improving attendance, particularly of disadvantaged learners.

## Challenges

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

Challenge number	Detail of challenge
1	Data in Key Stage 2 (combined – Reading, Writing and Maths) indicates that attainment at the end of the Key Stage will be below national for disadvantaged pupils in particular.
2	Data in Key Stage 2 (Reading) indicates that attainment at the end of the Key Stage will be below national for disadvantaged pupils in particular.
3	Data in Key Stage 2 (Writing) indicates that attainment at the end of the Key Stage will be below national for disadvantaged pupils in particular.
4	Data in Key Stage 2 (Maths) indicates that attainment at the end of the Key Stage will be below national for disadvantaged pupils in particular.
5	Entry data in Early Years (EYFS) indicates that disadvantaged pupils have language that is less well developed.
6	48% of our disadvantaged learners are also on the SEND register.
7	There is a high need for Early Support Assessment work and parenting support.
8	A significant number of our disadvantaged pupils have social, emotional and mental health needs which are a significant barrier to successful learning.
9	32.4% of disadvantaged learners are currently persistently absent (below 90%).
10	A large number of our families struggle to pay for trips, uniform and extracurricular clubs.

## Intended outcomes by September 2028

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
A	<p>At least 75% of disadvantaged learners will achieve expected attainment in Key Stage 2 for combined Reading, Writing and Maths that is in line with national averages.</p> <p>At least 75% of disadvantaged learners will achieve expected attainment in Key Stage 2 for Reading, Writing and Maths that is in line with national averages.</p> <p>The 2026/7 average point score for disadvantaged learners on the Multiplication Tables Check (MTC) will be in line with national average point score.</p>	<ul style="list-style-type: none"> <li>The proportion of disadvantaged pupils achieving the expected standard in KS2 Reading, Writing and Maths combined increases year on year, reducing the gap with national averages.</li> <li>Internal assessment data (termly) shows disadvantaged pupils are on track, with the majority meeting age-related expectations in Reading, Writing and Maths.</li> <li>Work scrutiny, pupil voice and lesson observations show consistent improvements in disadvantaged pupils' fluency, understanding and application in Reading, Writing and Maths.</li> </ul>
B	<p>At least 75% of disadvantaged pupils in Early Years (EYFS) will develop language and communication skills that are at least in line with age-related expectations, closing the gap evident on entry.</p>	<ul style="list-style-type: none"> <li>The proportion of disadvantaged pupils achieving age-related expectations in Communication and Language at the end of EYFS increases, reducing the gap from entry.</li> <li>Termly assessments show accelerated progress for disadvantaged pupils in speaking, listening, and vocabulary development.</li> <li>Observational evidence (learning walks, play-based interactions, language sampling) shows that disadvantaged pupils and those who do not readily engage with adults are confidently using a wider range of vocabulary and participating more actively in conversations.</li> </ul>
C	<p>Disadvantaged pupils with SEND will make strong progress in line with their peers, narrowing the attainment gap and achieving outcomes that reflect their individual potential.</p>	<ul style="list-style-type: none"> <li>Termly progress data shows disadvantaged pupils with SEND making at least expected progress, with many achieving accelerated progress where needed.</li> <li>Individual Education Plans (IEPs) have clear, measurable targets, and the majority of pupils meet or exceed these targets.</li> <li>Targeted interventions demonstrate measurable impact, evidenced through improved outcomes</li> </ul>

