

Pupil Premium Strategy Statement

September 2025 Update



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.

School overview

<u>Detail</u>	<u>Data</u>
School name	St. Joseph's Catholic Primary School
Number of pupils in school	204 (@9.9.25)
Proportion (%) of pupil premium eligible pupils	66 pupils 32.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	December 2025
First Reviewed	December 2026
Next Review due	December 2027
Statement authorised by	Mike Board – Chair of Governors
Pupil premium Lead	Liz Rippon 2024/25 Sarah Sparks (Acting Deputy) 2025
Governor / Trustee lead	Vick Withey

Funding overview

<u>Detail</u>	<u>Amount</u>
Pupil premium funding allocation this academic year	£95395
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 (2025/26) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95395

Part A: Pupil premium strategy plan

Statement of intent

Let Your Light Shine

“Be open, with this enthusiasm, to hope and to yearn for fullness, yearn to give meaning to your future, to your whole life, to imagine the appropriate journey for each of you and to choose the path that brings you peace and human fulfilment. Do not stand still, a young person cannot stand still! , and journey. This means go toward something; because a person can move and not be one who journeys, but a “wanderer, who roams, roams, roams through life... But life is not made for “roaming through, it is made to “journey through, and this is your challenge!”

Pope Francis, Address, July 2014

At St. Joseph’s Catholic Primary School, we strive for continuous development through an open and enthusiastic culture of learning for staff and children. Our approach focusses on the learning needs and wellbeing of our disadvantaged children and our ambition for **every** child.

Our vision is that all pupils, irrespective of their background or the challenges they face, learn to be **Stewards of God’s Creation, Successful Learners and become Confident and Optimistic Individuals**. Our intention is that they make good progress and achieve across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school-led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we

have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

<u>Challenge number</u>	<u>Detail of challenge</u>
1	<p>Increase in numbers of disadvantaged pupils and those who are both disadvantaged and SEND.</p> <p>Over the last two years, there has been a significant increase in the number of Pupil Premium at St Joseph's, including more double disadvantaged children (those who are Pupil Premium and SEND). Currently 34% of children eligible for PP are also on the SEND register.</p> <p>Many of our families live close to the school, which is situated within the 20% most deprived neighbourhoods in country.</p> <p>http://dclgapps.communities.gov.uk/imd/iod_index.html</p>
2	<p>Safeguarding</p> <p>There has been an increase in safeguarding incidents with 80% of children affected, being Pupil Premium.</p>
3	<p>Wellbeing, mental health and parent support</p> <p>Teacher referrals for support have markedly increased since the pandemic. Many pupils currently require additional support with social and emotional needs, a high proportion of these pupils are Pupil Premium.</p> <p>Many parents have needed varying support, particularly during the pandemic, a high percentage of these parents have been of disadvantaged children.</p> <p>Wider support from BCP SEND and CAMHS has been challenging to access with more pressure placed on the school staff and resources.</p>
4	<p>Attendance and levels of persistent absence</p> <p>Our attendance data over the last eighteen months indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. The % of disadvantaged pupils who have been 'persistently absent' is higher than their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

5	<p>Attainment and Progress.</p> <p>On entry to Reception class in the last 2 years, a high % of our disadvantaged pupils arrived well below age-related expectations compared to other pupils. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the challenges of COVID and the lack of external services. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>We have identified gaps in reading and writing for children who are not yet meeting the expected standard.</p> <p>We have also identified gaps in reading and writing for our Year 4 cohort.</p>
6	<p>Phonics</p> <p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
7	<p>Language Skills and Development</p> <p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, particularly for pupils on entry to Reception. These are also evident through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
8	<p>SEND</p> <p>34% of our disadvantage pupils have SEND.</p> <p>Of our 48 pupils on the SEND register, 23 are Pupil Premium.</p> <p>EHCP numbers have increased from 3 in 2023 to 11 currently, with 5 EHCNA in process. Of those 4/11 are Pupil Premium, of 2/5 EHCNA are Pupil Premium.</p> <p>In 2024, external support proved challenging from BCP. There was and continues to be, in this current term in 2025, a significant back-log outside of the legal limit for EHCPs in the local authority– leading to rejected EHCP submissions. There were frequent changes of SEND case workers for our school, long paediatrician waiting lists and no primary places in specialist provision. CAMHS referrals are constantly rejected. All this has put extra pressure on school staff and resources and at the centre – the children.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2027)**, and how we will measure whether they have been achieved.

