

Veritas Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Veritas Primary Academy
Number of pupils in school	388 (Rec – Y6)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 (July) 2026/2027 2027/2028
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Richard Balding Headteacher
Pupil premium lead	Becky Burgin Deputy Headteacher
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,423
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£159,423

Part A: Pupil premium strategy plan

Statement of intent

At Veritas Primary Academy, we aim to strategically use pupil premium funding to close the gap in attainment and the life-chances of our vulnerable pupils. We strive to ensure that we achieve our goal of aspiration, opportunity and enrichment for all children and ensure all pupils achieve excellence and reach their full potential. We also strive to develop all of our children into well rounded individuals through promoting our core values of: Safety, Ownership, Aspiration and Respect. The school draws from national research alongside analysing individual and group contextualised school data to identify barriers to learning, alongside our adaptive teaching approach, and ensure funding is used appropriately to work towards overcoming these barriers.

Our school is dedicated to raising attainment for pupils eligible for Pupil Premium funding. We recognise that, to close the gap, many of these pupils need to make accelerated progress compared to their peers.

Many of the plans we put in place to support Pupil Premium students also support and raise the outcomes of other vulnerable/disadvantaged groups within the school such as those with Special Education Needs, and those pupils for whom English is an Additional Language. As well as raising academic attainment, we recognise the need to develop the well-being of pupils through interventions that provide that emotional support.

Our key objectives in using the Pupil Premium funding are to ensure that:

- Further enhance progress, in all subjects across the school, with a specific focus on foundational skills, through quality first teaching and learning and personalised intervention programmes, so pupils can quickly address any gaps in learning.
- The differences in attainment and progress are diminished between disadvantaged and non-disadvantaged pupils.
- Consistently promote the extensive personal development of pupils by continuing to ensure all pupils have access to a wide, rich set of experiences and enrichment that encourages aspirational thinking for all children.
- Continue to provide high-quality pastoral support so that pupils know how to express the social, emotional, and mental health needs, maintain an active lifestyle and keep physically and mentally healthy.
- To improve attendance for pupil groups where it is not in line with national data.
- To engage with parents and carers and develop strong relationships.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language: Pupils listening, attention and understanding upon entry is low and particularly for disadvantaged children. Pupils are less likely to experience high quality oral interactions in their families, which develop and support oral language acquisition from an early age.
2	Enrichment: Pupils are less likely to experience enrichment due to increased unemployment, low income and increased pressures on family finances. Pupil voice highlights the key experiences pupils are missing, including; visiting forests/woodland, going on hikes, visiting lakes and beaches, visiting places of interest (museums, galleries, churches etc). This lack of life experiences restricts their imagination and application of key knowledge.
3	Social, Emotional and Mental Health: Increased number of pupils with social, emotional and health needs.
4	Attendance: The attendance of pupils is not prioritised by some families in order to maximise progress and attainment.
5	Writing: When comparing non pupil premium students with pupil premium writing data there is a gap in the comparison in some year groups sometimes in conjunction with SEND needs. Teachers have identified low support from some families and difficulties in engaging pupils in writing.
6	Engaging with families about children's learning is challenging due to home and life factors.

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
Pupils eligible for pupil premium funding will have improved outcomes for GLD, English and Maths at the end of KS2.	⇒ Differences in attainment with pupils who are not eligible for PP are diminished. Pupil outcomes are more in line or above their peers and in line with national data.
Disadvantaged pupils make expected or better progress from	⇒ All children have access to high quality teaching and intervention where needed.