		<p>in core subjects, communication, and other identified areas of need.</p> <ul style="list-style-type: none"> <li>Teaching staff demonstrate consistently high-quality adaptive support and provision for all learners ensuring SEND pupils engage fully and make progress in all lessons.</li> </ul>
D	<p>Children and families receive timely Early Support Assessments and effective parenting support, leading to improved child development, wellbeing, and family engagement.</p>	<ul style="list-style-type: none"> <li>All children and families identified as needing additional support receive Early Help in a timely manner, with interventions planned and implemented promptly.</li> <li>Multi-agency collaboration is effective and timely, ensuring coordinated support for children and families with complex needs</li> <li>Children receiving Early Support demonstrate measurable improvements in wellbeing, and learning outcomes over time.</li> </ul>
E	<p>Disadvantaged learners with social, emotional, and mental health (SEMH) needs will receive targeted support that enables them to manage their wellbeing effectively, engage positively in learning, and make progress in line with their peers.</p>	<ul style="list-style-type: none"> <li>All disadvantaged learners with SEMH needs have individualised support plans in place, regularly reviewed and updated based on progress and wellbeing monitoring.</li> <li>Pupils demonstrate improved emotional regulation and coping strategies, as evidenced by reduced behavioural incidents, increased attendance, and positive engagement in lessons.</li> <li>Access to targeted interventions (e.g. enhanced provision, counselling, mentoring, social skills groups) is timely and effective, with measurable impact on pupil wellbeing and learning outcomes.</li> </ul>
F	<p>Persistent absence among disadvantaged pupils will be significantly reduced, with attendance for the vast majority reaching over 90%, ensuring improved engagement and access to learning</p>	<ul style="list-style-type: none"> <li>The proportion of disadvantaged pupils with attendance below 90% decreases termly, aiming for the majority to reach or exceed 90% attendance by the end of the year.</li> <li>Targeted school attendance meetings are effective, resulting in improved attendance and punctuality and increased parental engagement.</li> <li>Attendance data is regularly reviewed, showing a consistent reduction in persistent absence rates for disadvantaged pupils over the academic year.</li> </ul>

G	All pupils, regardless of their family's financial circumstances, have equitable access to school trips, uniforms, and extracurricular activities, ensuring full participation in the school's educational and enrichment opportunities.	<ul style="list-style-type: none"> <li>All pupils in need receive financial support for school trips, uniforms, and extracurricular clubs, ensuring no pupil is excluded due to cost.</li> <li>Participation rates in trips, clubs, and enrichment activities increase for disadvantaged pupils, matching or exceeding the participation of other pupils.</li> <li>Monitoring and evaluation of uptake shows that all eligible pupils are benefiting from support, and no child is missing out on key educational experiences.</li> </ul>
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### Activity in this academic year (September 25 – July 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)

**Budgeted cost: £59,360**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improving quality first teaching, especially in the core subjects.</b></p> <ol style="list-style-type: none"> <li>Funding for CPD and teacher release time to develop strategies for adaptive teaching and inclusion, particularly focussing on core subjects, through enhancing universal provision to support all learners.</li> <li>Use of LBQ SATS booster and CGP revision books to support Y6 pupils to make accelerated progress in Reading, SPaG and Maths.</li> <li>Ensure that the structured plan to teach Times Tables is being followed using Wiltshire LA 'Times Table Challenge resource and 'Times Table Rockstars'</li> </ol>	<p><i>"great teaching is the most important lever schools have to improve outcomes for their pupils. High-quality teaching — including explicit instruction, scaffolding, metacognitive strategies, flexible grouping — is "especially important" for disadvantaged pupils."</i></p> <p><b>EEF High Quality Teaching</b></p>	<p><b>Challenge 1-4</b></p>

<p><b>EEF and Wiltshire Cracking Communication Programme</b></p> <p>1. Leaders and teachers engage with the Cracking Communication Programme – CPD, networking opportunities and gap tasks in order to develop learners' communication and language skills.</p>	<p><i>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</i></p> <p><b>EEF Communication and Language Approaches</b></p>	<p><b>Challenge 5</b></p>
<p><b>Deployment of TAs to support whole class teaching</b></p> <p>1. TA hours funded to support teaching and learning in class, specifically to support the whole class teaching of English and Maths.</p> <p>2. CPD and appraisal for teaching assistants so that they develop and demonstrate effective practice in the classroom.</p>	<p><b>EEF Strategies to support high quality teaching</b></p> <p><i>Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met</i></p> <p><b>EEF – Making the best use of teaching assistants</b> <i>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.</i></p>	<p><b>Challenge: 1-4</b></p>
<p><b>Purchase curated, high-quality reading books</b> for KS1 and lower KS2 to increase equitable access to book-length reading material, improve reading enjoyment and vocabulary, and close the attainment gap.</p>	<p><b>Booktrust and UCL Institute of Education</b></p> <p><i>Disadvantaged pupils are less likely to own books, Daily book reading is associated with measurable attainment gains, and reading enjoyment often declines through primary school.</i></p>	<p><b>Challenge 1 and 2</b></p>
<p><b>Purchase of PIRA and PUMA assessments and Insight Tracking</b></p> <p>The ability to regularly use a cycle of "assess, do, review" ensures that we are able to direct our resources effectively.</p>	<p><b>Education Endowment Foundation – Assessment and Feedback toolkit (EEF)</b></p> <p><i>Diagnostic assessment is a powerful tool for identifying gaps in knowledge and skills, particularly for disadvantaged pupils who may not benefit equally from a standard curriculum.</i></p>	

