Pupil premium strategy statement September 2026

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 effect that last year's spending of pupil premium had within our school.

Federation overview

Detail	Data
School name	Bottesford Schools Federation
Number of pupils in school	210 Infants 264 Juniors 474 Total
Proportion (%) of pupil premium eligible targeted pupils	Infants 12 pupils 5.7% Juniors 9 pupils 3.3%
Proportion (%) of pupil premium expanded pupils	Infants 5 pupil 2.4% Juniors 27 pupils 9.9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026- 2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Rachel Busby
Pupil premium lead	Rachel Busby
Governor / Trustee lead	Elaine Butterfield

Funding overview

Detail	Amount
Pupil premium funding allocation for targeted pupils 2026-2027	£87,850
Recovery premium funding allocation 2026-2027	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£87,850

Part A: Pupil premium strategy plan

Statement of intent

Our aim

Our overall aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support and provision all pupils can achieve their full potential.

When making decisions about using the pupil premium funding we consider our challenges and context alongside research, such as EEF. The challenges are varied and there is no "one size fits all."

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are in receipt of pupil premium will be disadvantaged
- We 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 assessed and addressed
- We ensure that all teaching staff are involved in the analysis of data and identification of disadvantaged pupils so we collectively, prioritise narrowing the gap between disadvantaged and non-disadvantaged pupils
- We also recognise that not all pupils who are disadvantaged are registered or qualify for pupil premium funding. We may allocate the pupil premium funding to pupils we identify to be disadvantaged

Our Context

Bottesford Infant School and Junior School federated on 1st March 2026. The schools are located next to each other in Bottesford, a suburban area on the southern edge of Scunthorpe, North Lincolnshire. The infant school currently has an intake of 70 pupils and the junior school 66 pupils in each year group. Pupils attend from a wide catchment area (over 55% out of catchment each year), many from other areas within Scunthorpe that have higher levels of deprivation.

Pupil premium eligibility is low when compared to the national, however this has increased significantly for the schools over the past few years (3% 2020, 7% 2021, 10% 2022 - 2025). The school recognises that due to universal infant free school meals for all pupils at Bottesford Infants, some parents choose not to register for pupil premium funding (despite the school promoting registering, see leaflet).

Our RISE values

This is how our federation RISE values impact upon our pupil premium work:

- Respect: We listen to families and pupils and treat every circumstance with dignity.
- Integrity: We use funding transparently and review its impact honestly.
- Strive: We set high expectations for disadvantaged pupils and celebrate progress and attainment.
- Empowered: We give pupils the skills and confidence to become independent, successful learners.

Challenges

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

Challenge number	Detail of challenge
1	**Speech, language and communication** Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils when they start in EYFS. 14.3% of the 2024-2025 EYFS cohort already had involvement from the speech and language therapist NHS service (25% PP children). This indicates that there is a higher proportion of SEND/SLCN identified in this cohort. They continue to need intensive SALT intervention throughout their time at Bottesford Schools Federation. It is anticipated (through our transition programme) that this will be a similar picture for the 2026-2027 EYFS cohort.
2	**Attendance** Attendance continues to be significantly above the national average for both schools (infants 95.9% & juniors 96.2%) which has been sustained for the past few years. However there continues to be a gap between pupil premium children and non pupil premium children across the federation (2026 - Infants 1.48% & Juniors 3.34%). It is important to note that attendance for pupil premium children has improved this year when compared to previous years. Persistent absenteeism remains low for all groups of pupils with no difference between PP and non PP.
3	**Social, emotional and mental-health** Since the pandemic the school has seen an increase in the amount of pupils and families needing support with social, emotional, mental-health and behavioural needs (some with profound SEND needs). Staff surveys indicates that staff are talking and supporting parents/carers more regularly about mental health and wellbeing issues when compared to previous staff surveys.
4	**Fluency in reading** Reading assessments highlight that fluency is a barrier to some children attaining EXS in Reading. The use of targeted fluency assessments shows that children have low levels of fluency across the federation. This is

