

Pupil premium strategy statement - Junior

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 | Kings Academy College Park (Junior) |
| Number of pupils in school | 434 |
| Proportion (%) of pupil premium eligible pupils | 160 pupils (36.87%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | November 2027 |
| Statement authorised by | S Boister and J Cooper |
| Pupil premium lead | J Cooper |
| Governor / Trustee lead | Mr S Dowdell |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £212,750 |
| Recovery premium 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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £212,750 |

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths and raise attainment outcomes for all.
- To improve the profile and engagement of Reading in school and outside of school.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To provide pupils with access to a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all our pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately addressed and assessed.
- When providing provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following discussions with various Senior Leaders, Class Teachers and the SENCo. Together they will help to identify priority classes, groups or individuals within the school. Limited funding and resources means that not all pupils receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- To ensure that all teaching across the school is good or better, thus ensuring that the quality of first class teaching for all pupils is improved.
- Providing small group intervention to provide accelerated progress to help support those children identified by Senior Leaders, Class Teachers and the SENCo in helping them to achieve age related expectations in Reading, Writing and Maths, undertaken by a Teacher or Teaching Assistant.
- Recruit additional Teaching Assistants across the school to work specifically with children that require support either academically or pastorally.
- Provide pastoral support for those children that need it either through check-ins, ELSA and the use of break, lunchtime clubs.
- Support payment for educational activities, before and after school clubs. Ensuring that pupils have first-hand experiences to use in their learning in the classroom.
- Work closely with parents to help support parental engagement through our homework and reading programmes.
- Monitor attendance closely to ensure that pupils and parents receive the right amount of support they need from us as a school.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Attendance and punctuality remain key priorities for our Junior School, as they continue to have a direct impact on pupil outcomes and engagement in learning.</p> <p>For the academic year 2024/2025, overall attendance for all pupils was 94.79%, while attendance for pupils eligible for Pupil Premium Funding was 91.89%. This indicates a percentage difference of 2.9% between overall attendance and those in receipt of Pupil Premium funding.</p> <p>This shows that efforts to engage families, provide targeted support, and address barriers to attendance are beginning to have an impact but the gap between disadvantaged pupils and their peers remains significant and will continue to be a key focus within this year's strategy to ensure all pupils have consistent access to high-quality learning.</p> <p>45.67% of all children received late marks overall compared to a percentage of 57.69% of Pupil Premium children.</p> |
| 2 | <p>Assessment, observations and discussions with pupils indicate that all three core subjects: reading, writing and maths among disadvantaged pupils is significantly below that of our non-disadvantaged pupils.</p> |
| 3 | <p>Enhance oracy and vocabulary across the school and improve the profile of Reading outside of school - parent participation as reading is a precursor to everything else.</p> |
| 4 | <p>Employment of high quality staff to help support targeted interventions, particularly, disadvantaged pupils with SEND.</p> |
| 5 | <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for ELSA support remain relatively high. 16 pupils, of whom are disadvantaged, currently require additional support with social and emotional needs. There is a waiting list of 9 children who are Pupil Premium, awaiting an ND Profile.</p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|---|
| Raise Pupil Premium attendance and punctuality – decrease persistent absence. | <p>Sustained attendance of identified disadvantaged pupils increases and the gap between disadvantaged and non-disadvantaged narrows.</p> <p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so these groups are inline. the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 10% lower than their peers. |
| Pupils make at least expected progress in reading, writing with a focus on maths. | <p>Gap will close in progress made between disadvantaged and non-disadvantaged pupils.</p> <p>KS2 reading outcomes 2025/26 show that more than 68% of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes 2025/26 show that more than 68% of disadvantaged pupils met the expected standard.</p> <p>KS2 Maths outcomes 2025/26 show that more than 68% of disadvantaged pupils met the expected standard.</p> |
| To improve oracy and vocabulary and to improve the profile of Reading inside and outside of school. | <p>Observations and pupil voice will show levels of oracy and vocabulary will rise. A whole school focus on engagement and reading for pleasure inside and outside of school will help support our disadvantaged children.</p> |
| Pupils access a wide range of enrichment experiences both inside and out of school. | <p>Disadvantaged children will be encouraged to try new before and after school clubs. Any disadvantaged child unable to pay for trips/clubs will be supported.</p> |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To help parents to support their child effectively, particularly in cases of low confidence on the part of parents.</p> | <p>Sustained high levels of well being by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, parent surveys and teacher observations significant increase in participation in enrichment activities, particularly among disadvantaged pupils. <p>Support to be made available to those parents that need it either as pastoral or academic support.</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: £117,180.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Quality first teaching for all pupils.</p> <p>Teachers are being offered subject knowledge training in key areas to improve teaching outcomes.</p> <p>Oral feedback</p> <p>Teaching and Learning Trust Leads</p> | <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Great Teaching Toolkit Evidence Review</p> <p>1. High-quality teaching EEF</p> <p>We have acknowledged that some of our staff will need to go on additional training courses to help support their subject knowledge and improve quality first class teaching.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p> <p>Updated marking policy promotes live marking - oral feedback given directly to the child at the point of learning.</p> <p>Feedback EEF</p> <p>The implementation of Teaching and Learning Leads has allowed training and a wider dialogue of facilitators to embed the best possible drivers within classrooms for Pupil Premium children.</p> | 2,4,3 |

