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	Farsley Springbank Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	4.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2024 2024-2025 **2025-2026**
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sharon Percival
Pupil premium lead	Samantha Grime
Governor / Trustee lead	Sally Brookes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,330
Recovery premium funding allocation this academic year	£0
School Led Tutoring funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£40,330

Part A: Pupil premium strategy plan

Statement of intent

At Farsley Springbank Primary School we have high expectations for all pupils in our school, and believe that with High Quality Teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can '*Be The Best You Can Be'*.

In order to do this, we aim to provide a broad and balanced curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well. Our teaching and learning philosophy is underpinned by our key drivers of promoting Oracy, Life Skills such as **Independence, Determination, Curiosity, Risk-Taking, Collaboration and Respect**. We also advocate for much of our learning to be done through play and in the outdoors. This approach, along with our sequential, knowledge rich curriculum and our huge variety of wider curriculum opportunities, ensures that all children are given the very best opportunities to develop their experiences, skills and attributes to be true life-long learners. Our overarching aim is for our children to have the ability to '*be the best they can be'* both in their continuing education and their life beyond.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1. Attainment and Progress	Ensuring access to High Quality Teaching
	Reading, including early reading/phonics
	Continuation of a coaching culture
	Writing and oracy
2. SEND/Pastoral support	Some pupils who qualify for Pupil Premium funding have specific SEND needs and/or requiring SEMH support
3. Extra-curricular	Lack of opportunities/limited life experiences/access to technology/ music offer
4. Attendance	The attendance of pupils in receipt of pupil premium is slightly below that of non-pupil premium.

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
To continue to improve the teaching of reading, including early reading/phonics.	• This remains a school Improvement priority to ensure that there is a consistent, rigorous approach to teaching reading across school. • Continue to implement the RWI scheme – training for any new staff. Reading Leader released from class responsibility so there is increased leadership capacity for continuous training and coaching of staff. • Focus on 'keep up not catch up' – provide 1 to 1 tutoring for children needing additional support – training for staff on how to deliver these sessions effectively. • Buy in RWI consultant time for development days to support the Reading Leader and staff. • Purchase and access the online portal to give staff further training and resources to support phonics delivery. • Ensure the scheme is fully resourced, which is ongoing as they work through the scheme. (From school budget) • Measured through quantitative data
To continue to improve the teaching of writing and the introduction of voice 21 (oracy programme)	• Writing moderation will ensure that judgements are robust across all year groups. • Subject leads will meet with year groups to plan units in line with the Writing Framework.

	● Writing Leader time will be used to monitor and support the implementation of the Writing Framework. ● Oracy leads will collate data from our baseline surveys of both staff and children to inform our starting points. ● Oracy Champions will have attended training and carried out gap tasks set by Voice21 - these are based around 'the bigger picture'. We aim to ascertain the starting points of all children across the school so we can pitch our oracy curriculum correctly from the very start. ● Staff in Years 1, 4 and 6 will begin to practice oracy based teaching and then the results of this will be shared with staff ready to roll out in Year 2 of the program. ● Oracy Guidelines will be produced and referred to in all classrooms before the Summer Term.
To ensure our curriculum provides children with the key skills identified as being most important for them	● Train staff on the benefits of play-based and active learning to promote development of key driver skills. ● Work with subject leaders to review and develop a curriculum which promotes independence, resilience, curiosity and risk taking. ● Work with class teachers to ensure their planning incorporates a good balance of methods shown to improve the key driver skills. ● Provide release time for class teachers to conduct curriculum reviews alongside SLT. ● Deputy Head has been given dedicated release time to oversee and support subject leaders/class teachers. ● Measured through pupil voice, curriculum reviews and lesson observations.
To develop a coaching culture in our school which maximises the potential of its staff and pupils, ultimately improving pupil and staff outcomes	● To provide an ongoing offer of 1:1 blocks of coaching sessions available to all staff ● To train SLT in coaching each half term over the year. ● To ensure all staff have a clear understanding of the coaching process and continue to access training and practice the skills of coaching. ● To ensure a coaching approach is at the heart of our procedures in school – performance management, observations, teacher feedback and support etc. ● To ensure all teachers develop their professional responsibility and selected, specific elements of their practice which improves overall outcomes for children ● To understand how a coaching culture can raise children's attainment and wellbeing ● To ensure a coaching approach remains at the heart of conversations around school - ask more, tell less. ● Measured through school monitoring, staff retention, staff wellbeing surveys, outcomes for children.
To ensure all children who are in receipt of pupil premium funding, including those with SEND, make expected progress from their starting points through	● See above for success criteria for link to High Quality Teaching ● Groups are recognised (including those who are in receipt of pupil premium funding) are set up and targeted support is delivered ● Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic.