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

**Budgeted cost: £29,680**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Precision Teach intervention</b> Utilise teaching assistants effectively by having them deliver structured reading, spelling and times tables interventions using precision teach methods to target specific individual children.</p>	<p>Research shows that when teaching assistants are properly trained and used in targeted support roles, they can significantly affect pupil outcomes <b>(EEF Toolkit)</b>.</p>	<p><b>Challenge: 1-4</b></p>
<p><b>Phonics intervention</b> Additional reading and phonics using Little Wandle 'Keep Up' and 'Catch Up' intervention to be delivered to specific pupils across the school</p>	<p>Pupils identified through termly phonics screening to receive additional 1:1 intervention, at least 3 times a week with a teaching assistant trained to deliver phonics teaching in line with school approach.</p> <p><b>EEF Teaching and Learning Toolkit - Teaching assistant led intervention</b></p>	<p><b>Challenge: 1-3</b></p>
<p><b>Dyslexia Gold intervention</b> Use diagnostic assessment software such as 'Dyslexia Gold' to frequently assess and identify reading and spelling difficulties. Targeted pupils use the programme for 12 weeks, aiming to close the gap in reading and spelling attainment.</p>	<p>Dyslexia Gold focuses on foundational skills such as phonological awareness, eye control, and phonics blending. This is crucial for learners who might not benefit from standard literacy interventions, particularly disadvantaged students who may lack additional support outside school</p> <p><i>"After three months of using Literacy Gold, children showed an average improvement of 12 months in their reading age."</i></p> <p><b>Dyslexia Gold</b></p>	<p><b>Challenge: 1-3</b></p>

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

Budgeted cost: £29,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Develop enhanced provision for mainstream learners.</b></p> <p>Pupil Premium funding will be used to provide targeted SEMH provision (The Haven) for identified pupils.</p>	<p><b>EEF Social and Emotional Learning</b></p> <p><i>Social and Emotional Learning approaches have positive impacts on attainment and on pupils' social-emotional skills; targeted work for pupils with greater needs can be especially helpful when combined with classroom practice.</i></p>	<p><b>Challenge 8</b></p>
<p><b>Introduction of the Outdoor Play and Learning programme</b></p> <ol style="list-style-type: none"> <li>1. Whole school CPD and release time for team members to develop OPAL.</li> <li>2. Resources purchased to improve the quality of play and the school environment.</li> </ol>	<p><i>Considerable proven benefits have been gained from participating in the OPAL programme. These include: Changing children's patterns of behaviours away from problematic and disruptive and towards creative, imaginative, collaborative and resilient.</i></p> <p><b>OPAL</b></p>	<p><b>Challenge 8</b></p>
<p><b>Early Help Support</b></p> <p>Pastoral Support Assistant employed for 15 hours a week to co-ordinate our early help offer and be a point of contact for parents.</p>	<p><b>EEF Toolkit – Parental engagement</b></p> <p>Having a dedicated person to build a relationship with parents leads to improved relationships with school.</p>	<p><b>Challenge: 7 and 8</b></p>
<p><b>Improve attendance and punctuality</b></p> <p>Pastoral Support Assistant employed for 15 hours a week to co-ordinate whole school procedures to monitor attendance and to support parents to improve attendance and punctuality, ensuring that swift action is taken to support families with persistent absence.</p>	<p><b>DfE – Improving school attendance (March 2022)</b></p> <p>Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence. Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.</p>	<p><b>Challenge: 9</b></p>
<p><b>Delivery of targeted interventions to promote positive social,</b></p>	<p><b>EEF Toolkit Social and Emotional Learning.</b></p>	<p><b>Challenge: 8</b></p>