	particularly evident with disadvantaged pupils who have lower levels of fluency when compared to their peers. Internal data indicates that the gap between pupil premium and non pupil premium across the federation is closing (-6% KS1 & -10% KS2) 2026 national data (EYFS, phonics & Yr6 SATs) indicates there is a significant gap.
5	**Coherence, representation structure, mathematical thinking, fluency and variation in maths** Maths data analysis from assessments highlight that the five big ideas in the mastery maths approach are barriers to disadvantaged pupils attaining EXS/GDS in Maths. As a result the gap is -17% at KS2 at the expected standard (the greatest gap in core subjects) and -21% Yr6 SATs at GDS.
6	**Equity in experiences that build cultural capital** Pupil voice suggests that children who are disadvantaged have fewer experiences to build cultural capital through visits, experiences, etc.

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 improve communication and language skills for all pupil's, leading to improved progress in all curriculum areas.	• Leadership monitoring will demonstrate high quality communication and language through adult modelling and collaborative learning across the curriculum. • Key knowledge, using subject-specific language is retrieved into their long term memory. This is evidenced by subject leader assessments and pupil interviews. • EYFS language and communication screening demonstrates exceptional progress across the academic year. • Children make good progress through the Language Link programme (improved standardised scores on language screen). 5 months + progress. • The gap will continue to narrow between PP and non PP in language and communication ELG when compared to 2025 (7.6%) & 2026 (3.6%).
To improve attendance.	• Pupil's attendance improves over the academic year due to intervention and support provided by the school. • Parents understand the schools attendance policies and know the procedures and protocols and adhere to these. • Attendance improves and the differential between PP and non PP pupils continues to be reduced: Infants 25-26 PP 94.64%, non PP 96.12% gap -1.48% Juniors 25-26 PP 93.31%, non PP96.65% gap -3.34%

To provide social and emotional and mental health support in order for pupils to fully access the curriculum.	● All staff are using emotion coaching techniques confidently throughout school. ● All staff have an awareness of attachment and trauma and use appropriate strategies. ● All staff can confidently support children and parents with mental health and wellbeing concerns (staff survey evidence). ● The Pastoral Managers can support pupils and families with social, mental health issues. ● Families are supported with their individual needs through regular Early Help meetings. ● Pupils are able to access the curriculum through the use of a variety of strategies to self-regulate. ● Children receive Theraplay Informed Practice intervention to support their social, emotional and mental health. ● Children receive support through 'With Me in Mind Programme' at KS2, including the gravity intervention. ● Pastoral Managers lead on emotional regulation intervention. ● Staff are available to support targeted children at the start of the school day with a meet and greet and sensory circuit ● Sensory circuit area is accessible throughout the day for those pupils who require a sensory break
For all pupils to achieve the best outcomes in reading & maths.	● Work scrutiny will show that PP children will demonstrate fluency in reading and maths. ● Tracking will demonstrate that all pupils are meeting their aspirational targets to diminish the difference with their peers. ● Tracking across the federation will demonstrate that pupils will make positive progress from EYFS entry ● Gaps between PP & non PP will diminish or close in internal data and national tests/checks.
All children have access to opportunities to develop cultural capital	● Disadvantaged pupils experience opportunities that provide cultural capital: - taking part in clubs - music tuition - sports activities - educational visits - residential visits

