

# Bishop Aldhelm's CE Primary School Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Bishop Aldhelm's CE Primary School
Number of pupils in school	638
Proportion (%) of pupil premium eligible pupils	20.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 This plan focuses on 2022-2023.
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Scott Tait, Headteacher
Pupil premium lead	Lizzie Sharpe, Deputy Headteacher
Governor / Trustee lead	Su Spence

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,000
Recovery premium funding allocation this academic year	£16,095
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171,095

# Part A: Pupil premium strategy plan

## Statement of intent

At Bishop Aldhelm's we use Pupil Premium funding to support and enhance the learning opportunities for our disadvantaged children. We recognise that family situations can be complex and that there is not a 'one size fits all' approach. Therefore the use of Pupil Premium covers a range of initiatives across the school to meet the challenges faced.

### Bishop Aldhelm's Core Principles Our Approach to Supporting Disadvantaged Learners

*We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.*

#### 1) To know each pupil and meet their individual needs

- Venn diagrams to identify type of provision required
- Regular progress meetings
- **DoDo** contains all data that **can be used** readily by teachers and SLT.
- MARK analysis of NTS papers in KS2.
- Dyslexia screeners Year 3 onwards.

#### Quality teaching for all: To ensure all pupils have access to highest quality teaching

##### 2) To enrich the vocabulary and experiences of all pupils

- All subjects start with vocabulary
- Knowledge organisers and long term plans focus on vocabulary
- Clearly displayed in classrooms
- Private Speech and Language Therapist
- Pre-teaching context and vocabulary lessons

#### 3) For children to have resilience and stickability in order to challenge themselves

- Learning values shared explicitly with children.
- Stormbreak sessions in all classes and as interventions

#### 4) To close the gap as early as possible by focussing resources on the entry year to school.

- Speech and language therapist focus
- **WellComm** assessment and intervention
- Focused interventions and support

#### Targeted support: To ensure that those who are behind catch up

Loved by God



United in Learning

#### To address barriers that may affect pupil's ability to access learning and the wider curriculum

#### 6) For disadvantaged pupil to have an attendance rate in line with national expectations

- Work with Pastoral Care and Mental Health Workers.
- Attendance letters and meetings.
- Individualised support

#### 7) To provide resources and experiences to disadvantaged pupils to allow them to access their learning

- Positive discrimination **with regards to** clubs and interventions.
- Pre-teaching context sessions
- Real-life learning opportunities/ tasks around school.

#### 5) To have a relentless and persistent focus on making every year count.

*No pupil leaves a year group without an understanding of the essential knowledge, skills and vocabulary that **has been taught** that year.*

- Issues identified quickly and actions put in place
- Regular planned formal and informal monitoring quickly identify any areas where further work **is needed**.
- Remember posters and knowledge organisers with key knowledge and vocabulary shared in school and at home.

#### 8) To support all pupils who we feel are disadvantaged, regardless of whether or not they receive the pupil premium

- Funding towards all trips
- Pre-School- Year 4-2 non-fiction topic focused books to keep a year
- Year 5 and 6 'hopes and dreams' experiences

### Principles:

- Our intention is that all pupils, 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 children in receipt of pupil premium to achieve that goal, including progress for those who are already high attainers.
- We ensure that teaching and learning opportunities meet the needs of our pupils in receipt of pupil premium.
- 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.

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### **Ultimate Objectives:**

- To close the attainment gap between children in receipt of pupil premium and those that don't, nationally and also within internal school data.
- For all children in receipt of pupil premium in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths in order to not limit their life chances.
- We aim to meet these objectives by ensuring that this strategy is embedded in our school improvement plan, performance management and our recovery plan.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<p><b>Oracy and vocabulary</b></p> <p>Reception Baseline assessments indicates Communication and Language development is below the expected level of entry to Reception, this could be due to the effects of the Pandemic. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p><b>Phonics and Reading</b></p> <p>Reception Baseline assessments indicate children's phonics knowledge and comprehension on entry into school is below the expected level of entry to Reception. Research shows that children in receipt of pupil premium may not develop phonological awareness and vocabulary at the same rate as other pupils, due to exposure to fewer words spoken and books read at home.</p> <p>Our assessments and observations show that our children in receipt of pupil premium's reading comprehension skills and confidence in reading are behind those who are not in receipt of pupil premium funding.</p>