their starting points with most attaining in line or above their peers in core areas of learning.	⇒ Teaching assistants receive professional development to deliver structured interventions to improve learner outcomes. ⇒ Support from a teaching assistant to supplement teaching whilst ensuring that does not reduce the number of high-quality interactions a child has with their classroom teacher. ⇒ Diagnostic assessment is used effectively to assess the best way to target support. ⇒ The teaching of phonics is closely matched to the child's current level of skills in terms of their phonics awareness and their knowledge of letter sounds and patterns. ⇒ Teachers will use adaptive teaching strategies within their lessons across the curriculum. ⇒ Clear new focus in SDP priorities around SEND and Inclusion with a clear structure for mapping provision and interventions.
All children are able to initiate and converse using high quality oral interactions from an early age.	⇒ Pupils are supported with their use of vocabulary, articulation of ideas and spoken expression until they are able to demonstrate effective use independently. ⇒ Pupils are in line with their peers in developing early language and speech skills to ensure that these do not have a negative impact upon their school experience and learning throughout their education. ⇒ Staff are effectively trained to ensure that they model and develop pupils' oral language skills and vocabulary development. ⇒ In the Early Years children feel safe and comfortable in their environment and develop good relationships with key adults which helps them build confidence. ⇒ Clear focus in SDP for EYFS around high quality interactions to support communication and language.
All children have access to the same wider opportunities and enrichment as their peers regardless of their socio-economic status.	⇒ Pupils who are disadvantaged due to low income are able to attend or experience extra-curricular learning activities and events in line with their peers. ⇒ Enrichment activities are embedded and allow all children to gain cultural capital through planned trips and events. ⇒ Pupils make a positive contribution to the community by taking part in community related events. ⇒ All pupils take part in the academy 11 before 11 promises. There is a range of accessible enrichment activities available to all.
Pupils can self-regulate and demonstrate more	⇒ Children are able to use emotion coaching strategies that are taught when facing challenges.

resilience in overcoming adversity and challenges.	⇒ Across KS1, children have been taught how to understand their emotions using mood bears. ⇒ Children are able to access additional emotional support from the FLO and PAWS. ⇒ Pupils feel less anxious and at ease during key transition points e.g. coming into school. ⇒ Two support staff being trained in Thrive for potential future rollout.
The school is able to quickly identify pupils where attendance is becoming an issue and work with the family before it impacts learning.	⇒ New graduated response strategy implemented to support children at risk of poor attendance before it becomes an issue. ⇒ Attendance Team established to monitor trends, individual children and identify support needed. To meet weekly to discuss emerging concerns, and then monthly with senior leaders to monitor effectiveness. ⇒ Reports are used in a timely manner to intervene and work with families before attendance is an issue. ⇒ Continuous late marks and key pupils are more quickly identified. ⇒ Persistent absence rates reduce. ⇒ Attendance is in line with or above national. ⇒ Pupils come to school on-time every day. When pupils are off school this is because they are genuinely too poorly to be at school. ⇒ Our Well-being and Attendance Officer monitors attendance and well-being doing regular check ins with children and parents.
Pupils are happy and feel safe at school. They can deal with the feelings and emotions in appropriate ways.	⇒ Pupil voice shows that pupils are happy at school and feel safe. Safeguarding audits show effective pupil support, allowing all pupils to flourish. ⇒ Children are able to access additional support with emotion coaching and wellbeing checks. ⇒ All staff use emotion coaching when delivering SEMH interventions, dealing with behaviour and doing well-being checks. ⇒ Forest School interventions will be embedded to support children's SEMH needs. ⇒ Behaviour Curriculum is embedded and children are taught to be safe. ⇒ Classrooms have regulation stations for children to use to help support and regulate their emotions. ⇒ Lunch club rotas ensure that children are given an opportunity to regulate and talk /work through their emotions and provide activities to meet their needs.

There are regular opportunities for parents to engage and interact with the learning that is happening in the classroom.	⇒ Parents access and interact with learning through the seesaw platform and reading logs. ⇒ There are lots of opportunities for information sharing workshops that are held across the year. ⇒ Parents give positive feedback in questionnaires. ⇒ There is good attendance at parents evenings throughout the year.
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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: £45,562

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Headteacher recruited with responsibility for Pupil Premium and CPD of all staff.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development plays a crucial role in improving classroom practise and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,4,5,6
Ongoing professional development and training to develop oracy, and communication and language provision and approach across the EYFS & KS1	Communication and language approaches give +7months impact. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1
Purchase of high-quality texts to support and supplement the teaching	EEF Toolkit shows Reading comprehension strategies are high impact on average (+6 months)	1,2,5

of phonics, reading comprehension and fluency, reading for pleasure, diversity, and inclusion.	EEF Improving Literacy in KS1 and KS2 The EEF guidance is based on a range of the best available evidence: Reading Comprehension Strategies Education Endowment Foundation	
Ensure that all ECTs receive high quality mentor sessions to promote a variety of strategies within the classroom. Which lead to good or better outcomes.	Effective CPD is crucial in developing classroom practise and improving pupil outcomes.	1, 2, 4, 5, 6
CPD on and subscriptions to Cornerstones Curriculum Maestro and KAPOW to support with effectively sequenced planning and high-quality outcomes in all foundation subjects and provide and engaging curriculum.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development plays a crucial role in improving classroom practise and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3, 4, 5