| | | |
|---|--|---------|
| Teaching Assistants undergoing regular training to enhance their practice | <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Great Teaching Toolkit Evidence Review</p> | 2, 4, 3 |
| SEND LSA | <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils will be implemented.</p> <p>To support the SENDCO in raising standards for Pupil Premium children with additional need.</p> <p>Special Education Needs in Mainstream Schools guidance report</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1697002487</p> | 2, 4, 3 |

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

Budgeted cost: £58,520

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Teaching Assistants offered CPD to support targeted interventions across the school. | <p>We are also offering our Teaching Assistants opportunities to undertake further training to help support our children and provide high quality interventions. Eg Accelerated Reader, Super Sonic Phonics, Educare, Attachment Awareness.</p> <p>Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-develop</p> | 2,3,4 |

| | | |
|---|--|-----------|
| | ment/EEF-Effective-PD-Recommendations-Poster.pdf?v=1697005466 Teaching Assistant Interventions EEF | |
| Reading continues to be a high priority on the school action plan. | <p>Ensuring oracy is central to everything.</p> Reading comprehension strategies EEF | 3 |
| Pupil Progress meetings track progress of Pupil Premium pupils and appropriate, timely interventions are put in place. | <p>Constant tracking and pupil progress meetings will track the performance of all pupils, particularly Pupil Premium Pupils.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Embedding Formative Assessment EEF | 2 |
| Qualified teacher as a HLTA employed for Year 6 | <p>The employment of a qualified teacher working as a HLTA has enabled identified children including PP and KMs, to receive quality first teaching, at all times throughout the week.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 2, 4, 3 |
| <p>Purchase web based programs to be used in school and at home to support core subjects.</p> <ul style="list-style-type: none"> • Super Sonic Phonic Friends • My Maths • Times Tables Rockstars <p>Reading logs purchased with the whole school incentive programme to encourage more pupils to read outside of school</p> | <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <p>General approaches which encourage parents to support their children with reading.</p> <p>The involvement of parents in their children's learning activities (eg parents evening, phonics workshops)</p> <p>More intensive programmes for families that need it.</p> Parental engagement EEF https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1759684701 https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1759684701 | 2,3 |
| Teaching Assistants employed to provide target interventions for our children either both academically or for emotional support. Eg | <p>High quality small group interventions</p> <p>Specialists lead CPD sessions with individual pupils and staff.</p> <p>Proven interventions are used, with evidence supporting the development in social skills,</p> | 2,3, 4, 5 |