3	<b>Maths Basic Skills and Resilience</b> Internal and external assessment shows that a significant number of children across the school have gaps in basic maths knowledge. In addition, resilience at completing tests hinders their summative assessment outcomes.
4	<b>Attendance</b> Data from 21/22 indicated that pupils in receipt of pupil premium are more likely to be persistently absent (PA) from school. Whilst attendance for Pupil Premium children was only slightly below National attendance rates in 2021/22, we aspire for attendance to be closer to pre-pandemic levels for all pupils.
5	<b>Wider Experiences</b> In light of the pandemic, pupils' wider experiences from their home life and within school have become increasingly limited for some children.

## 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
Children in receipt of pupil premium in EYFS make accelerated progress.	Aim for 100% of children in receipt of pupil premium to achieve ELG in: <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Word reading</li> <li>• Listening, attention and understanding</li> </ul>
Improved oral language skills and vocabulary among children in receipt of pupil premium.	Identified pupils in EYFS will make accelerated progress in their speech and language, bringing their skills in line with their peers therefore achieving their ELG in: <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening, attention and understanding</li> </ul>
Improved reading, writing and maths attainment among children in receipt of pupil premium.	In all year groups 100% of children in receipt of pupil premium make at least expected progress in reading, writing and maths.  In all year groups at least 25% of children in receipt of pupil premium make accelerated progress to narrow the gap between their peers.
Children in receipt of pupil premium will be able to demonstrate comprehension skills in line with their peers.	KS2 reading outcomes show that more than 75% of children in receipt of pupil premium met the expected standard.
Children in receipt of pupil premium will be able to demonstrate secure maths skills in line with their peers.	KS2 maths outcomes show that more than 75% % of children in receipt of pupil premium met the expected standard.

Children in receipt of pupil premium will, as a result of targeted phonics teaching, interventions and vocabulary teaching be able to decode and read well, reading at least in line with age related expectations.	Children in receipt of pupil premium will continue to achieve a phonics score in line/above their peers nationally.
To achieve and sustain improved attendance for all pupils, particularly our children in receipt of pupil premium.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%</li> <li>• the percentage of children in receipt of pupil premium who are persistently absent being in line or below national figures.</li> </ul>
Children in receipt of pupil premium have the same available opportunities to experience inside and outside of school opportunities.	<p>All children in receipt of pupil premium offered extra curricula clubs.</p> <p>At least 80% of children in receipt of pupil premium attend an extra curricula club of their choice.</p> <p>All children in Year 5 and 6 have at least one of their 'hopes and dreams' experiences.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Challenge in learning</u></b></p> <p>To increase complexity by providing opportunities for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.</p> <ul style="list-style-type: none"> <li>- CPD for all staff</li> <li>- Subject leader training for high aspirations and curriculum development</li> <li>- Leadership Coaching for SLT and all teachers</li> </ul>	<p>Habit 5</p> <p>High expectations are critical to the success of disadvantaged learners. It is important that the label does not become limiting- Marc Rowland.</p> <p>Tom Sherrington wrote in his SecEd article Taking the lid off (2018): "Unless teachers have the belief that students can tackle difficult challenges, cope with a demanding load of independent study and can be expected to deliver excellent work week-in, week-out, then it probably won't happen."</p>	1, 2, 3
<p><b><u>Recap opportunities</u></b></p> <p>Build lasting learning by planning for regular retrieval and spaced practice opportunities to build automatic recall of knowledge and supporting pupils to learn key ideas securely.</p> <ul style="list-style-type: none"> <li>- CPD for all teaching staff</li> <li>- Subject leader training and time to ensure curriculum is mapped into concepts and allows revisiting of themes.</li> </ul>	<p>Habit 4</p> <p>2012 "<a href="#">Principles of Instruction: Research-based Strategies that Teachers Should Know</a>" Rosenshine</p> <ol style="list-style-type: none"> <li>1. Begin the lesson with a review of previous learning.</li> <li>2. Present new material in small steps.</li> <li>3. Ask a large number of questions (and to all students).</li> <li>4. Provide models and worked examples.</li> <li>5. Practise using the new material.</li> <li>6. Check for understanding frequently and correct errors.</li> <li>7. Obtain a high success rate.</li> <li>8. Provide scaffolds for difficult tasks.</li> <li>9. Independent practice.</li> <li>10. Monthly and weekly reviews.</li> </ol>	1, 2, 3
<p><b><u>To develop feedback and target setting to meet needs effectively</u></b></p> <ul style="list-style-type: none"> <li>-training on new feedback policy</li> <li>-training on whole class feedback</li> <li>-new provision mapping format for PP children</li> </ul>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning</p>	2, 3