High Quality Teaching and Targeted Support.	● Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data. ● Ongoing delivery of staff training to be able to deliver high quality interventions and targeted support. Specific training programme being delivered relating to adaptive teaching strategies. ● Use EEF and Sutton Trust documents to ensure the interventions and targeted support used are effective. ● Tutoring groups may be set up ● Measured through qualitative and quantitative data ● All staff feel confident with using adaptive teaching strategies in the classroom.
To ensure all children who are in receipt of pupil premium funding are having their SEMH met through whole class, targeted and personalised support to ensure they are ready for learning.	● For all children to feel happy and safe maintaining a positive attitude towards their learning ● Children who need support additional to whole class will be recognised and targeted and personalised intervention will be delivered ● Ongoing delivery of staff training to be able to deliver high quality interventions and targeted support. The school has been chosen as a pilot school through the compassionate Leeds programme relating to trauma-informed practice. ● Referrals made to outside agencies if required ● Measured through the pupil consultation and SDQ questionnaire.
To ensure all children who are in receipt of pupil premium funding have priority access to wider opportunities and experiences.	● All children who are in receipt of pupil premium funding will have: - participated in at least 1 school trip per academic year alongside their peers, - had the opportunity to watch a live theatre, dance, music or pantomime production at least three times whilst at Farsley Springbank - Attended an extra-curricular activity in school and after school events. - The opportunity to play a tuned instrument by the end of their time at Farsley Springbank - Apply for a bursary fund to support in learning a musical instrument throughout their time at Farsley Springbank - The opportunity to attend 3 residential visits whilst at Farsley Springbank - Laptops are available for all PP children to use at home if home learning is required
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers.	● To close the gap between whole school attendance and pupils in receipt of pupil premium funding. ● An assigned member of staff will carry out weekly attendance checks and monitor any children who have continued attendance below 95%. ● Measured through quantitative data provided by SIMS

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: *£30,455 with a percentage directly impacting children in receipt of Pupil Premium funding.*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and development days with RWI consultant	**RWI data/Phonics assessment data** **EEF – The guide to pupil premium: A tiered approach to spending**. *(High Quality Teaching)* **EEF Phonics Evidence Summary** – *strong evidence that systematic synthetic phonics has high impact on early reading (especially for disadvantaged).* **DfE Early Reading Framework (2021, updated 2023)** – *supports the use of rigorous, systematic training for phonics teaching.* **Ofsted Reading Framework (2023)** – *emphasises fidelity to a scheme & high-quality CPD to ensure consistency.*	1, 2
Release time for phonics lead to support/train/coach all staff delivering RWI sessions and to carry out regular assessments	**RWI data/Phonics assessment data** **EEF – The guide to pupil premium: A tiered approach to spending**. *(High Quality Teaching)* **EEF Effective Professional Development Guidance Report** – *highlights instructional coaching as one of the most impactful forms of PD.* **EEF Implementation Guidance Report** – *emphasises the importance of monitoring, coaching, and ongoing assessment for successful implementation of programmes.*	1, 2
Resources needed to deliver RWI programme	**RWI data/Phonics assessment data** **EEF – Teaching and learning toolkit** **EEF Improving Literacy in KS1 Guidance Report** – *endorses high-quality, decodable reading books matched to phonics stages.* **DfE Validation of Systematic Synthetic Phonics Programmes** –	1, 2