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: £23,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching is essential to achieving the best outcomes for all children, particularly the most disadvantaged among them. All staff will attend staff meetings & INSETs (including TAs) £12,000 Teachers will use the Great Teacher Toolkit to update their pedagogy and reflect on their teaching £2800	The EEF has evidenced that great teaching is the most important lever schools have to improve pupil attainment. EEF research tells us that high quality teaching can narrow the disadvantaged gap. EEF states that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://evidencebased.education/great-teaching-toolkit-cpd/ Pupil_Premium_Guidance_iPDF.pdf (educationendowmentfoundation.org.uk) Strand 1 – the importance of quality first teaching and the positive impact CPD has upon the outcomes of all children.	1,2,3,4 & 5
Systematic teaching of PSHE (Jigsaw) to ensure children's wellbeing is placed at the heart of teaching and learning. £2000	The EEF cites that children make 4 months' additional progress through the use of social and emotional learning programmes. As a school we use several vehicles including PSHE and PSE sessions, assemblies and other targeted approaches to supplement whole class teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Teachers use metacognition strategies through quality first	Metacognition and self-regulated learning (SLR) have been advocated by many, and have significant support being	1, 2, 3, 4

teaching. Train staff through high quality CPD £3000	seen as a potentially effective way of impacting learning https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/metacognition-and-self-regulation/ Fundamentally, the underlying supposition is that metacognition and SRL are important to learning, and thus raise attainment, and various studies have established metacognition has a significant impact on students' academic performance	
Use the Early Literacy approaches from the EEF guide to improve outcomes in literacy (include staff training) £2000	Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing. A common approach would be an introduction to different kinds of writing. Early literacy approaches typically increase children's learning by about 4 months. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	4
Access to the Language Link programme £1600	EEF states that communication and language approaches typically have a very high impact and increase young children's learning by 7 months. Some studies show slightly larger effects for children from disadvantaged backgrounds. A number of EFF studies comment on the importance of training and professional development, and supporting early years professionals with the implementation of different approaches. EFF states that it is unlikely that one approach alone is enough to secure young children's development and progress. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1
Maths leaders will continue to access the 'mastery maths'	The programme aims to improve the quality of maths teaching to deepen pupils' conceptual understanding of key	1,2,3,4 & 5

programme through the NCETM	mathematical concepts.Emphasis is placed on problem solving, encouraging mathematical thinking and using mathematical language. https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematics-mastery-primary	

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

Budgeted cost: £22,093

Activity	Evidence that supports this approach	Challenge number(s) addressed
Theraplay Informed Practice intervention to support disadvantaged and vulnerable children to self-regulate and be ready to learn. £1600	Self regulation activities can have 3 months additional progress. They can help children manage their behaviour and aspects of their learning. Social and emotional learning can have 4 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies Theraplay has been recognised by the Association of Play Therapy as one of seven seminal psychotherapies for children. Modern brain research and the field of neuroscience have shown that attachment is the way in which children come to understand, trust and thrive in their world. https://theraplay.org/what-is-theraplay/	1, 2, 3
Language Link intervention £4852 (TA delivery time cost)	Children can make at least 6 months progress using oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1

Speech and language individual programmes £3641 (TA delivery time cost)	Individual programmes of work for pupils who are under speech and language therapy. There is an increase in children needing speech and language referrals and programmes of work. https://educationendowmentfoundation.org.uk/education-evhttps://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdfidence/teaching-learning-toolkit/one-to-one-tuition	1
Nurture provision for break and lunchtimes for a small number of children who struggle during unstructured times of play (or for those who actively seek out such opportunities) £2000	Nurture groups are designed to help children develop vital social skills, to develop confidence and self-respect, and to take pride in achieving. The EEF states that social, emotional learning interventions such as nurture provision which are embedded into daily practice provides an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress)	3
Ensure that all pupils become successful readers through RWI targeted phonics support and the Fresh start programme £3000	Children can make 6+ progress though reading interventions https://educationendowmentfoundation.org.uk/news/eef-blog-reading-fluency-practice-in-the-primary-classroom	1,2,3,4 & 5
Provide high quality additional support for the first 20% of readers and spot light readers through targeted reading intervention (Hert's fluency) £7000	Children can make 6+ progress though reading interventions https://educationendowmentfoundation.org.uk/news/eef-blog-reading-fluency-practice-in-the-primary-classroom	1,2,3,4 & 5

