



St Botolph's CE Academy

Pupil Premium Strategy

2024 – 2027

Academic Year 2024-2025



This statement details our school’s use of pupil premium (and recovery 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
NUMBER OF PUPILS IN SCHOOL	307
PROPORTION (%) OF PUPIL PREMIUM ELIGIBLE PUPILS	100 children (N-Y6) 33% (EYPP included) 90 children (YR-Y6) 33%
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	3 years Autumn 2024 – Autumn 2027
DATE THIS STATEMENT WAS PUBLISHED	November 2024
DATE ON WHICH IT WILL BE REVIEWED	July 2025
STATEMENT AUTHORISED BY	Louise Sennett (Executive HT)
PUPIL PREMIUM TEAM	Louise Sennett (Executive HT) Stephanie Golding (Head of School) Amanda Howarth (EYFS Lead) Joanne Groves (KS1 Lead) Vanessa Greedy (LKS2 Lead) Emma Fisher (UKS2 Lead)
GOVERNOR / TRUSTEE LEAD	Andrew Preston

FUNDING OVERVIEW	
DETAIL	AMOUNT
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£121,360
PUPIL PREMIUM FUNDING CARRIED OVER FROM PREVIOUS YEAR	£0
TOTAL BUDGET FOR THIS ACADEMIC YEAR (24/25)	£121,360

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

At St Botolph's C.E Academy we set high expectations for all children in our school and believe that, with high quality first teaching, early intervention and targeted small group or 1:1 support, robust diagnostic assessment methods, quality social and emotional support, regular and effective engagement with parents and a personalised approach to meeting children's individual needs, every child can fulfil their individual academic, social and emotional potential.

Our Pupil Premium funding is allocated effectively each year to have the necessary impact across school to support children to achieve at least the same academic outcomes as non-disadvantaged children with similar starting points, and so that they have equal access to the full curriculum and enrichment opportunities, reducing educational inequity. Our Strategy supports these aims by ensuring children receive high-quality teaching across all subjects, but with a specific focus on reading, writing, maths, phonics and as a Church of England school, Religious Education, including daily worship and a solid understanding of our Core Christian Values.

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

We aim to embed the importance of cultural and arts opportunities in supporting the wider learning of disadvantaged children, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. Our curriculum, which is personalised to meet the needs of our children, led by strong subject leaders, provides children in receipt of Pupil Premium, with opportunities to develop their confidence, independence and enables them to be successful learners, who will thrive in later life and make a positive contribution to society.

Leaders also use the funding to create opportunities for children to develop skills including resilience, perseverance, self-esteem through quality, targeted care for children and families. We work closely with external agencies, for example, Team Around the School (which encompasses services such as school nursing, CAMHS and Early Help Hub) and Educational Psychology services to support children socially and emotionally.

The strategies we employ at St Botolph's C.E Academy are evidence-informed using recommendations outlined by Education Endowment Foundation and the DfE. At St Botolph's we believe every child, regardless of their starting point, should not have a 'ceiling' placed upon them. We believe all our children can achieve anything, given the right support and direction, regardless of their ability, starting position or background.

CHALLENGES

(This details the key challenges to achievement that we have identified among our disadvantaged children).