	<p>strategies have been effective for them in previously completed work.</p> <p><a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p><b><u>Use the Essential Letters and Sounds Phonics Scheme</u></b></p> <ul style="list-style-type: none"> <li>- monitor phonics sessions to ensure fidelity to the scheme</li> <li>- train staff in KS2 interventions using ELS.</li> <li>- Carefully monitor progress to ensure that the delivery of the phonics programme is responsive and provides extra support where necessary.</li> <li>- Keep up sessions are timetabled for same day interventions.</li> </ul>	<p>The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read at home. Targeted phonics interventions will therefore aim to improve decoding skills more quickly for pupils who have experienced these barriers to learning. Targeted teaching of vocabulary will aim to improve disadvantaged pupils knowledge of vocabulary.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
<p><b><u>Oracy</u></b></p> <ul style="list-style-type: none"> <li>-purchase Spelling Shed-focus on oracy of words.</li> <li>- leaders to create an oracy curriculum to provide opportunities for purposeful talk</li> <li>- Foundation planning has oracy tasks built in.</li> <li>-additional job roles in school focus on oracy</li> <li>-Wellcomm interventions</li> </ul>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p><b><u>Standardised assessments</u></b></p> <ul style="list-style-type: none"> <li>- Purchase of standardised diagnostic assessments.</li> <li>- Mark analysis is used to adapt future planning and to identify those who need additional intervention. Children in receipt of pupil premium will have priority in accessing these interventions.</li> <li>- Leader's time to look at children in receipt of pupil premium and look at how planning is adapted as a result of the gap analysis.</li> </ul>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2, 3



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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 reading for all children in receipt of pupil premium:</p> <ul style="list-style-type: none"> <li>-3 times a week for those below ARE.</li> <li>-Once every two weeks for those ARE and GD.</li> <li>-Dedicated PP reading TA.</li> </ul>	<p>This will bring the amount of times that children read at home up to the amount of times the school expects. This number is based on research showing that found a student's level of reading engagement was more highly correlated with their reading achievement than their socioeconomic status, gender, family structure, or time spent on homework. In fact, students with the lowest socioeconomic background but high reading engagement scored better than students with the highest socioeconomic background but low reading engagement.</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
<p>Shine intervention, focusing on reading comprehension and maths for selected children in receipt of pupil premium in KS2.</p> <ul style="list-style-type: none"> <li>-after school intervention led teachers</li> </ul>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p><a href="#">Reading comprehension strategies   EEF - Education ...</a>  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 + 3
<p>Wellcomm and SALT therapist for support with communication and language.</p> <ul style="list-style-type: none"> <li>- SALT training</li> <li>- including play support by TAs and AHT in EYFS.</li> <li>- language rich environment- carefully placed resources/displays to reduce cognitive load.</li> </ul>	<p>Language is the foundation of education and is vital for social and emotional development. Children with poor oral language are at high risk of poor literacy and hence, educational failure. They can also experience difficulty in communicating to make friends, to join in activities and to express their feelings. While there is no 'quick fix', there is robust evidence that interventions which target oral language skills do have significant potential for improving educational outcomes by strengthening children's understanding, speaking and reading comprehension skills. Professor Maggie Snowling CBE</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Additional ELS phonics sessions targeted at</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly</p>	1, 2



