



Hardwick Green Primary Academy

Pupil Premium Strategy Statement

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

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

School overview

Detail	Data
School name	Hardwick Green Primary Academy
Number of pupils in school (Reception – Year 6)	279
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers	2022/23 2023/24 2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Chris Story - Principal
Pupil premium lead	Chris Story - Principal
Governor / Trustee lead	Academy Improvement Committee

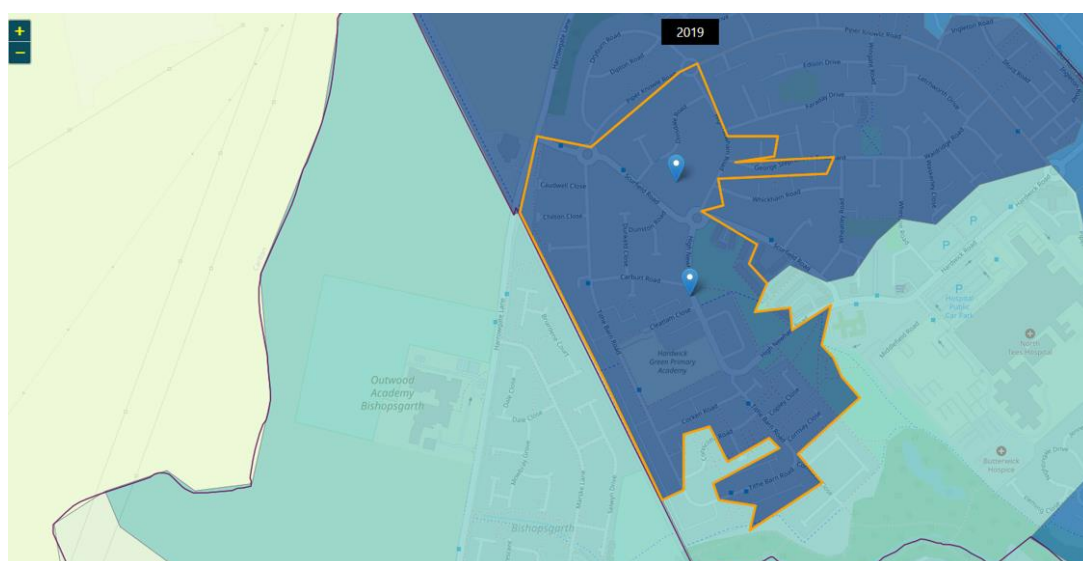
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£279,376
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£279,376
Total actual predicted expenditure	£279,750

Part A: Pupil premium strategy plan

Statement of intent

At Hardwick Green, 68% of pupils attract the pupil premium funding. This is compared to around 25% nationally. This means our school has a significantly above average proportion of Pupil Premium children. Rather than being a minority, as it is in most schools, it is actually the majority of our pupils who attract the Pupil Premium funding. Data from the Income Deprivation Affecting Children Index (IDACI) shows that the neighbourhood that the school serves is amongst the 5% most deprived neighbourhoods in the country.



(IDACI, 2019)

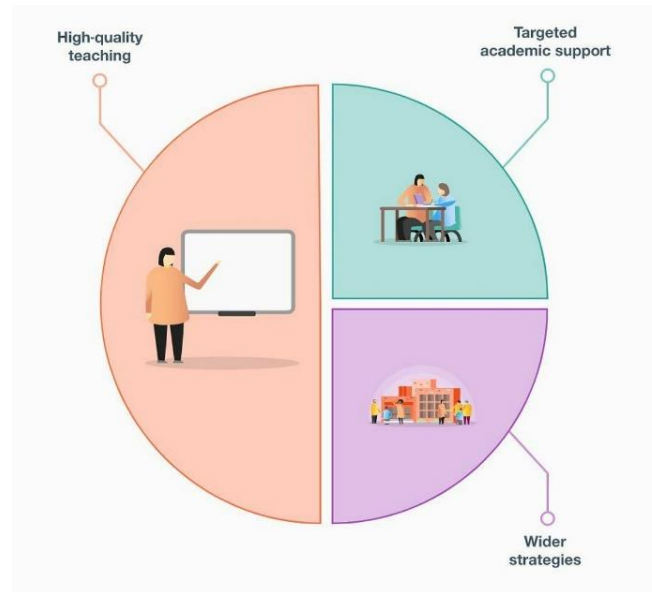
This significantly influences the strategy for spending the premium as rather than seeking to raise attainment of a small group, we are seeking to raise the attainment of the majority of the school population. The EEF state, “*many of the most effective ways to do this [improve attainment] – including improving the quality of teaching – will also benefit other groups*” and we fully embrace this philosophy. Our spending of the Pupil Premium will raise attainment for ALL pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils’ learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand part they play in addressing educational disadvantage.