Challenge Number	Detail of Challenge
1	<p>Low attainment on entry to EYFS:</p> <p>As evident in entry assessments, some of our children, including those in receipt of Pupil Premium, have very poor early language acquisition and levels of communication are poor. Many of our children have speech and language problems and require SALT interventions. Many have limited experiences and exposure to reading materials at home and are therefore not exposed to a wider range of vocabulary. Many are non-readers, with very limited word recognition and little knowledge regarding GPC and letter recognition.</p>
2	<p>School readiness:</p> <p>Some children are lacking in the skills needed to enable them to be ready to learn on entry to school. Some disadvantaged children lack toilet training skills, with an increased number needing intimate care plans on entry to both Nursery and Reception. Many also struggle with self-regulation, self-care and social interaction skills.</p>
3	<p>Wellbeing and Social, Emotional & Mental Health:</p> <p>A small group of children find the regulation of emotion a challenge. There is an increasing number of children with SEMH needs across school. Many of our children also lack confidence, resilience, motivation and the necessary skills to overcome challenges.</p>
4	<p>Attendance:</p> <p>Attendance data indicates that a number of our disadvantaged children struggle with attendance and punctuality, this is having a direct impact on attainment. Additional support is necessary to support these pupils and families to secure and sustain long-term improvements in punctuality and attendance.</p>
5	<p>Personal Development:</p> <p>Many of our children, including those who are disadvantaged, have limited opportunities for wider experiences, so there is a need to enhance the curriculum offer with educational visits and in-school experiences.</p>
6	<p>Attainment and outcomes:</p> <p>Assessment data shows that some disadvantaged children are underperforming at different assessment points throughout the school. In some year groups and subject areas, groups of disadvantaged children achieve better than their non-disadvantaged peers, but this is not consistent and we need to ensure any gap in attainment is narrowed.</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 Outcomes	Success Criteria
<p>Teaching, Learning & Assessment</p> <p>Continue to develop teaching across school, through effective CPD and support.</p> <p>Adaptations to teaching and learning enable pupils to access the full curriculum regardless of starting points.</p>	<ul style="list-style-type: none"> - Staff across school are accessing stage appropriate career development opportunities (including ECTs and the use of the NPQ Frameworks). - The teaching profile across school is strong, with all teachers having a clear understanding of how to effectively support disadvantaged learners. - Tracking systems (Insight & RWI Portal) are used effectively to ensure cohorts and individual children receive the support they need. - Teachers have received training on pedagogical choices and metacognition, meaning lesson content and task design is appropriate for all children regardless of need. - Evidence of scaffolding is seen across the curriculum meaning all children are effectively supported to learn.
<p>Attainment</p> <p>Improved attainment of disadvantaged children across school in all core subjects (RWM).</p>	<ul style="list-style-type: none"> - Evidence based assessments indicates that the gap is narrowing through books scrutiny, lesson observations and formative assessment data. - School progress data indicates the gap is narrowing in reading termly and annually. - National targets are met in Y1 PSC, Y2 SATs, Y4 MTC and Y6 SATs for disadvantaged and non-disadvantaged pupils, with % reaching national or better.
<p>Attendance</p> <p>Disadvantaged children attend on time, every day, at a consistent level with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> - Attendance of disadvantaged children is in-line with all other children. - There is a reduction in the percentage of disadvantaged children who are classed as Persistently Absent (PA). - The impact of incentives can be seen; pupil voice demonstrates that they feel rewards are relevant and supportive; they help children to understand the importance of regular attendance and improved punctuality.
<p>Language acquisition</p> <p>To implement and embed strategies to improve the language acquisition and oracy levels of disadvantaged children throughout EYFS and KS1.</p>	<ul style="list-style-type: none"> - EYFS attainment data indicates the gap is narrowing in language based early outcomes both termly and annually. - National targets are met in in language based early outcomes for EYFS. - Oral composition of sentences contributes to cohesive writing by the end of KS1. - Less children need to access Chatterbug (SaLT) support over time.
<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> - Pupil voice demonstrates the impact of strategies to improve the mental health and wellbeing of all children, particularly those who are disadvantaged. They can

<p>To sustain and enhance the support and development of SEMH of all children, including those who are disadvantaged, in order that they achieve to their full potential and overcome personal barriers to effective learning.</p>	<p>articulate the importance of mental health and ways in which they can keep their mind and body healthy.</p> <ul style="list-style-type: none"> - Data show effective levels of progress by pupils in receipt of SEMH support through the Pastoral Team records e.g entry / exit data. - Reduction in the number of suspensions for children with SEMH needs. - Decreasing entries for pupils on CPOMS, as the support increases children’s self-confidence, learning behaviours and resilience.
<p>Personal Development</p> <p>To ensure our disadvantaged children are provided with a range of wider opportunities and experiences.</p>	<ul style="list-style-type: none"> - All disadvantaged children across school partake in trips, experiences and wider opportunities provided. - Disadvantaged children are able to discuss the different wider opportunities and experiences that they have had.