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

Budgeted cost: £42,357

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils with social, emotional, and health difficulties (Pastoral Manager deliver therapy and emotional regulation sessions) £18,500	Social and emotional learning approaches have a positive impact, on average of four months' additional progress in academic outcomes over the course of an academic year.Targeted approaches to building SEL have greater impact than whole class approaches and should be used in conjunction with whole school approaches to have the greatest impact. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2 & 3
Counselling & 1:1 support to address specific difficulties with emotional wellbeing, behaviour and mental health (Pastoral Manager deliver) £2,000	Whilst there is limited evidence currently around 1:1 support and CBT based approaches, a recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.	3
Staff to ensure that disadvantaged pupils are given access to a variety of extra-curricular activities (including music tuition, residentials, trips and clubs) £3857	Extra curricular clubs, music tuition, educational visits, residentials and experiences contribute to the wider learning and pupil's aspirations. Whilst EEF research has a focus on interventions linked to academic achievement, they recognise that real life experiences linked to the arts curriculum and those linked to outdoor and adventurous activities, can have a positive impact on self-efficacy, motivation and teamwork. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdoor-adventurelearning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3, 5 & 6
Supporting families with their individual needs eg- early help meetings.	Pupils who need help and protection deserve high quality and effective support as soon as a need is identified. Providing early help is more effective in promoting the welfare of children than reacting later. Early help means	2, 3, 5 & 6

Attendance is addressed through the Early Help process. Appoint an attendance officer 5 hours a week £16,500	providing support as soon as a problem emerges, at any point in a child's life. Early help can also prevent further problems arising. https://www.northlincscmars.co.uk/early-help/ The average impact of the parental engagement approaches is about an additional 4 months progress over the course of the year. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Our attendance has remained above the national average over a sustained period of time however PP attendance gap is wider than non PP. Attendance concerns are addressed through the Early Help, CIN and CP meetings.	
Access to breakfast club (half price)	Pupils arriving at school on time, fed and having a positive start to each school day (Masloe's hierarchy of needs). https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	2, 3 & 6
Promote high attendance Attendance officer & Pastoral Managers to engage in the attendance hub £1500	DFE guidance - Improving School Attendance https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Learning mentor/SLT to engage in supporting families to improve attendance (meetings, phone calls, home visits) https://www.meridiantrust.co.uk/meridian-attendance-hub/	2

Total budgeted cost: £87,850

Part B: Review of outcomes in 2025/26

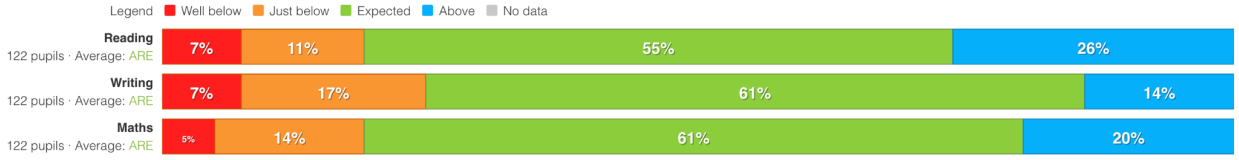
This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Infants

Pupil premium:



Non pupil premium:

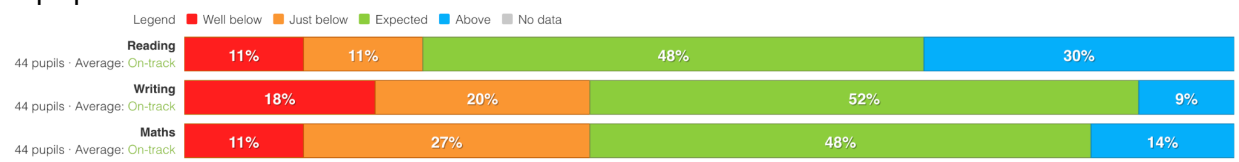


	Autumn 2025			Spring 2025			Summer 2026		
	Pupil Premium	Non Pupil Premium	Gap	Pupil Premium	Non Pupil Premium	Gap	Pupil Premium	Non Pupil Premium	Gap
Reading	63%	68%	-5%	71%	74%	-3%	75%	81%	-6%
Writing	69%	69%		65%	73%	-8%	75%	75%	
Maths	75%	81%	-6%	77%	82%	-5%	76%	81%	-5%