Ultimately, our aim is to remove the barriers that disadvantaged children face to achievement, and allow them to achieve as well as their peers. As the EEF state, “*Pupil Premium students are not a homogeneous group*”. This is especially pertinent in our school, where we have over 200 Pupil Premium children. Students eligible for the Pupil Premium are more likely to be low-attaining than other children, however we have a mixture of middle and high attaining pupils who also attract the Pupil Premium. The belief that all eligible children should be positively impacted by this strategy heavily influences our spending strategy.

As recommended by the EEF, we take a tiered approach to Pupil Premium spending. Teaching is the top priority, including professional development, training and support for early career teachers and

recruitment and retention. This is reflected in the Pupil premium spending, where teaching is the highest costed tier.



(Tiered approach, EEF)

A significant part of that budget provides release time for our leadership team. Through increased leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our distributed leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

As a final principle, the EEF state, *"The challenge of implementation means that less is more"*. In line with this, we not have a huge number of actions in place; instead we focus on a smaller number of priorities to give them the best chance of success.

Challenges

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

Challenge number	Detail of challenge
1	Low baseline: Attainment in reading, writing and maths on entry to all key stages (EYFS, KS1 and KS2) for disadvantaged learners is low when compared to peers, both in school and nationally.
2	COVID-19 Impact: Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
3	Language difficulties and limited vocabulary: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	High levels of complex SEND: The academy has a higher proportion of disadvantaged learners with SEN compared to their peers, particularly cognition & learning and SEMH. 29% of our disadvantaged pupils are identified as having SEN compared to 9% of non-disadvantaged pupils.
5	Barriers to good attendance: Our attendance data for 2021-22 (the end of the last three-year strategy) indicated that attendance among disadvantaged pupils was lower than it was for all pupils. At the end of 2023-24, the overall rate of attendance was 90.3% for disadvantaged pupils, and 95.0% for non-disadvantaged pupils. Additionally, 35.7% of disadvantaged pupils were persistently absent, compared to 13.0% of non-disadvantaged pupils. This shows that attendance is still a significant barrier for our disadvantaged pupils.
6	Extreme SEMH Needs: Our assessments, observations and discussions with pupils and families have identified that many of our disadvantaged pupils have social, emotional and mental health (SEMH) needs. These SEMH needs often impact upon pupil's attendance and attainment.
7	High levels of sustained and substantial Social Care involvement: On average, disadvantaged children in our academy have more complex family backgrounds, including a higher rate of social care involvement. This means support at home for children is variable. This was particularly exacerbated during the national lockdowns in 2020 and 2021, when many children had to learn from home.

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
Improved attainment for disadvantaged pupils at the end of Reception.	EYFS profile outcomes in 2024/25 shows that over 55% of disadvantaged pupils achieve a GLD (latest national average for disadvantaged – 51.6%)
Improved attainment in reading for disadvantaged pupils at the end of Year 1	Y1 PSC outcomes show that at least 70% of disadvantaged pupils pass the phonics screening check (latest national average for disadvantaged – 67%).
Improved attainment in reading, writing and maths for disadvantaged pupils at the end of KS1 & KS2.	KS2 reading and writing outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard in reading, writing and maths (last national data for disadvantaged was 44%). In each individual subject, at least 60% of disadvantaged pupils (latest national average) reach the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations (including Wellcomm assessment) 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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 5.5% (provisional national average) and there will be no gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 15.2% (provisional national average) and the figure among disadvantaged pupils being no lower than their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant, quantitative improvement seen in the bi-annual wellbeing, friendship and bullying survey • quantitative improvement seen in Thrive data from the baseline in January 2023. • a fall in the rate of suspensions and permanent exclusions

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)