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

Budgeted cost: £25,851

Activity	Evidence that supports this approach	Challenge number(s) addressed
Receive appropriate training across the team in order to deliver oral language interventions which emphasise the importance of spoken language and verbal	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	1, 3, 5

interaction in the classroom.	Additional evidence can be found here: Oral language interventions Teaching and Learning Toolkit Education Endowment Foundation EEF	
Invest in professional development for teaching assistants to deliver structured interventions particularly using the Little Wandle Keep Up and Catch Up programs. Deploy teaching assistants to deliver interventions as needed.	The EEF Toolkit shows high quality phonics programme have +5 months impact particularly for disadvantaged pupils. It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. Phonics Education Endowment Foundation EEF The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Teaching assistants can provide a large positive impact on learner outcomes. More evidence is documented here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 3, 5
Employment of an Assistant SENCO and increased Family Liaison hours	Supporting individualised instruction and better use of teaching assistants. EEF Toolkit shows both has +4 months benefit.	3, 4
Additional hours in KS1	To allow for interventions, small group and 1:1 work. To improve the progress and attainment of eligible pupils in Reading, Writing and Maths and remove barriers to learning. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1, 3, 5

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Additional hours in KS2	To allow for interventions, small group and 1:1 work. To improve the progress and attainment of eligible pupils in Reading, Writing and Maths and remove barriers to learning. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 3, 5
Additional swimming lessons	Pupil premium children across Y3-6 have been allocated additional swimming slots as an addition to their normal allocated slots with the rest of their peers as an additional provision. This will ensure they are getting targeted swimming provision to support their swimming skills and development.	2, 3

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

Budgeted cost: £88,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional interventions for children and families across the school through the intervention of Family Liaison Officer & Pupil Attendance and Wellbeing Support Officer	Alongside academic outcomes, wellbeing interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	3, 4, 6

Subsidy of enrichment activities (trips, visits, residential, free club places)	Enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many argue that enrichment approaches can directly improve pupils' attainment. Full supporting evidence can be found here: Lifeskills Enrichment Education Endowment Foundation	2
The Inclusion Team will provide coaching and modelling to ensure that behaviour policy is embedded and that interventions using a relational approach with Emotion Coaching are highly effective in reducing incidents. The dojo shop is used to provide rewards and incentives for all pupils who can buy a range of things of experience to celebrate their achievements.	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	3, 4
Extended free childcare for most vulnerable pupils over the summer holidays from Bee Active	This provides targeted support for the most vulnerable pupils by ensuring they have access to safe, structured and enriching activities when school is closed. This helps reduce barriers for families by providing affordable childcare, supporting parents to work or attend training, and ensuring children continue to benefit from positive social interaction, physical activity and nutritious meals, ultimately promoting wellbeing and reducing the impact of holiday disadvantage.	2, 3, 4
Implementation of a graduated attendance response to identify	Research shows that poor attendance is linked to lower attainment, reduced educational outcomes and poorer social and behavioural	4, 6

concerns early, remove barriers to attendance and provide targeted support for pupils and families.	outcomes. Evidence suggests that even small improvements in attendance can have a meaningful impact on pupil outcomes. The EEF highlights the importance of responsive, needs-led approaches that identify barriers early and provide targeted support to pupils and families. The full report can be found here: Attendance Reviews Attendance Interventions Education Endowment Foundation	
Targeted Forest School provision to support pupils' social, emotional and mental health, wellbeing, confidence and engagement with learning.	The EEF reports that Outdoor Adventure Learning can provide an average of four months' additional progress. Evidence also suggests that outdoor learning can improve self-confidence, resilience, motivation and teamwork, supporting pupils' wellbeing and engagement in school. Outdoor adventure learning EEF	2, 3, 4
The PE Coordinator provides a range of inclusive sports activities and opportunities to promote physical activity, wellbeing, teamwork, confidence and engagement in school.	The Education Endowment Foundation reports that physical activity has an average impact of +1 month on academic attainment, whilst also supporting health, wellbeing, behaviour and engagement. Evidence suggests that participation in physical activity can improve pupils' confidence, motivation and social skills. Physical activity can be particularly beneficial for disadvantaged pupils by promoting participation, wellbeing and positive engagement with school. Physical activity EEF	2, 3
Teachers use directed time to provide a range of after-school enrichment opportunities, ensuring all pupils can access wider experiences and develop their interests, talents and aspirations.	The EEF highlights the importance of providing all pupils with access to a rich and varied education. Enrichment opportunities can support confidence, motivation, social development and engagement while helping disadvantaged pupils access experiences that may otherwise be unavailable to them. Life skills and enrichment EEF	2, 3, 6