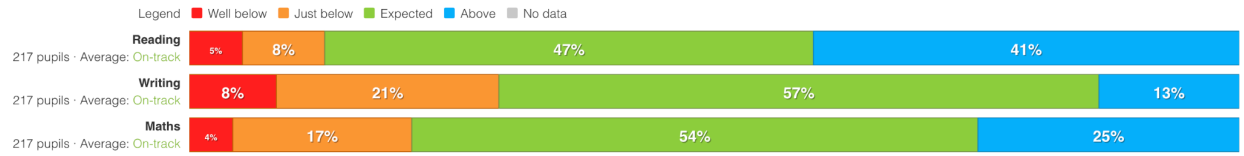
- A higher % of pupil premium pupils are working below the expected standard in reading and maths when comparing with non pupil premium. However the gap is small.
- A greater % of non pupil premium pupils achieve greater depth in all core subjects when comparing with pupil premium pupils.
- The gap is narrowing in maths when comparing non pupil premium with pupil premium
- The gap has completely closed for writing as pupil premium and non pupil premium achieve the same. However, more non pupil premium achieve greater depth.

Juniors

Pupil premium:



Non pupil premium:



	Autumn 2025			Spring 2026			Summer 2026		
	Pupil Premium	Non Pupil Premium	Gap	Pupil Premium	Non Pupil Premium	Gap	Pupil Premium	Non Pupil Premium	Gap
Reading	61%	81%	-20%	61%	82%	-21%	78%	88%	-10%
Writing	46%	63%	-17%	58%	66%	-8%	61%	70%	-9%
Maths	54%	70%	-16%	56%	77%	-21%	62%	79%	-17%

- A higher % of pupil premium are working at greater depth in reading when compared to maths and writing. 30% demonstrates the high aspirations for disadvantaged pupils
- 61% pupil premium pupils at ARE/GDS compared to 70% of non disadvantaged in writing (-9% gap). The gap between non pupil premium and pupil premium is small (-4%)
- In the autumn term 46% of pupil premium were ARE/GDS this has increased by 15% by the end of the summer term in writing
- In the autumn term 54% of pupil premium were ARE/GDS this has increased by 8% by the end of the summer term in maths. The gap had also decreased when compared to the spring term. However, maths has the largest gap between pupil premium and non pupil premium pupils (-17%).

National Assessments:

EYFS 2026

	No of pupils	GLD	Gap
PP	4	0% (national 51.3%)	-100%
Non PP	66	74.2% (national 72.4%)	

Phonics 2026 - Year 1

	No of pupils	Expected standard	Gap
PP	6	67%	-25%
Non PP	64	92%	

100% of year 2 pupils passed the phonics screening check

MTC 2026 - Year 4

		No of pupils	% of pupils	Gap
Scoring full marks (25/25)	Pupil Premium	11	36%	+1%
	Non Pupil Premium	54	35%	
Average score (out of 25)	Pupil Premium	11	19.7	-2.1
	Non Pupil Premium	54	21.8	

SATS - Year 6

			EXS or above		**GDS**	
		No of pupils	**% of pupils**	**Gap**	**% of pupils**	**Gap**
Reading	Pupil Premium	13	31%	-52%	8%	-19%
	Non Pupil Premium	52	83%		27%	
Writing	Pupil Premium	13	46%	-33%	8%	-7%
	Non Pupil Premium	52	79%		15%	
Maths	Pupil Premium	13	62%	-13%	8%	-21%
	Non Pupil Premium	52	75%		29%	
GPS	Pupil Premium	13	46%	-41%	8%	-23%
	Non Pupil Premium	52	87%		31%	
RWM	Pupil Premium	13	23%	-37%	8%	-4%
	Non Pupil Premium	52	60%		12%	