<p><b>emotional and mental health.</b></p> <ul style="list-style-type: none"> <li>• Provision of 1:1 Thrive intervention for targeted children implemented by our Thrive practitioners.</li> <li>• ELSA intervention</li> <li>• Forest School intervention</li> <li>• Lego Therapy</li> <li>• Social Skills games</li> </ul>	<p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p>	
<p><b>Subsidised access to wraparound care and free access to extra-curricular clubs.</b></p> <ul style="list-style-type: none"> <li>• Support social, emotional and mental health and improve transitions for specific children by offering access to before and after school care.</li> <li>• Prioritise access to free extra-curricular clubs to children from disadvantaged families</li> </ul>	<p><b>The Nuffield Foundation</b>  <i>“Disadvantaged primary school pupils who attended after-school clubs once a week achieved, on average, a 1.7-point higher Key Stage Two score than predicted based on prior achievement.”</i></p> <p><b>The Family and Childcare Trust</b>  <i>“Wraparound childcare can support working parents and provide a stable environment for children, contributing to better educational outcomes.”</i></p>	<p><b>Challenge 8 and 10</b></p>
<p><b>Meet and greet sessions</b></p> <ul style="list-style-type: none"> <li>• Teaching Assistants are deployed in order to provide a positive start to the day for specific children</li> </ul>	<p>School records show that a number of children find the transition to school in the morning difficult due social, emotional and mental health issues.</p> <p><b>Supporting the Attainment of Disadvantaged Pupils (DfE)</b>  <i>“Schools that prioritise positive interactions and relationship-building see better outcomes in attainment and well-being.”</i></p>	<p><b>Challenge: 8 and 10</b></p>
<p><b>Plan and implement ‘Affordable Schools Strategy’</b></p> <ul style="list-style-type: none"> <li>• All children are able to participate in learning outside the classroom opportunities (day trips, residential trips and swimming lessons) as costs are subsidised for disadvantaged families.</li> </ul>	<p><b>Child Poverty Action Group</b>  <i>The causal relationship between child poverty and educational outcomes is well established, with children from lower income households less likely to achieve than their more affluent peers.</i></p> <p><b>Ofsted</b> research (2019) places emphasis on providing cultural capital, particularly for disadvantaged pupils.</p>	<p><b>Challenge: 10</b></p>

<ul style="list-style-type: none"> <li>• Provide information to parents about the cost of trips to allow for budget planning</li> <li>• Provide information on the website with links to relevant financial support.</li> <li>• Provide uniform items for disadvantaged families if needed.</li> </ul>		
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**Teaching: £59,360**

**Targeted Academic Support: £29,680**

**Wider Strategies: £29,680**

**Total budgeted cost: £118,720**

## Part B: Review of outcomes in the previous academic year (2024-25)

### Pupil premium strategy outcomes

<b>Data outcomes 2024/5</b>								
Area (mainstream)	National	School 2023/24			School 2024/25			Gap (all-nat)
		All	DL	Non DL	All	DL	Non DL	
EYFS GLoD	69%	60%	67% (4)	56% (5)	58% (19)	33% (2)	69% (9)	-11%
Phonics Y1	80%				75%	58% (7)	100% (8)	-5%
Phonics Y2	89%	91%			100%	100% (2)	100% (3)	+11%
KS1 Reading	72%	68% (15)	25% (1)	83% (18)	87%	86% (6)	88% (14)	+15%
KS1 Writing	64%	59% (13)	0%	72% (13)	65% (15)	57% (4)	69% (11)	+1%
KS1 Maths	73%	59% (13)	25% (1)	78% (14)	83% (19)	71% (5)	88% (14)	+10%
KS1 RWM	59%	59% (13)	0%	72% (13)	65% (15)	57% (4)	69% (11)	+6%
MTC Year 4 (achieved 25)	37%	10% (2)	8% (1)	13% (1)	30% (9)	36% (5)	25% (4)	-7%
KS2 Reading	75%	71% (19)	44% (4)	83% (15)	53% (16)	43% (6)	63% (10)	-22%
KS2 Writing	72%	67% (18)	44% (4)	78% (14)	53% (16)	50% (7)	56% (9)	-19%
KS2 Maths	74%	63% (17)	22% (2)	83% (15)	50% (15%)	36% (5)	63% (10)	-24%
KS2 RWM	62%	52% (14)	11% (1)	72% (13)	37% (11)	29% (4)	44% (7)	-25%