children in receipt of pupil premium who require further phonics support in order to 'keep up'.	from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Maths 1 <sup>st</sup> @number intervention for selected children in Year 2 and 4.	EEF Research shows +2 months progress after 10 weeks of intervention <a href="#">1stClass@Number   EEF (educationendowmentfoundation.org.uk)</a>	3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural Capital experiences for Year 5 and 6 children.	This is based on recommendations from other schools along with talking to children in our school about things they would like to do. All year 5 and 6 pupil premium children have told us what their 'dream experiences' would be before leaving primary school. We will ensure that all children get to experience at least one of their dream experiences. In the past, we have found that doing extra-curricular opportunities with the children e.g. theatre trips, has improved attendance and relationships between other children and staff.	4, 5
Topic based reading books for all children in receipt of pupil premium in pre-school-Y4 to help with prior learning to develop schemas starting to topics.	Research shows that readers who have a strong knowledge of a particular topic, both in terms of quantity and quality of knowledge, are more able to comprehend a text than a similarly cohesive text for which they lack background knowledge. This was evident for both skilled and low skilled readers (Marr & Gormley, <u>1982</u> ; Reutzel & Morgan, <u>1990</u> ; Taft & Leslie, <u>1985</u> ).  The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils 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. Targeted teaching of comprehension skills will address this potential barrier.	1, 2
Laptops provided to any children in receipt of pupil premium who	70% of our children in receipt of pupil premium funding don't have access to a device or have to share one device between siblings to complete home learning. As a result, parents report that	3, 5

does not have access to technology at home.	finding time to complete home learning is challenging and therefore often the children don't do it.	
All children in receipt of pupil premium to be offered a free extra curricula club through the year.	EEF + 3 months <a href="#">Arts participation   EEF</a> Amongst high-performing primary schools these strategies included: • subsidising trips and extra-curricular activities for disadvantaged pupils; School cultures and practices: supporting the attainment of disadvantaged pupils (May 2018).	5
Jobs clubs for identified year 6 children in receipt of pupil premium.	Previously successful at raising attainment, increasing attendance and improving self-esteem <a href="#">Mentoring   EEF - Education Endowment Foundation</a>	1, 4, 5
Mental Health and Wellbeing Co-ordinator focusing on attendance -use of Mental Health Toolkit - dedicate time for MHWC to work alongside school Navigator	This was successful last year, where we saw a reduction in PA.	4
Attendance- - HAMWIC Trust graduated response to Attendance -attendance policy -attendance plans where needed -work with the LA navigator	Includes finding personalised approaches for families who are struggling. <a href="#">Parental engagement   EEF - Education Endowment Foundation</a>	4
Texts to parents of children in receipt of pupil premium in addition to letters for key events, including extra curricula club invites.	We have found that this is the most successful way of communicating with our pupil premium parents in the past. <a href="#">Parental engagement   EEF - Education Endowment Foundation</a>	5
Pupil Premium funding is used to support additional activities and resources e.g., additional workshops purchase of equipment, uniform etc.	Amongst high-performing primary schools these strategies included: • subsidising trips and extra-curricular activities for disadvantaged pupils; School cultures and practices: supporting the attainment of disadvantaged pupils (May 2018).	5

**Total budgeted cost: £172,000**

## 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 2021 to 2022 academic year.

**Children in receipt of pupil premium in EYFS make accelerated progress to close gaps with their peers in communication and interaction, PSED, Literacy, maths and understanding of the world.**

Word reading- 82% of children achieved ELG (40% were on track at Baseline).