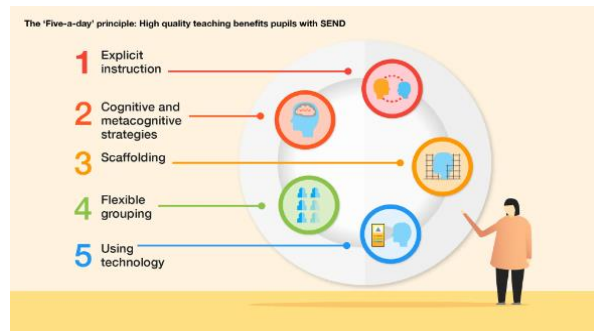
Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide an extensive CPD programme to continue to develop quality first teaching across the whole school.</p> <p>This to include:</p> <ul style="list-style-type: none"> • Voice 21 Oracy Project • 'The National College' on-demand CPD subscription • Early Reading – Full RWI training for new staff, and those new / returning to KS1. Ongoing RWI training from the 'portal' and the partner development days • Additional refresher CPD from CLPE for all staff • Training from the Maths Hub for identified individuals <p>Cost - £10,000</p>	<p>The EEF Pupil premium guide states that improving quality first teaching should be the first priority</p> <p>Additionally, in their book, "What Works?", Major & Higgins (2019) detail 'Improving Classroom Teaching' as having a gain of +4 months on pupil attainment. Major & Higgins recommend a series of evidence-informed approaches that leaders should use to improve classroom teaching.</p> <p>To this end, we are continuing to allocate a significant CPD budget of £10,000 to allow teaching staff at all levels to develop their pedagogical skill and improve classroom teaching.</p> <p>Specific courses are also backed up by evidence e.g. for RWI phonics training, phonics is stated by the EEF as having a significantly positive impact on attainment (+5 months).</p>	1, 2, 3, 4
<p>Provide release time for the Deputy Principal and the Assistant Principal to allow them to provide support to teachers to improve the quality of teaching across school.</p> <p>Cost – £80,000</p>	<p>Building on the above evidence base, the Deputy and Assistant Principal have specific time (0.6 and 0.4 of the teaching week respectively) to support teachers in 'Improving Classroom Teaching'.</p> <p>They use evidence-informed approaches to develop staff, based on the principles of the 'Great Teaching Toolkit', which is a synthesis of research in the field of teaching & learning.</p>	1, 2, 3, 4
<p>Provide daily release time for the Early Reading lead to allow them to provide support to teachers to improve the quality of teaching across school.</p> <p>Cost – £15,000</p>	<p>Building on the above evidence base, phonics is also stated by the EEF as having a significantly positive impact on attainment (+5 months).</p> <p>The Early Reading lead provides daily phonics training for all staff in line with the guidance in our SSP scheme (Read Write Inc). This ensures that we are following the scheme with fidelity (which is also an evidence-informed recommendation).</p>	1, 2, 3
<p>Provide the SENDCo with release time (equivalent to 0.4FTE) to provide support teachers with provision for SEND children in the classroom.</p>	<p>The strategies and advice given by the SENDCO are based on the EEF report 'Special Educational Needs in Mainstream Schools', which can be found here.</p>	4

Cost – £25,000

(Note: The SENDCO has 0.8FTE release time, with half dedicated to teaching support and the other half dedicated to targeted academic support – see next section).

This includes strategies such as the EEF 'five a day' principle, which forms the basis of our strategy for Wave 1 intervention during quality first teaching.



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

Budgeted cost: £44,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide release time 3 x teaching assistants on the afternoon to deliver targeted one-to-one reading tutoring using the Read Write Inc tutoring toolkit for children in Years 1, 2 and 3.</p> <p>Cost – £17,000</p>	<p>One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months).</p> <p>We follow the EEF recommendations, particularly, “<i>for one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</i>”. We use the structured programme Read Write Inc one-to-one tutoring, and our tutors have continual training in this approach (including from the English Hub).</p> <p>In 2024/25, we have increased this to Year 3 (from just Years 1 and 2) due to the needs of cohort (significant PP, SEND and EHCP).</p>	<p>1, 2, 4</p>
<p>Continue to provide Reading Plus as effective targeted support in reading comprehension in KS2.</p> <p>Cost – £2,550</p>	<p>Reading Comprehension strategies are highlighted by the EEF as having a significant positive impact on pupil attainment (+6 months).</p> <p>Using Reading Plus to deliver this intervention keeps costs low as school already has a significant number of iPads, on which the application can be used. It also allows whole classes the opportunity to access the intervention, rather than just groups.</p> <p>Reading Plus also offer case studies to support the efficacy of their intervention here.</p>	<p>1, 2, 3</p>
<p>Continue to provide access to Times Tables Rockstars and Numbots for all children in school. Encourage children to use these platforms at home as they can be accessed independently.</p> <p>Cost – £200</p>	<p>Homework is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months). Two of the EEF key findings are, “<i>Homework that is linked to classroom work tends to be more effective.</i>” and “<i>It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</i>”</p> <p>To this end, Numbots and TT Rockstars are effective programmes to use for Homework as they are very cheap and provide very specific practice around number facts. It also provides specific feedback for children automatically.</p>	<p>1, 2, 7</p>
<p>Provide a further 0.4 FTE release time for the SENDCo to support staff with meeting the needs of SEND children and to ensure children receive the support they require (e.g. outside agency referrals, EHCP applications).</p> <p>Cost – £25,000</p>	<p>The EEF’s SEND evidence review (EEF, 2020), available here, makes a wide-ranging number of recommendations to improve provision for children with SEND.</p> <p>In order to put these recommendations in place, particularly around multi-agency working, the experienced SENDCo in school needs release time from the classroom.</p>	<p>1, 4, 6</p>