#### **Challenge 1-5: Low attainment in reading, writing and maths at KS2 and GLoD in EYFS**

In the last year, the school has continued to prioritise the teaching of Phonics as part of an “entry up” strategy of improvement. This, and a focus on early intervention to close gaps has resulted in improving outcomes for Key Stage 1. Reading at Key Stage 1 for disadvantaged and non-disadvantaged learners is above national. Outcomes in the Multiplication Tables Check are in line with National data for disadvantaged learners. Outcomes at Key Stage 2 are still not strong and work continues to close the gap for these learners. Disadvantaged Learner in EYFS are not

doing as well as their peers, for this reason we have joined the Cracking Communication project for the academic year 2025/6 which will provide a focus on supporting children to communicate effectively in the environment. Early Years staff, including those in Resource Base will receive CPD and coaching to improve communication for learners in their classes.

**Challenge 6: High proportion of disadvantaged learners are also on the SEND register.**

At the end of the academic year 2024/5, 48.2% of disadvantaged learners are also on the SEND register. Of this group (SEND and disadvantaged) only 3% (1 child) achieved the expected standard for combined attainment. For the academic year, 2025/6 the school has prioritised supporting SEND children in mainstream lessons by focussing on making adaptations to learning and ensuring that provision for all learners is strong, enabling all learners to access mainstream lessons. This is a focus on our Pupil Premium Strategy for 2025/6. Recruitment of a new SENCO and improved identification of the needs of learners will drive this improvement.

**Challenge 7: Early Support / Parenting Support**

An additional Pastoral Support Assistant joined the pastoral team in September 2024. The focus of this role is to provide Early Help intervention with families and working closely with parents to support them and signpost to agencies who offer additional support. The majority of families who have worked with the pastoral support assistant are from disadvantaged families.

**Challenge 8: Social, Emotional and Mental Health needs.**

In the last academic year, 36 children (19% of the total school population) received some form of pastoral support. Of this group, 26 children (72%) were from disadvantaged families.

Support included Thrive and ELSA intervention, enhanced provision, meet and greet sessions and free access to breakfast club to support transition.

**Challenge 9: Poor attendance for disadvantaged learners.**

<b>Attendance 2024/35 (ALL)</b>	<b>Attendance (National)</b>	<b>Disadvantaged learners</b>	<b>Non-disadvantaged learners</b>
<b>190 pupils</b>		<b>83 pupils</b>	<b>107 pupils</b>
93.5%	94.8%	92.1%	94.5%

<b>Persistently absent &lt;90% (ALL) 190 pupils</b>	<b>Persistently Absent (National)</b>	<b>Disadvantaged learners</b>	<b>Non-disadvantaged learners</b>
<b>83 pupils</b>		<b>83 pupils</b>	<b>107 pupils</b>
16.8% (31)	13.5%	24.1% (20)	11.2% (11)

Although there is more to do to further reduce the overall absence of the disadvantaged cohort, this data shows some positive impact of the financial investment from PPG and school funds into the Pastoral Support Assistant role and the high focus on improving attendance across the

school. Persistent absence for non-disadvantaged families is below the national average. However, there is more work to do with supporting the families of disadvantaged learners to be in school. Regular attendance meetings to support families will be needed and pupil premium funding will be used to facilitate the staffing needed for this.

**Challenge 7: disadvantaged learners struggle to pay for trips, uniform and extracurricular clubs**

Pupil Premium funding has been used to subsidise trips and the Y6 residential. All disadvantaged learners who went on the trip, received a subsidy towards the cost.

There were a variety of day trips throughout the year, pupil premium funding was used to subsidise the cost for disadvantaged learners.

We continue to ensure that there are no costs for children who wish to attend extra-curricular clubs after school to ensure that they are accessible for all families.

We continue to follow Wiltshire's Affordable Schools Strategy and we have developed strategies and initiatives to support families with the cost of the school day.

## 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
White Rose Primary Intervention	White Rose Education
Dyslexia Gold	Engaging Eyes Ltd

## Service pupil premium funding

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?	Provision of ELSA from qualified TA
What was the impact of that spending on service pupil premium eligible pupils?	Support pupils' wellbeing and mental health.