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:	£61,306	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure consistency of teaching of early reading and phonics. Package of CPD purchased for whole school training and online portal (including Fresh Start in KS2).	Access to online RWI portal for all staff and parents. Continuation of staff CPD for delivery of Read Write Inc supporting phonics development through school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 6
Employment of an Early Reading Leader to lead on Phonics & ER; supporting staff CPD and offering additional phonics sessions to target all pupils, including disadvantaged.	Weekly CPD sessions (RWI Team Practice) with all RWI staff. Individual staff coaching when needed. Planned delivery of daily phonics session with Reading Leader for specific targeted children across KS1. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 6
Development of metacognition and self-regulation skills.	Developing metacognitive and self-regulation skills in all children to enable them to become independent learners who ‘know and remember more’ curriculum knowledge. Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.	2, 3

	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Deliver highly effective CPD to further improve the quality of the teaching across the school.	<p>Quality first teaching in the classroom has the biggest impact on accelerating progress in students and closing gaps in learning. It is essential that our CPD offer is highly effective.</p> <p>‘We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom’. (EEF 2020- 21, The EEF Guide to Supporting School Planning, A Tiered Approach)</p>	6
Purchase and implementation of Kinetic Letters handwriting scheme.	<p>Kinetic Letters builds handwriting automaticity through teaching mastery of the physical and cognitive components of handwriting.</p> <p>https://primarytimery.com/2024/03/09/the-handwriting-revolution/</p>	1, 2, 6
Employment of a supplementary teacher within the EYFS setting.	<p>Making a strong start in Reception is essential for every child to make progress, especially those who are disadvantaged and may not have accessed provision before starting school. With increased numbers of children in this year’s cohort, an additional teacher was required to ensure effective teaching and learning.</p> <p>‘Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically Pupil Premium pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending.’ (EEF 2024, Guide to Pupil Premium).</p>	1, 2, 6
Continue to embed the reading fluency approach throughout school, following guidance from the local English Hub.	<p>Reading fluency is the ability to apply and identify the correct pronunciation of written words immediately and without conscious effort.</p> <p>It involves smoothly and effortlessly decoding words while also comprehending and interpreting the text.</p> <p>Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.</p> <p>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p>	6
Continued subscription to a range of ICT programmes to aid the taught curriculum.	<p>Subscriptions to a wide variety of platforms and resources to support delivery of the curriculum (including core and foundation subjects).</p> <p>EEF research and evidence provided by Renaissance Learning shows that Digital Technology approaches have the most impact on improving outcomes for disadvantaged students, particularly with regards to reading and improving maths. These will also support home learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	6

TARGETED ACADEMIC SUPPORT (For example, tutoring, one-to-one support, structured interventions)		
Budgeted cost:	£29,046	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement oral language programmes within the EYFS setting.	Implementation and development of EYFS language development programmes including WELLCOMM. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches Outcomes of programmes evidence positive impact on pupil attainments.	1, 2
Planned delivery of additional daily 1:1 phonics sessions for all pupils who are not keeping up with the rest of their cohort (additional TA hours).	1:1 RWI phonics (UFS, KS1 and LKS2) 1:1 Fast Track phonics (UKS2) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 6
Small group tuition for KS2 children in order to close gaps and accelerate progress.	Small group (1:3) tutoring sessions for pupils in KS2 – this will focus on core subjects, primarily reading and maths. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	6
Establish small group or individual interventions for pupils falling behind age-related expectations.	Interventions across school include: Dough Disco, Music Interaction/Early Music Interaction, Rock Routines, Colourful Semantics, Lego Therapy, Rainbow Words, Touch Type, Emotion Coaching, Social Skills, Working Memory, Fine Motor, Early Vocab Builder. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	6
Employment of a Speech and Language Therapist through Chatterbug.	Targeted children from across school are given allocated time to work with SaLT onsite for specific 1:1 intervention. There are a proportion of disadvantaged children who require support to enable them to access the curriculum at their age expectations. https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/	1, 2
Release time for internal SaLT Practitioner to deliver	Oral language interventions can have a positive impact on children’s language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment	1, 2

additional SaLT interventions.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Employment of a Trust Educational Psychologist.	<p>'Improving Social and Emotional Learning in Primary Schools' stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Social and Emotional Learning in Primary Schools - EEF (educationendowmentfoundation.org.uk)</p>	3

WIDER STRATEGIES

(For example, related to attendance, behaviour, wellbeing)