| | | |
|---|--|------|
| | https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1759690757 | |
| To provide pastoral care/support for Pupil Premium parents and children in order to reduce barriers to learning. | To provide pastoral care/support for Pupil Premium parents and children in order to reduce barriers to learning. Parental engagement EEF | 5 |
| Cultural capital experiences promoted in the curriculum. Character Building Programme (CJ's in school) Arts: Culture Creative Performances attended Sports events attended Minibus to transport pupils for trips and after school clubs. Full or partial payment in cost of trips or for PP children | Learning is contextualised in concrete experiences and language rich environments. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced through pupil voice, books and data Arts participation EEF <ul style="list-style-type: none"> • <i>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</i> • <i>EEF – sports participation increases educational engagement and attainment.</i> • <i>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</i> | 3, 5 |
| Provision of a free Breakfast Club | There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast https://d2tic4wvo1iusb.cloudfront.net/production/documents/breakfast_interventions_-_rapid_evidence_assessment.pdf?v=1759679474 | 5 |
| Reading trip | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 3 |
| Funding for school uniform | Providing full or partial payment towards school uniform providing a sense of belonging to the pupil. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform | 5 |

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Academic Year 2024-2025:

Teaching:

Throughout the 2024/2025 academic year, the school continued to prioritise the development of staff knowledge and expertise to improve the quality of teaching and learning for all pupils. The focus on high-quality professional development has strengthened classroom practice across the school and ensured that all pupils, including those eligible for Pupil Premium funding, benefit from consistent, evidence-informed teaching.

Training in Phonics and Destination Reader has ensured fidelity to the scheme and improved the consistency of the teaching of reading across the school. Teachers and Support Staff are now more confident in delivering high-quality reading lessons that develop fluency, comprehension and a love of reading. This has been particularly beneficial for Pupil Premium pupils, many of whom have required targeted support to close early reading gaps and build confidence as independent readers.

The continued development of Talk 4 Writing has strengthened writing by providing pupils with a clear structure for planning, innovating and independently applying writing skills. Pupil Premium children have benefited from the highly structured and visual approach, which supports vocabulary development and provides additional scaffolds for extended pieces of writing.

Training in marking and assessment has improved teacher's understanding of how to use assessment information effectively to inform planning, identify misconceptions, and set precise next steps. As a result, teaching is now more responsive, and interventions are more closely aligned to pupil's needs, particularly supporting disadvantaged pupils to make accelerated progress.

Training focused on SEND in the classroom has supported teachers to better adapt teaching within whole-class settings. This has ensured that inclusive, high-quality teaching benefits all learners, including Pupil Premium pupils who have additional needs or require additional scaffolds to access the curriculum.

In addition, project groups with a focus on writing have enabled staff to share good practice, trial new approaches, and collaboratively refine teaching strategies. This has led to greater consistency and higher expectations across year groups, helping to raise outcomes in writing for all pupils.

Finally, subject leaders have completed Managing a Subject training with the National College, which has developed leadership capacity across the curriculum. Leaders are now more confident in monitoring provision, analysing outcomes, and supporting colleagues to embed effective practice. This has strengthened curriculum intent and

implementation, ensuring that disadvantaged pupils experience a broad, balanced and well-sequenced curriculum designed to build on prior learning and raise aspirations.

Teachers are made aware of their Pupil Premium children within their classes. As a school, we have seen an increase in the movement of pupils joining and leaving, this has impacted on Pupil Premium data. Therefore, Pupil Premium lists are updated on a regular basis.

Overall, the emphasis on professional development and consistency has enhanced the quality of teaching across the school, contributing to improved engagement, confidence and progress for Pupil Premium pupils.

Targeted Academic Support:

Targeted Academic Support has continued to play a key role in ensuring that all pupils, particularly those eligible for Pupil Premium funding, receive the focused interventions they need to make progress. This support has been closely aligned with the school's priorities and informed by ongoing assessment and pupil progress discussions.