	resources are an essential component of maintaining fidelity and progression. **Ofsted Reading Deep Dives** *reports (2021–24) – consistent resourcing is a key factor in strong reading outcomes in high-performing schools.*	
Voice 21 project	**EEF Oral Language Interventions (Toolkit)** – *very high impact (+6 months for disadvantaged pupils).* **EEF Improving Literacy in KS2 Guidance Report** – *stresses explicit teaching of spoken language as a foundation for writing.* **Voice 21 Oracy Benchmarks Research (2021)** – *shows improvements in vocabulary, writing outcomes and classroom engagement.* **Alex Quigley (EEF / 'Closing the Writing Gap')** – *highlights the role of explicit modelling and verbal rehearsal in improving writing.* **Ofsted English Review (2022)** – *oracy supports cognitive processing and writing development.*	1, 2
English lead to work with all year groups on improving writing and consistency throughout school following the development of the new framework and the link with oracy.	**EEF – The guide to pupil premium: A tiered approach to spending**. *(High Quality Teaching)* **Rosenshine & Stevens studies** *(Principles of instruction)* **Sutton Trust's 2011 report** *revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds*	1
Developing a coaching culture in school – Deputy Head to work with whole school	**National institute of teaching- Mentoring and coaching of teachers. What can research tell us?** **EEF – Effective Professional development Guidance report** **DfE- School workload reduction toolkit** **EEF's 'Leveraging Leadership' insights** – *instructional coaching helps teachers embed new practices more effectively than traditional CPD.* **DfE Early Career Framework (2021)** – *coaching is embedded as a high-impact approach for sustained teacher development.* **Viviane Robinson's 'Student-Centred Leadership'** – *teacher coaching linked to improved outcomes for disadvantaged*	1, 2

	pupils through better instructional practice.	
Training around Adaptive teaching strategies – delivered by Jenny Scott SEND services	**EEF – Five a day approach** **EEF 'Special Educational Needs in Mainstream Schools' Guidance Report** – *endorses adaptive teaching, scaffolding, and diagnostic assessment.* **EEF Cognitive Science Approaches Review (2021)** – *shows the value of modelling, scaffolding, explanation and guided practice.* **Ofsted 'SEND: A Spotlight on Inclusion' (2023)** – *adaptive teaching, not differentiation by task, is linked to better progress for SEND and disadvantaged pupils.* **EEF 'Metacognition and Self-Regulated Learning'** – *high impact (+7 months), especially for disadvantaged pupils when explicitly taught.*	1, 2

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

Budgeted cost: £108,106.70 *with a percentage directly impacting children in receipt of Pupil Premium funding.*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to support within the classroom as well as deliver specific/structured interventions	**EEF – Guidance report: Making best use of Teaching assistants - +5 months** *'well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils*.' **EEF – Targeted Interventions Evidence Review (2021)** *Shows that structured, evidence-based interventions delivered by trained TAs add significant progress, especially in reading and maths.* **EEF – Small Group Tuition (+4 months)** *Confirms that small-group, structured intervention is particularly beneficial for*	1, 2

	disadvantaged learners with low prior attainment. **EEF – Improving Literacy in KS1 / KS2 Reports** *These endorse structured programmes such as:* ● *phonics catch-up* ● *comprehension strategy instruction* ● *targeted writing support* *…all highly effective when delivered through trained support staff.* **Ofsted 'SEND: a spotlight on inclusion' (2023)** *States that **targeted, timetabled interventions** with clear purpose improve outcomes for pupils with additional needs (including many PP pupils).*	
After school tutoring delivered by teachers	**EEF Guidance report – Putting evidence to work- a school's guide to implementation - +4 months.** *'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support 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.'* **EEF – Making a difference with effective tutoring.** **National Tutoring Programme (NTP) Evaluation Reports (2021–2023)** *Show tutoring delivered by qualified teachers has the **strongest impact**, especially in literacy and maths for disadvantaged pupils.* **Education Policy Institute (EPI) Tutoring Impact Review** *Findings show that tutoring is **most effective when targeted at pupils with low prior attainment**, delivered by experienced teachers, and aligned with classroom teaching.* **EEF One-to-One Tuition (+5 months)** *EEF emphasises that:* ● *one-to-one tutoring has high impact,*	1, 2