<u>Intended outcome</u>	<u>Success criteria</u>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among

	disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Academic achievement for all pupils including disadvantaged to increase.	Proportion of children in each year group working at the required level to be higher than in the previous year.
	Over the next three years, at the end of Key Stage Two, Pupil Premium children to have an upward trend in their attainment and progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupils, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • a reduction in the percentage of all pupils who are persistently absent, particularly disadvantaged.
Continue to evaluate and develop our full curriculum that allows all children to let their light shine.	<ul style="list-style-type: none"> • Enhance our wider curriculum offer • Develop the teaching of music, Art and DT.

2023/24 Data

EYFS/ KS1

	<u>EYFS</u> <u>GLD</u> <u>(out of 8 chn)</u>	<u>Year 1 phonics</u> <u>(out of 8 chn)</u>	<u>Year 2 phonics</u> <u>(out of 5 chn)</u>
Disadvantaged Pupils	25%	50%	60%
Other pupils	50%	85%	60%

End of Key Stage 2

	<u>EXS+</u> <u>RWM</u>	<u>EXS+</u> <u>Reading</u>	<u>EXS+</u> <u>Writing</u>	<u>EXS+</u> <u>Maths</u>	<u>EXS+</u> <u>SPAG</u>	<u>GD</u> <u>RWM</u>	<u>GD</u> <u>Reading</u>	<u>GD</u> <u>Writing</u>	<u>GD</u> <u>Maths</u>	<u>GD</u> <u>SPAG</u>
Disadvantaged Pupils (out of 9 chn)	56%	78%	77%	77%	89%	11%	33%	22%	22%	56%
Other pupils	74%	82%	78%	85%	89%	15%	44%	22%	41%	59%

2024/25 Data

EYFS/ KS1

	<u>EYFS GLD</u> <u>(out of 8 chn)</u>	<u>Year 1 phonics</u> <u>(out of 7 chn)</u>	<u>Year 2 phonics</u> <u>(out of 3 chn)</u>
Disadvantaged Pupils	22	75	66
Other pupils	50	85	50

End of Key Stage 2

	<u>EXS+</u> <u>RWM</u>	<u>EXS+</u> <u>Reading</u>	<u>EXS+</u> <u>Writing</u>	<u>EXS+</u> <u>Maths</u>	<u>EXS+</u> <u>SPAG</u>	<u>GD</u> <u>RWM</u>	<u>GD</u> <u>Reading</u>	<u>GD</u> <u>Writing</u>	<u>GD</u> <u>Maths</u>	<u>GD</u> <u>SPAG</u>
Disadvantaged Pupils (out of 9 chn)	67	78	78	78	89	0	33	22	33	33
Other pupils	74	82	78	85	89	15	44	22	41	59

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: £31,783

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
CPD Instruction. <i>Teacher CPD time for self-initiated learning</i>	EEF: Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	5
<i>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</i>	<ul style="list-style-type: none"> - Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence based recommendations to support pupils with SEND. - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send 	
<i>Assessment time to track phonics/ coaching and monitoring time for Phonics Lead</i>	<ul style="list-style-type: none"> - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. - The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. - The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). - Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly 	6
<i>HOPE – (Helping Our Pupils Emotions) HOPE leads run weekly sessions for</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/	3

<p><i>children - supervision time</i></p> <p><i>Nurture Lead and SENDCo introduce Stormbreak across the school.</i></p> <p><i>We will fund staff release time for training.</i></p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Jurassic Maths Hub resources and CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	3
<p>Enhancement of Curriculum teaching – embedding reading and talk across the curriculum – appointing an Oracy Lead.</p> <p>We will fund training, resources and release time for subject leaders.</p> <p>We will fund new reading books for all abilities.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. There is strong evidence that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	5,6,7

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

Budgeted cost: £74,850

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
<i>Staff release time to use Welcomm Language Programme for EYFS</i>	<p>EEF – Preparing for Literacy EYFS</p> <p>Language provides the foundation of thinking and learning and should be prioritised.</p> <p>High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>Adults have a vital role to play in modelling effective language and communication.</p> <p>Use a wide range of approaches including shared reading, storytelling, and explicitly extending children’s vocabulary.</p>	5, 7
<i>School-led tutoring – Years 1-6. This has been funded in combination with Education Recovery Premium.</i>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>One-to-one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p>	5
<i>Teaching assistant (TA) deployment and interventions</i>	<p><i>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</i></p> <p><i>The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	5 & 6
<i>Continued enhancement of reading provision/ across the school, including the school library.</i>	<p>Reading and comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches</p>	8

	that include phonics, reading comprehension and oral language approaches.	
<i>2 mornings per week – EYFS reading, writing and maths interventions</i>	<p>There is good evidence of the importance of early years education on a range of outcomes, and particularly for children from low-income families.</p> <p>High-quality provision is likely to be characterised by:</p> <ul style="list-style-type: none"> • positive, purposeful interactions between staff and children; • activities that support children’s language development; • the development of early number concepts, and • self-regulation. 	5, 6, 7
<p><i>Extra adult employed to lead phonics across EYFS, KS1, Year 2 and Year 4, daily.</i></p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>EEF research: Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate.</p>	6
<i>SEND literacy interventions each morning for children on SEND Support</i>	Reading and comprehension strategies are high impact on average (+6 months).	5, 8
<i>TA-led daily extra SALT interventions for Children with speech and language needs across the school</i>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	7
<i>Extra literacy interventions for Year 4 and Year 5 children</i>	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	5, 6, 7