Reading has remained a high priority on the school action plan, reflecting the schools commitment to ensuring that every child becomes a fluent and confident reader. This has included the implementation of phonic interventions in Years 3 and 4, following dedicated staff training. These sessions have been particularly impactful for Pupil Premium pupils who did not meet the expected standard in earlier phases, helping to close gaps in decoding and comprehension while building reading fluency and confidence.

Intervention programmes have been needs-based and teacher-led, ensuring that support is targeted, timely and responsive to individual pupil progress. Regular assessments have enabled teachers to identify gaps in learning quickly and adapt interventions accordingly. This flexible approach has been especially effective for Pupil Premium pupils, who have benefitted from personalised teaching in key areas.

Termly pupil progress meetings have provided structured opportunities to analyse attainment and progress data, discuss barriers to learning, and plan next steps for individuals and groups. This has ensured that interventions remain sharply focused and that all staff work collaboratively to monitor impact and adjust provision where needed.

Additionally, after school Math clubs have provided extra opportunities for targeted pupils to consolidate key skills in a supportive and engaging environment. Pupil Premium pupils have particularly benefited from this extended provision, developing greater confidence in mathematical fluency and problem-solving, which has been reflected in improved classroom engagement and attainment.

Overall, the school's targeted academic support has been strategic, evidence based, and responsive to pupil's needs. The focus on early intervention, continuous assessment, and extended learning opportunities has contributed to closing gaps in core areas and improving outcomes for disadvantaged pupils across the school.

Wider Strategies:

Wider strategies have continued to focus on supporting the whole child by addressing non-academic barriers to learning such as attendance, wellbeing, and access to enrichment opportunities. These opportunities have been essential in improving engagement, readiness to learn, and overall outcomes for Pupil Premium pupils.

The school has worked closely with the attendance officer to improve attendance and punctuality among disadvantaged pupils. For the 2024/2025 academic year, overall school attendance was 94.79%, compared to 91.89% for pupils eligible for Pupil Premium funding. Unauthorised absence was higher for Pupil Premium pupils (3.48%) than the whole school figure (1.87%) and persistent absence was also greater (20.63% compared to 10.99% overall). This shows that a clear gap still remains, and continued collaboration with the attendance officer is inherent to ensure earlier identification of patterns of absence whilst addressing the importance of education to some of our families.

The Inclusion and Pastoral Team have worked proactively with families to address the underlying causes of poor attendance and to support those facing wider family or social challenges. Pastoral support has been extended to families, helping them access additional services and external agencies for issues such as behaviour and mental health support. This close partnership has helped build trust, improve communication, and develop a more consistent approach between home and school. This is something that needs to continue to ensure the support needed is still given and not withdrawn too quickly.

A significant number of Pupil Premium pupils have accessed emotional and social support, with 16 children receiving ELSA support and 6 receiving targeted pastoral support. This support has worked on wellbeing, confidence and engagement in learning. 9 children are awaiting an ND profile, and the school continues to provide in-school support to meet identified needs whilst awaiting this assessment.

To promote engagement and broaden experiences, the school has provided a wide range of cultural capital opportunities for Pupil Premium children. These have included coding workshops, Maths bowling trips, Science fairs/workshops, and visits to the UTC College for STEM experiences. Helping children to connect their learning to the real world and raise aspirations for their future is crucial for those children who may have had fewer opportunities outside school.

The free breakfast club has continued to play an important role in supporting punctuality and ensuring pupils start the day positively. Providing Pupil Premium Pupils with a nutritious breakfast has reduced lateness and supported better overall wellbeing.

Continued focus will be placed on reducing persistent absence among Pupil Premium pupils and maintaining strong family partnerships to ensure all children attend regularly and thrive academically, socially, and emotionally.

Academic Year 2023-2024:

Teaching:

The development of staff training has been a priority and has improved the provision of quality first teaching throughout the school. Staff have received a plethora of training from teaching and learning, Reading, Phonics and marking and assessment. As the school is involved in a writing project, with Front Lawn Primary Academy for T4W, staff have also received training on writing to improve oracy and vocabulary for children. Training for Assessment has allowed a greater accuracy in judgements and boosted teacher's confidence. All training has supported Teachers and Teaching Assistants to deliver a consistent and ambitious curriculum which is based on the needs of our children.