	• *effects are amplified when delivered by teachers or highly trained staff,* • *disadvantaged pupils make **greater than average gains***. **EEF Teaching and Learning Toolkit – Extending School Time (+3 months)** *Evidence supports the impact of structured after-school learning on academic progress.* **Ofsted Commentary (2022) on tutoring** *Highlights that effective tutoring includes:* • *short, focused blocks,* • *clear curriculum alignment,* • *qualified staff who know the pupils well.* *This matches your model of teachers delivering targeted after-school support.*	

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

Budgeted cost *£34,502 with a percentage directly affecting children in receipt of Pupil Premium funding.*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor to deliver SEMH/SEL support both in groups and 1:1.	**EEF – Guidance reports: Improving social and emotional learning in primary schools** - *+4 months (General) + 6 months (targeted)* *'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.* *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*	1 - 4

	peers and emotional self-regulation, both of which may subsequently increase academic attainment.' **Internal school data using SDQ.** **EEF – Improving social and emotional learning in primary schools.** **Public Health England – 'Promoting Children and Young People's Emotional Health and Wellbeing' (2015)** *Shows clear links between whole-school SEMH support and improved behaviour, attendance and academic outcomes.* **DfE Mental Health and Behaviour in Schools (2018, updated 2021)** *Recommends targeted SEMH interventions delivered by trained staff as a protective factor for disadvantaged children.* **EEF – Behaviour Interventions (+4 months)** *Structured behaviour and SEMH programmes improve self-regulation and engagement.* **NHS / CAMHS research** *Shows that early intervention for emotional regulation reduces escalation to higher-tier services and improves school engagement.* **Ofsted 'Supporting SEND and Vulnerable Learners' (2023)** *Highlights the positive impact of skilled learning mentors/key adults on relationships, self-regulation and readiness to learn.*	
Financial support to access extra-curricular activity with a particular focus on the access to music lessons.	**EEF – The guide to pupil premium: A tiered approach to spending.** **EEF – Teaching and Learning toolkit** **DfE 'The Forgotten Third' and Social Mobility Commission Research** *Shows disadvantaged pupils access fewer enrichment experiences, limiting cultural capital.* **Ofsted Research Review: Personal Development (2022)** *Strongly emphasises that enrichment and wider curriculum access support the personal development, confidence and motivation of disadvantaged pupils.* **EEF 'Working with Parents to Support Learning'**	3, 4

	Participation in enrichment increases parental engagement, which correlates with improved attendance and attainment. **EPI (Education Policy Institute) Study on Extra-Curricular Participation** *Findings indicate participation is linked with improved wellbeing, stronger school connectedness, and improved long-term outcomes — particularly for disadvantaged pupils.* **Sport England / Youth Sport Trust research** *Physical activity programmes support confidence, peer relationships and attendance.*	
Attendance lead to work with parents and monitor attendance	**DfE 'Improving School Attendance: Effective Practice Examples' (2022–2024)** *Shows that early intervention, relational approaches, and strong data monitoring improve attendance for disadvantaged pupils.* **EEF Parental Engagement (+4 months)** *Strong evidence that supportive, structured communication with parents improves attendance and engagement.* **Ofsted Attendance Commentary (2022 & 2023)** *Schools that use:* ● *robust systems,* ● *timely communication,* ● *personalised support see improved attendance patterns, especially for vulnerable groups.* **Children's Commissioner – Attendance Audit (2022)** *Identifies disadvantaged pupils as the group most likely to be persistently absent, and recommends relational, wrap-around support — which aligns with your attendance lead role.*	4
Outdoor learning/Forest schools	**EEF – Outdoor Adventure Learning (+4 months)** *Evidence suggests outdoor learning improves:* ● *self-confidence* ● *resilience* ● *teamwork*	1-4