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

Budgeted cost: £ 20,545

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
Pastoral Support worker with a focus on attendance – time for training and time for working with children/ supporting with attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	4
OWLs/ Nurture provide a structured programme of Nurture Provision for targeted children in supporting their access to curriculum learning.	EEF: An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.	1, 3, 4, 5, 6, 8
Extra Lunch-time adult support	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/	3
Mental Health sessions for targeted groups		
Uniform support	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline	1
HOPE facilitators plan and lead parenting support courses and workshops for parents of Pupil Premium children. We will fund their time for these sessions.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. It can be difficult to involve all parents in ways that support children's learning, especially if parents' own experiences of school weren't positive https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=work	1, 2, 3

Breakfast Clubs, sports clubs and trips. Counselling to support emotional health and wellbeing, help with the cost of educational trips or visits	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.	2, 3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1

Total budgeted cost: £ 95,395

Pupil premium strategy outcomes 2024 /25

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

<u>Desired Outcome</u>	<u>Progress towards desired outcome</u>
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • More opportunities for oracy across the curriculum with talk being valued. • TA – afternoons employed specifically for Speech & Language interventions – positive impact on disadvantaged pupils. • Pre-teaching in place for SEND and disadvantaged.
Academic achievement for all pupils including disadvantaged to increase.	<ul style="list-style-type: none"> • High quality texts used to inspire writers. • Lessons are sequential and aspirational for all learners. • Children are highly engaged learners in all subject areas • All children, including those with SEND, make progress within lessons. • Learning and applying new vocabulary is a strength. • Subject leaders have reviewed and developed their subject progression so that children know more, do more and remember more • Staff are highly skilled in teaching phonics. • Teaching demonstrates pupil progress within lessons. • High quality phonics teaching in Key Stage Two for pupils who are working below the expected standard

	<ul style="list-style-type: none"> • Pupils have access to high quality books and these are matched to their phonic ability. • 85% pass rate in Year 1 phonics screen 2025 which is above previous years. • 66% for year 4 multiplication check • Number fluency is prioritised
Improved academic outcomes at the end of Key stage Two, including the number of disadvantaged pupils achieving greater depth in reading, writing and maths	<ul style="list-style-type: none"> • Children achieve in line with or above national (GPS) at the end of KS2. • Disadvantaged pupils achieve above National in reading, GPS and maths at the end of KS2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Strong pastoral leadership • All pupils with an EHC receive personalised pastoral support. • Effective pastoral intervention is delivered, tracked and impact is monitored. • Whole school initiative and scheme, 'Stormbreak' is used across the school at whole class and group level to promote pupils' positive wellbeing. • Breakfast bagels offered to all children daily.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Part-time attendance lead who works closely with families and BCP. • Strong relationships built between school and families through parent meetings • Fast-track plans in place when needed • Attendance initiatives and rewards • Strong leadership of attendance with rigorous follow up on attendance • Strong pastoral support provided for pupils in order to address barriers for regular attendance
Continue to evaluate and develop our full curriculum that allows all children to let their light shine.	<ul style="list-style-type: none"> • Strong subject leadership in place with curriculum being refined and evaluated regularly. • High expectations for all children. • Improved offer of extra-curricular clubs across the school: ballet, astronomy, gymnastics, art, coding, forest school club • Wide variety of opportunities provided within our broad curriculum: forest school, science fair, Space camp, Sports week – new sports introduced e.g. archery, Quidditch. • Class visits and residentials enhance the curriculum and accessible to all pupils • Whole school visit to Moors Valley Country park. • Enrichment days e.g. Art day, Egyptian day

	<ul style="list-style-type: none"> • Music specialist teaches lessons to all children in Years 1-6 which has enhanced our music provision. Year 3 learn recorder, Year 4 learn Ukulele, Year 5 learn violin and Year 6 learn Samba • Our new Phizz lab has enhanced our STEM teaching • The library is now accessed by children with their parents • Children now have enrichment time – KS2- every 4 weeks, KS1 weekly. This gives children the opportunity to attend sessions such as: cooking, art, movie making, badminton, sports, dance, cross-stitch, Lego club
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