Budgeted cost:	£31,008		
Activity	Evidence that supports this approach	Challenge number(s) addressed	
Employment of a new Safeguarding & Inclusion Officer in order to support our most vulnerable pupils by removing barriers to learning.	<p>Pastoral records demonstrate that regular targeted support for pupils with issues (linked to engagement, behaviour, attendance, safeguarding and SEMH) show improvements in pupil attitudes, engagement and performance and has a positive impact on them as individuals.</p> <p>An essential role of the Pastoral Team is the work done with parents in order to involve them more in their children's learning. This is particularly important for our families experiencing crisis.</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2, 3, 4, 5	
Setting up and resourcing of a Nurture Hub and sensory garden within school.	<p>The development of the Hub as physical space for interventions to take place and for children to regulate, including the use of an outdoor breakout space for children, helps develop pupil engagement and overall well-being of those children accessing the support.</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2, 3, 4	
Monitor and encourage attendance of Breakfast Club and Walking Bus in order to support pupils and families to improve pupil attendance, punctuality and engagement.	<p>Increase percentage of attendees of both Breakfast Club and Walking Bus for disadvantaged pupils over time</p> <p>https://www.educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</p> <p>https://www.educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	3, 4	
Organise peripatetic music lessons for all pupils, including disadvantaged pupils.	<p>Support our pupils SEMH, through participation in wider learning experiences, developing self-confidence, motivation and resilience and attendance. This includes use of the Wakefield Wider Opportunities programme for a class in KS2 and the offer of small group music lessons for other pupils.</p>	3, 5	

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
French tutor provides weekly lessons for all pupils in KS2.	High quality teaching of MFL for all pupils in KS2, supports CPD for class teachers and support staff. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Subsidised funding for trips, experiences, visitors and residential.	Many of the children in our community have limited chances to access experiences outside of their own. To enable disadvantaged children to have a full understanding of the curriculum, they will take part in half-termly experiences with their class – they may either go out on a visit or have a visitor come into school. PP funding will be used to subsidise these experiences to make it affordable for parents. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	5
Participation in the My Happy Mind programme from Nursery to Year Six.	Engagement with the My Happy Mind materials in order to support self-regulation and improve mental health and wellbeing. The programme begins with sessions to build children’s knowledge of the brain and helps children to build resilience, self-esteem and confidence. Improving Social and Emotional Learning in Primary Schools EEF	3, 5
Employment of a Trust EWO and purchasing of resources for attendance rewards and incentives.	National data illustrates that children with lower attendance do not perform as well at school as those children with higher attendance. Tracking and monitoring attendance allows school leaders to identify patterns and take action in a timely manner. Incentives and rewards will continue to be used (and updated) to demonstrate to children and families the value of good attendance. Attendance interventions rapid evidence assessment EEF	4
Provide swimming lessons via the onsite pop-up pool for non-swimmers.	Catch-up swimming lessons provided for the year groups in school with the highest percentage of Pupil Premium. https://www.swimming.org/learntoswim/why-your-child-should-learn-to-swim/	5
Contingency fund for acute issues.	Some funding/resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.	1, 2, 3, 4, 5, 6

TOTAL BUDGETED COST:	£121,360
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PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

OUTCOMES FOR DISADVANTAGED CHILDREN

1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading.

All National figures below relate to the similar group nationally (2024 results)

Year 1 Phonics (PP)	Phonics		Phonics National			
	60%		67%			
Year 6 (PP)	Reading	Reading National	Writing	Writing National	Maths	Maths National
	62%	61%	77%	58%	77%	59%

Y1 PSC

- 5 PP pupils
- 3/5 PP pupils passed the PSC (scoring 37, 39 and 40)
- 2/5 PP pupils failed the PSC – both scoring 2 marks (1 has an EHCP with severe SLCN and the other child joined us at the end of April 2024 with an MSP in place)

Y6 SATs

- 62% of PP pupils passed the Y6 SATs paper (8/13 pupils scored 100+ with 1 at GD) – this is in line with the National picture
- 77% of PP pupils were assessed at ARE in writing (results were moderated in 2024 by Wakefield LA) – this is well above National
- 77% of PP pupils passed the Y6 SATs paper (10/13 pupils scored 100+ with 2 at GD) – this is well above National

Commentary

- The attainment gap in reading is narrowing by the end of KS2. Gaps are wider around Y2/3, however the work on fluency development outlined on the Academy Improvement Plan aims to address this as it is an area for development now that the work on early reading and phonics is embedded.