	• *problem solving* *…all of which disproportionately benefit disadvantaged pupils.* **Natural England – 'The Impact of Outdoor Learning' (2020)** *Shows improved wellbeing, attendance, engagement and behaviour, particularly for pupils with SEMH or disadvantage.* **Institute for Outdoor Learning – Meta-analysis findings** *Demonstrates increases in:* • *motivation* • *sense of belonging* • *self-regulation* *…all linked to higher academic attainment.* **Public Health England – Physical Activity Guidelines** *Outdoor learning improves mental health, reduces stress, and increases readiness to learn.* **Ofsted Forest School Commentary (2021)** *Notes improvements in emotional regulation, independence and resilience — key barriers for disadvantaged pupils.*	

Total budgeted cost: £173,063.70

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

It is important to mention that we have a low amount of pupil premium children therefore when we look at data it can appear that there is a significant difference between disadvantaged and non-disadvantaged however, in some year groups, there is only 1 pupil premium child therefore representing 100%.

<table>
<tr><th>Intended outcome</th><th>Evidence</th></tr>
<tr><td>To continue to improve the teaching of early reading, including phonics.</td><td>We continued to embed the RWI phonics programme in 2023-2024.

<u>Early Years</u>
In the reception cohort we had 3 children in receipt of pupil premium funding. The table below shows Good level of Development:
<table>
<tr><th>School PP children</th><th>School other (Non-PP)</th><th>National data (PP)</th><th>Leeds data (PP)</th></tr>
<tr><td>33%</td><td>84%</td><td>51%</td><td>46%</td></tr>
</table>
<u>Year 1</u>
In Year 1 the phonics screening check took place in the summer term 2023. These children have completed two years of the RWI programme. There was only 1 child in this year group in receipt of pupil premium funding:

1 out the 1 children passed the phonics screening check.
<table>
<tr><th>School PP children</th><th>School other (Non-PP)</th><th>National data (PP)</th><th>Leeds data (PP)</th></tr>
<tr><td>100%</td><td>92%</td><td>67%</td><td>66%</td></tr>
</table>
<u>Year 2</u>
The children in Year 2 completed their Phonics Screening re-sit in June of Year 2. There were only 2 children in this year group in receipt of pupil premium funding and 1 child had to resit and did not pass. This child is on the SEND register.</td></tr>
<tr><td>To ensure a broad and balanced curriculum is delivered that develops knowledge and skills.</td><td>In 2024-25 we continued to focus on developing our broad and balanced curriculum with a heavier focus on our opportunities for play based learning and outdoor education. Subject leaders continued to meet with members of SLT to discuss, develop and amend learning journeys alongside reviewing their action plans. Whilst Reading, Writing and Maths were prioritised in terms of keeping up, we continued to deliver a strong offer in all other subject areas.</td></tr>
</table>

Below is a summary of data from end of KS2 data:

KS2 data is based on 5 children in receipt of pupil premium funding

2 out of the 5 children met the expected standard in reading**,**

2 out of the 5 children met the expected standard in writing,

4 out of the 5 children met the expected standard in maths, **with 1 child achieving greater depth.**

Those that did not meet expected standard in their KS2 assessments were SEND and had made good progress from their starting points. We are unable to show the progress due to no KS1 data capture.

KS2	PP children	School other	National other
Reading	40%	86%	81%
Writing	40%	87%	78%
Maths	80%	93%	80%
Combined	40%	78%	69%

Throughout the year we delivered 1:1 tuition sessions, group tutoring, targeted support and specific interventions across school but more focus was given to KS2. Children reported that this helped them to feel more confident within lessons and SATs.