Listening, attention and understanding- 82% of children achieved ELG (50% were on track at Baseline)

Managing-self- 82% of children achieved ELG (68% were on track at Baseline).

Speaking- 82% of children achieved ELG (50% were on track at Baseline).

Self-regulation- 82% of children achieved ELG (80% were on track at Baseline).

**Improved oral language skills and vocabulary among children in receipt of pupil premium.**

Speech and Language support and WellComm in EYFS supported children to make progress with their oracy. Listening, attention and understanding- 82% of children achieved ELG (50% were on track at Baseline)

Speaking- 82% of children achieved ELG (50%% were on track at Baseline).

**Improved reading, writing and maths attainment among children in receipt of pupil premium.**

Our internal assessments through 2021-2022 showed that children in receipt of pupil premium funding made better progress on average than those who do not receive funding. As a result, the attainment gap between the groups is closing. The progress table below shows the average progress across the school for this group of children.

Targeted one to one or group support supported those with lower prior attainment or at risk of falling behind to make accelerated progress. Disadvantaged pupils in receipt of support showed improved attitudes and better learning how to learn skills.

	Expected progress + above	Above expected progress
Maths	97%	29%
Reading	99%	39%
Writing	98%	29%

**Children in receipt of pupil premium will, as a result of targeted phonics teaching, interventions and vocabulary teaching be able to decode and read well, reading at least in line with age related expectations.**

Our end of Key Stage outcomes for 2021-2022 also show that those in receipt of pupil premium funding performed almost in line, in line or better than those who do not receive the funding.

<b>GLD</b>	73% Pupil Premium 65.2% - national
<b>Year 1 Phonics</b>	83% Pupil Premium 75% - national
<b>Year 2 Phonics</b>	100% Pupil Premium 87%- national

**Children in receipt of pupil premium will be able to demonstrate comprehension skills in line with their peers.**

<b>Year 2</b>		
	<b>ARE/ ARE+</b>	<b>GD</b>
<b>Combined PP</b>	55%	5%
<b>Combined National</b>		
<b>Reading PP</b>	70%	15%
<b>Reading National</b>	67%	
<b>Writing PP</b>	60%	5%
<b>Writing National</b>	58%	
<b>Maths PP</b>	60%	20%
<b>Maths National</b>	68%	

<b>Year 6</b>		
	<b>ARE/ ARE+</b>	<b>GD</b>
<b>Combined PP</b>	57.1%	0%
<b>Combined National</b>	59%	
<b>Reading PP</b>	71.4%	28.6%
<b>Reading National</b>	74%	
<b>Writing PP</b>	78.6%	0%
<b>Writing National</b>	69%	
<b>Maths PP</b>	78.6%	14.3%
<b>Maths National</b>	71%	
<b>SPAG PP</b>	77%	30.8%
<b>SPAG National</b>	72%	

**To achieve and sustain improved attendance for all pupils, particularly our children in receipt of pupil premium.**

For 2021-2022, average attendance for pupil premium children was 92% (compared to 93.5% across the rest of the school). National data for attendance in Primary settings (FFT) in 2021/22 was 92.8%, this indicates that our PP children are slightly below National and will be a continued focus for the next academic year. Persistent absence

for pupil premium children was 30% (compared to 19% for the rest of the school). Therefore, addressing the barriers to attendance for this Persistent Absence group this a key focus for the school in 2022-2023.

**Children in receipt of pupil premium have the same available opportunities to experience outside of school opportunities as non-disadvantaged children.**

52% of pupil premium children accessed extra curricula activities last year. This was in a range of activities including, cooking, craft, cards and various sports clubs. Parents reported difficulties with transport and other children for reasons why a child wasn't able to attend a club. This will continue to be a focus next year to increase the number of children attending clubs/opportunities.

## 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
SHINE Intervention	Rising Stars