Use of assessment has allowed teachers to use pre/post learning to ensure all children are able to access learning.

All subject Leaders have completed the Certificate in Subject Leadership for Primary with the National College to aid leading their subject within the school. This has ensured they can drive their subject. All teachers have additionally attended and contributed to Local Authority training within core and wider curriculum subjects, in addition to KGA Subject Leader Forums and Project meetings.

The employment of a qualified teacher working as a HLTA has enabled identified children including PP and KMs, to receive quality first teaching, at all times throughout the week.

Teachers are made aware of their Pupil Premium children within their classes. As a school, we have seen an increase in the movement of pupils joining and leaving our school, this has impacted on PP data. Therefore, Pupil Premium lists are updated on a regular basis.

Targeted Academic Support:

Reading continues to be a high priority on the school action plan and as a school we have relaunched Destination Reader to ensure we are delivering this with fidelity and rigour to increase reading mileage for our most vulnerable readers.

Phonic interventions are now in place across the school. TAs have received appropriate training to prepare, deliver and assess these interventions.

Interventions were needs based, identified by the class teacher. The support of children was delivered with rigour and regularity for a sustained period of time.

Interventions have supported the attainment, or progress towards attainment, for all pupils supported.

Termly, Pupil Progress Meetings have allowed teachers to think about barriers to learning for individual learners, with a focus on Pupil Premium and Key Marginal children, highlighting support to reduce these barriers. Also understanding achievements to success for children.

Wider Strategies:

For the Year 2023/2024, attendance for students was at 96%, this was an increase on the previous year of 0.54%. For Pupil Premium students, attendance was 92.69%, 0.4% increase on last year, but still significantly below their counterparts. Despite the best efforts of the school to support pupil attendance there is still some progress to be made in tackling the attendance of disadvantaged learners, particularly promoting the value of education within some families (there was an increase in some PP parents taking holidays within school time).

11.29% of students met the criteria for being persistently absent, a total of 55 children (a decrease of 1.29% on the previous year). Of these, 33 were pupil premium students, giving a total of 6.77% of disadvantaged pupils being persistently absent.

The Attendance team provided a greater challenge for persistent poor attendance eg: requesting medical proof for non-attendance.

44 children attended ELSA/Pastoral, 20 of these were Pupil Premium children. 21 children attended social groups (5 groups ran) and 9 were Pupil Premium children. 9 Junior children were started on the ND profile, 2 of whom were Pupil Premium children.

Interventions to support children emotionally and socially were put into place on a needs basis. These have helped children to reduce barriers to learning to support their attainment. In comparison to last year, teacher referrals for ELSA support and ND profiling have risen.

Pupil Premium children have experienced many culture capital opportunities to broaden their social experiences. These have included things like attending Music Hub events and Science workshops to visiting Portsmouth Cathedral to experience a Harpsichord.

The Breakfast Club offer has had a significant positive impact on both our children and their families. This free provision provides a healthy start to the day before transitioning into the classroom. This provision has also enabled children who find it difficult to transition from home to school in the mornings. One family's attendance increased from 82.4% to 95% as a result of attending Breakfast Club.

Support for families has included participating within the scheme: No Child Cold run by Fatface and Parentkind, offering parents of PP children a new winter coat. This has ensured children are warm when outside and reduced the financial burden for parents. PP families have also been supported financially with regards to children attending residential. This has allowed the children to be independent, building resilience and social skills.

Externally provided programmes

| Programme | Provider |
|------------------------|--------------|
| Times Tables Rockstars | Maths Circle |

| | |
|----------------------------|------------------------------------|
| Super Sonic Phonic Friends | Super Sonic Phonic Friends |
| Zuko Sports | Zuko |
| Play Therapy | Zoe university Pappus Play Therapy |
| Gymnastics | Lisa Morgon |
| Basketball coach | Portsmouth Force |