To develop curriculum principles that underpin good teaching and learning pedagogy resulting in High Quality Teaching for all pupils.

Revisiting of the curriculum intent and key drivers took place as the year went on and new focus was developed for 2024-2025 academic year.

See website for further information relating to this.

To ensure all children who are in receipt of pupil premium funding, including those with SEND, make expected progress from their starting points through High Quality Teaching and Targeted Support.

To ensure all children who are in receipt of pupil premium funding are having their SEMH met through whole class, targeted and personalised support to ensure they are ready for learning.

50% of children in receipt of pupil premium funding are also on our SEND register.

<u>Early Years:</u>

This table shows how many SEND children met the GLD:

SEND children	Non - SEND	National data (SEND)	Leeds data (SEND)
0%	88%	21%	22%

50% of the SEND pupils are also identified as disadvantaged pupils. There were only 4 children on the SEND register in reception.

<u>Year 1</u>

No children fall into the PP and SEND combined category

The table below shows children who passed the phonics screening:

	<table><tr><th>SEND children</th><th>Non - SEND</th><th>National data (SEND)</th><th>Leeds data (SEND)</th></tr><tr><td>50%</td><td>95%</td><td>43%</td><td>50%</td></tr></table> End of KS1 data: 1 of the 2 PP children are also on the SEND register End of KS2: 4 of the 7 SEND children also receive PP funding <table><tr><th>KS2</th><th>SEND</th><th>Non-SEND</th><th>National (SEND)</th><th>Leeds data (SEND)</th></tr><tr><td>Reading</td><td>0%</td><td>93%</td><td>42%</td><td>41%</td></tr><tr><td>Writing</td><td>14%</td><td>93%</td><td>32%</td><td>30%</td></tr><tr><td>Maths</td><td>57%</td><td>96%</td><td>40%</td><td>40%</td></tr><tr><td>Combined</td><td>0%</td><td>85%</td><td>22%</td><td>24%</td></tr></table>
To ensure all children who are in receipt of pupil premium funding have priority access to wider opportunities and experiences.	Participated in at least 1 school trip per academic year alongside their peers - 100% of PP children attended at least 3 school trips, with most attending more than 3 Had the opportunity to watch a live theatre, dance, music or pantomime production at least three times whilst at Farsley Springbank - 100% of PP children watched a panto in school - All children in Rec, Y1, Y4, Y5, Y6 went to the theatre to watch a show. Attended an extra-curricular activity in school and after school events. - There were 6 pupil premium children who didn't attend an after-school club last year. The reasons behind these children not attending are around SEND and not wanting to stay in school for longer hours or struggling with pick up arrangements. Those that did take part attended up to 6 clubs throughout the year. The opportunity to play a tuned instrument by the end of their time at Farsley Springbank and apply for a bursary fund to support in learning a musical instrument throughout their time at Farsley Springbank - 3 children have taken up the offer of learning a musical instrument. The opportunity to attend 3 residential visits whilst at Farsley Springbank - All children in Y4, Y5 & Y6 attended a residential this year Laptops are available for all PP children to use at home if home learning is required - These are available for all PP children if/when required.

<table>
<tr><td></td><td>Additional services such as a private speech and language therapist was also provided this year.</td></tr>
<tr><td>To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers.</td><td>Here is the data for the end of academic year 2024-2025:

<table><tr><td></td><td>2022-2023</td><td>2023-2024</td><td>2024-2025</td></tr><tr><td>Pupil premium</td><td>92.12%</td><td>94.24%</td><td>94.82%</td></tr><tr><td>Non-pupil premium</td><td>96.25%</td><td>96.59%</td><td>96.83%</td></tr><tr><td>Difference</td><td>4.1%</td><td>2.35%</td><td>2.01%</td></tr></table></td></tr>
</table>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TTRS/Numbots	TTRS
Spelling shed	EdShed