Average score reading - 7.9, maths -5.7 and GPS -7.3

Infants:

- **To improve communication and language skills for all pupils leading to improved progress in all curriculum areas**

Language Link daily assessments demonstrate that children are making progress. Their standardised scores are increasing. Through observations pupils are provided with opportunities to develop their language skills throughout each lesson (e.g. talk partner work, collaboration, reading, story time, singing). Assessments and observations demonstrate that pupils are using tier two vocabulary in their lessons, matched to the long term plans.

- **To improve attendance**

Pupil premium children attendance is significantly higher than the national (+2.7%). The gap has closed when compared to last year but the gap is still -1.48%.

- **To provide social and emotional and mental health support in order for pupils to fully access the curriculum**

Targeted support - emotional regulation groups, 1:1 check ins for vulnerable safeguarding pupils and physical mentor intervention to support well being. Attendance had improved for all these pupils.

- **For all pupils to achieve the best outcomes in writing**

The gap has closed in key stage 1 - pupil premium children achieve the same outcomes as non pupil premium children at the expected standard. However, none of the pupil premium children are currently working at greater depth.

- **Appropriate signposting of support will lead to improved outcomes for children and their families**

Pastoral Manager has also led emotional regulation and anxiety workshops. SENDCO has led drop ins for parents needing support. Early Helps and CIN meetings are also in place for 6 families in receipt of FSM. Families signposted to free webinars to support their child at home. Referrals to CAMHs, nursing team, complex behaviour support for FSM families too. The involvement of the pastoral manager has improved attendance for families under early helps and CINs. Two of these pupils were no longer persistently absent by the end of the academic year.

Juniors:

- **To ensure needs of pupil premium pupils are met so they make academic progress in line with none pupil premium pupils**

The gap is narrowing for writing (-17% in autumn term and is now -9%).

- **Parents to engage in parents evening and parent workshops**

All parents attended parents evening. Follow up phone calls for none of the attendees. Yr4 parents invited to the MTC meeting, 60% attended. Reading cafe for world book day 65% of families attended to promote the importance of reading.

- **To narrow the gap between disadvantaged and non-disadvantaged in core subjects**

Internal data highlights that this has narrowed in writing by 8% and in reading by 10% when comparing with autumn term. The gap has stayed the same in maths (-17%) when comparing autumn term assessments. Maths has the greatest gap.

- **A higher number of pupils involved in wider curriculum opportunities**

36 pupil premium pupils (87.8%) attended a club this year (5 children did not attend). SEND/Disadvantaged – 8 children (88.9%) attended a club this year (1 child did not attend).

Football, choir (17%) and sports hall athletics (30%) are the most popular clubs for disadvantaged pupils. Football has seen an increase in disadvantaged children attending. In the autumn term none of the disadvantaged pupils attended girls football but in the spring term 42.9% were disadvantaged pupils.

- **Have an inclusive system in place for tracking, identifying and monitoring the needs of 'vulnerable' pupils within our school**

A tracking system is in place. The Pastoral Manager meets with teachers termly to update the tracker and ensure support is in place for vulnerable pupils and their needs are met. See wider

opportunities and targeted support. The SENDCO has now developed an electronic provision map to track targeted support for disadvantaged pupils.

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
Phonics Play	Phonics Play Ltd
Read, Write Inc	Ruth Miskin Ltd/ Oxford University Press
Assessments	Smartgrade
Language Screen	Pearson
Language Link	Speech Link Multimedia Ltd

Further information (optional)

Use of Sports Premium funding to offer free sporting clubs to all pupils. School monitors closely to ensure PP children participate in wider curriculum opportunities after school and during the school day. The federation ensures that PP children have a leadership role. The school ensures that PP children can have support with costs for trips and residentials.