Use of SEESAW to record children's learning and to share learning with parents.	Research shows that engagement with families supports children's development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
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Total budgeted cost: £159,423

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Intended outcome	Impact
All staff have been trained in using emotion coaching and use emotion coaching to enable children to use self-regulatory strategies to support their learning and emotional needs.	Training has enabled teachers to support pupils with regulatory strategies that they are using to support their own learning and emotional needs. The impact of this has been less physical behaviour incidents across the school, particularly in Years 5 and 6 where physical incidents had been greater the previous year. Learning walks have shown that children know how to use regulation stations to self-regulate. Through observations, staff are using emotion coaching to understand children's actions and children are able to articulate their reasoning behind how they feel or have acted. Discussions between staff and children enable children to be able to reflect over their behaviours/feelings and discuss strategies on how to support them and do things differently.
Pupils eligible for pupil premium funding will have improved outcomes for GLD, English and Maths.	The data outcomes for PP and disadvantaged children show that children have made good progress from baseline to the end of the year and is sitting above national average. End of key stage data showed that 61% pupil premium and 58% disadvantaged achieved combined RWM compared to 47% national for disadvantaged pupils vs 69% non-disadvantaged. Subject specific data showed that 74% pupil premium and 72% disadvantaged achieved

	maths compared to 59% national average for disadvantaged pupils vs 79% non-disadvantaged. Subject specific data showed that 73% pupil premium and 72% disadvantaged achieved reading compared to 60% national average for disadvantaged pupils vs 80% non-disadvantaged. Subject specific data showed that 65% pupil premium and 61% disadvantaged achieved writing compared to 57% national average for disadvantaged pupils vs 76% non-disadvantaged. EYFSP data shows that by the end of summer, pupil premium children achieved 89% in reading and disadvantaged children achieved 80%. The baseline for the cohort in reading was 52.1%. EYFSP data shows that by the end of summer, pupil premium children achieved 94% in maths and disadvantaged children achieved 80%. The baseline for the cohort in maths was 56.3%. EYFSP data shows that by the end of summer, pupil premium children achieved 83% in writing and disadvantaged children achieved 80%. The baseline for the cohort in writing was 47.9%. Overall GLD, for pupil premium children, baseline was at 37% and by the end of summer this was at 68%. This was above national average which was 51-52%.
All children are able to initiate and converse using high quality oral interactions from an early age.	Pupils are making good progress with language development through early

	intervention in the early years but need continued support. S&L practitioner interventions over the year has had impact which is evident through the data. GLD data in listening and attention was baselined at 53% and ended in summer 2 at 85%. GLD for speaking was baselined at 62% and ended in summer 2 at 88%. Disadvantaged pupils for listening and attention were baselined at 33% and ended in summer 2 at 67%. For speaking, the baseline was 50% and ended at 83%. Focus on high-quality interactions across the school next year.
All children have access to the same wider opportunities and enrichment as their peers regardless of their socio-economic status.	Trips, clubs and experiences are well attended by all pupils including those who are pupil premium eligible. Y6 pupil premium children attending the France trip were given a 25% discount. Pupils have taken the opportunity to attend educational trips clubs which have been offered for free. Pupils are given opportunities to attend wider enrichment clubs if a need arises.
Pupils can self-regulate and demonstrate more resilience in overcoming adversity and challenges.	Behaviour is good across the school and pupils are proactive at solving problems and issues. Staff provide appropriate levels of support and guidance. Behaviour curriculum has been embedded and has had an effective impact on pupil behaviours.

The school is able to quickly identify pupils where attendance is becoming an issue and work with the family before it impacts learning.	Attendance is closely monitored and steps are taken as per the attendance policy. Attendance remains above national levels. Persistent absence remains below national levels.
Pupils are happy and feel safe at school. They can deal with their feelings and emotions in appropriate ways.	Pupils speak positively about school and enjoy their learning. Attendance is good and pupils are keen to attend school. Emotion coaching, behaviour curriculum and PSHE ensures that children are taught how to be safe, self-regulate and manage their emotions using a range of strategies.