2. To improve attainment in reading, for all pupils, including disadvantaged pupils by the end of KS1 and KS2.

All National figures below relate to the similar group nationally (2024 results)

Year 1 Phonics	Phonics		Phonics National			
PP	60%		67%			
All pupils	86%		81%			
Year 6	Reading	Reading National	Writing	Writing National	Maths	Maths National
PP	62%	61%	77%	58%	77%	59%
All pupils	84%	74%	84%	72%	86%	73%

Y1 PSC

- 5 PP pupils
- 3/5 PP pupils passed the PSC (scoring 37, 39 and 40)
- 2/5 PP pupils failed the PSC – both scoring 2 marks (1 has an EHCP with severe SLCN and the other child joined us at the end of April 2024 with an MSP in place)

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3. To improve the early language acquisition and increase % of pupils in EYFS achieving expected outcomes.

Y1 2024/25 PP	Listening & Attention	Speaking
Nursery Baseline (7)	43%	14%
End of Nursery (7)	71%	71%
Reception Baseline (10)	20%	43%
End of Reception (10)	73%	74%
National (End Reception)	70%	90%

Y1 2024/25 Non-PP	Listening & Attention	Speaking
Nursery Baseline	20%	7%
End of Nursery	87%	80%
Reception Baseline	48%	52%
End of Reception	85%	86%
National (End Reception)	82%	82%

4. To sustain and enhance the support and development of SEMH of all pupils, including disadvantaged pupils in order that they achieve to their full potential and overcome personal barriers to effective learning.

The KS2 SATs results in summer 2024 demonstrate how well supported this cohort was. The Y6 team, supported by SLT, the Learning Mentor and Tutor, worked with the children to build their resilience and self-confidence. This led to improved KS2 results, which were all above national and demonstrate an increase year on year for the school.

KS2 2024	Reading ARE	Reading Above	Writing ARE	Writing Above	Maths ARE	Maths Above	Combined ARE	Combined Above
School	84%	20%	84%	9%	86%	23%	75%	5%
National	74%	28%	72%	12%	73%	23%	61%	7%
DA (School)	62%	8%	77%	0%	77%	15%	46%	0%
DA (National)	60%	17%	57%	6%	58%	13%	43%	3%

5. To improve the attendance for pupils whose attendance falls below that of expected national levels, including persistent absences.

- Attendance overall, in particular persistent absence, has reduced in comparison to last year. (+1.87% increase in whole school and 13.69% decrease in PA at the same point vs last year).
- Rewards systems continue to be evaluated to include weekly, half-termly, termly and yearly aspirational targets for children and families.
- Roles and systems for attendance continue to be strong and CPD for attendance leader has been attended, including locality networking, to compensate for loss of Trust EWO during maternity leave.
- Peer review confirms attendance continues to be strong.
- Though gap remains between vulnerable demographics and non-vulnerable, the actual difference has reduced for the same period last year and is in-line with national data.
- PA is lower than national and local averages.

	22 - 23 Summer 2	23 - 24 Summer 2	difference
Whole School	92.05%	93.92%	1.87%
PP	89.79%	92.37%	2.58%
Non PP	93.48%	94.84%	1.36%
SEN	88.15%	92.05%	3.90%
Non SEN	92.24%	94.09%	1.85%
FSM	90.19%	92.13%	1.94%
Non FSM	92.66%	94.64%	1.98%
EAL	87.74%	95.19%	7.45%
Young Carer (YC)	not tracked	97.11%	
Social Worker (SW)	not tracked	89.70%	
CIC	97.53%	97.63%	0.10%
PA %	27.92%	14.23%	-13.69%
Number of Children PA	74	43	31

EXTERNALLY PROVIDED PROGRAMMES

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

Programme	Provider
RWI Phonics	Ruth Miskin
White Rose Maths	White Rose Maths
SALT	Chatterbug Ltd
My Happy Mind	NHS
ELSA	ELSA network
Picture News	Picture News
T T Rockstars	Maths Circle
Literacy Shed	EdShed
Twinkl	Twinkl
Kapow	Kapow
Cracking Spelling	Diane Stinson
Spag.com	Spag.com
Grammarsaurus	Grammarsaurus
Mosaic	Inspire
Music Interaction	WISENDSS
Dough Disco	Shonette Bason-Wood
Lego Therapy	WISENDSS
Rainbow Words	WISENDSS

SERVICE PUPIL PREMIUM FUNDING (OPTIONAL)

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?	N/A
What was the impact of that spending on service pupil premium eligible children?	N/A