National KS2 tests were completed at the end of the 25-26 school year: 88% of pupils met the expected standard in Reading, 77% met the expected standard in Writing and 86% met the expected standard in Mathematics. 74% of pupils met the expected combined standard for Reading, Writing and Mathematics.

85% of Year 1 pupils and 97% of Y2 pupils met the expected level in phonics screening.

74% of Y4 pupils scored 25/25 and 94% of pupils achieved a score in the region of 20-25 in the Multiplication Tables Check.

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
Letters & Sounds	Little Wandle
Learning By Questions	Learning by Questions Ltd
TTRS	Maths Circle Ltd
Kapow Computing, PSHE & Music	Kapow
Early Communication Screening	Stoke Speaks Out School Readiness Team
Time to Talk	LDA
Curriculum Maestro	Cornerstones
SEESAW	SEESAW
Digital reading log	Learning with parents
Commando Joe's	Commando Joe's

Further Information

At Veritas, we invest in all children (including those who are disadvantaged). In addition to the above listed strategies, we also have additional initiatives in place shown below:

Initiatives	
11b411	As part of REAch2 Academy Trust we are a school committed to the 11b411 initiative. We are ambitious for our children to have broad horizons in life and high aspirations for themselves. We want our children to be inspired and challenged so that each one can develop their unique potential to the full. To this end, Reach2 have developed the 11 before 11 set of promises, to empower our children to take the driving seat in their own lives. 11 before 11 is designed to take our children beyond the usual school experiences to deliver a range of memorable events that surprise and delight the child; both realising and releasing their potential in a wide range of contexts. 11 before 11 will take our children beyond the usual, to open opportunities in life and inspire them to move forward in their own life's adventure for example some of our promises this year have included Wildlife Warriors, Mess around on Water (Devon trip including kayaking and surfing), Cross a border (Trip to Paris). Our School Adventure Ambassador (SAA) brings the promises to life at our school, through planning the adventures into the school's curriculum; seeking sponsorship; funding; resources and links within and beyond the community. Our Adventure Ambassador also has access to Trust

	brokered partnerships such as the Scouts Association, Country Trust, Prince William Award, and Sport for Schools.
Commando Joe's	'No Child Left Behind' is the founding ethos of Commando Joes. Every child fully engaged in their education with a 'can do' attitude and self-belief threads through the COJO programme. Veritas have adopted a self-improving and sustainable school-led model that enables us to adopt an approach to delivering the RESPECT (resilience, empathy, self-awareness, positivity, excellence, communication, and teamwork) to our children.

Service pupil premium funding (optional) 21%

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?	We identify gaps in service children's education caused by moving between schools which we addressed with targeted support and dedicated intervention time led by Teaching Assistants. We identify pupils who are impacted by deployment and ensure they have access and support from the school Learning Mentor, Elsa and Forest School Teachers as well as other support staff to support their social, emotional, and mental health. We use some of the money to ensure all staff are trained in Emotion Coaching. We ensure that pupils who leave and enter the school are supported through this transition through visits, meetings and leavers activities. We engage in Little Troopers events/activities and books to support children with deployed families. The school commemorates Remembrance every year and ensure resources are bought to provide class teaching and learning activities. Where required, funding will be used to purchase specific resources to aid the teaching and learning of service pupils e.g. pencil grips, revision work books etc.
What was the impact of that spending on service pupil	Teachers observed improvements in wellbeing amongst service children.

premium eligible pupils?	Assessments demonstrated progress in subject areas where extra support was provided. Interventions on offer for Service children such as Elsa and Forest School to support with well being. We have established strong links with the local MOD base to support families and children when needed. They also support with whole school events and come into school to work with the children. New pupils settle quickly and are well supported. Service children's attainment is in line with or above that of their peers. Information is shared promptly with new schools for pupils leaving Veritas. Transition boxes are available for service pupils that move to new schools when posted which include items such as photographs to support their move. We held an Armed Forces Day in school which included Armed Forces representatives working with all year groups. The children accessed a range of vehicles, learned about the way of life, engaged with visitors, tried on uniforms and got to ask lots of questions! This yearly celebration is always a huge success.
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