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

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to provide a free breakfast club for all children in school through our partnership with Magic Breakfast.</p> <p>Cost – £11,000</p>	<p>Magic Breakfast was evaluated as an EEF project and showed gains of +2 months for a very low implementation cost.</p> <p>Magic Breakfast also point to data gained from their survey of schools that show the positive impact of a free breakfast club, including a reduction in behavioural incidents, and a positive impact on concentration and readiness.</p>	<p>5, 6, 7</p>
<p>Continue to provide a Specialist Safeguarding Officer to identify children who may need early help or be at risk of harm, and secure the help these pupils and families need.</p> <p>Cost – £42,000</p>	<p>Keeping Children Safe in Education 2022 (DfE, 2022) makes a number of recommendations around the leadership of safeguarding. Due to the very high number of pupils with social care involvement, school has appointed a specialist safeguarding officer to support with work of the designated lead (Principal) to ensure that school can attend all multi-agency meetings and engage with social care as much as possible.</p>	<p>7</p>
<p>Continue to provide an Education Welfare Officer (EWO) 0.5 FTE to focus on improving attendance and supporting parents with any other issues, including learning at home.</p> <p>Cost – £18,000</p> <p>Linked to this, continue our partnership with Education5 to support the EWO with improving attendance and reducing persistent absenteeism.</p> <p>Cost – £3,895</p>	<p>Parental engagement strategies are highlighted by the EEF as having a positive impact on pupil attainment (+4 months).</p> <p>To support this, our school employs an education welfare officer to provide more intensive support for families in crisis, or on the edge of social care involvement e.g. at EHA level.</p> <p>The EWO also is the operational lead on attendance, following the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5, 7</p>
<p>Engage with 'The Bungalow Partnership' to provide targeted therapy to disadvantaged children with social, emotional and mental health issues.</p> <p>Cost – £11,000</p>	<p>The EEF SEND evidence (EEF, 2020) review states "<i>There is strong evidence that interventions using behavioural approaches can be effective as inclusive responses to challenging behaviour in mainstream classes</i>".</p> <p>We use therapy for children with challenging behaviour, where appropriate, but also for children who may have experienced trauma but do not yet show challenging behaviour, but could do so in the future if their needs are not met.</p> <p>Additionally, parental engagement strategies are highlighted by the EEF as having a positive impact on pupil attainment (+4 months). The parent and child drop-in sessions are specifically designed to support parental engagement for families in crisis – our hardest to reach families.</p>	<p>5, 6, 7</p>

<p>Continue to implement the Thrive approach to improve pupils' wellbeing. Subscription to Thrive Online for all classes, plus release time for Teaching Assistants to deliver Thrive.</p> <p>Cost – £2,750 (Thrive subscription) plus £11,955 (Thrive Practitioner time)</p>	<p>Thrive point to numerous studies that highlight the efficacy of Thrive approach in improving pupils wellbeing. These can be seen here.</p> <p>The EEF cite 'behaviour interventions' as having a +4 month gain on pupil achievement.</p>	<p>6</p>
<p>NEW – Implement the My Happy Mind curriculum from September 2024 to promote mental resilience.</p> <p>Cost – £4,400</p>	<p>The EEF cite 'behaviour interventions' as having a +4 month gain on pupil achievement.</p> <p>My Happy Mind also was reviewed (and backed) by the NHS. Impact Report - https://myhappymind.org/about/</p>	<p>6, 7</p>

Total budgeted cost: £279,750

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 and 2023 to 2024 academic years, the first two years of the three-year strategy.

<u>Review of the strategy against the aims:</u>				
Intended outcome	Success criteria	Baseline position (end of 2021-22 academic year)	Review Point 1 (end of 2022-23 academic year)	Review Point 2 (end of 2023-24 academic year)
Improved attainment for disadvantaged pupils at the end of Reception.	EYFS profile outcomes in 2024/25 shows that over 55% of disadvantaged pupils achieve a GLD (latest national average for disadvantaged – 51.6%)	58% of disadvantaged children achieved a GLD, compared to 70% of their peers.	61% of disadvantaged children achieved a GLD in 22-23, which is a strong outcome. There is still a gap between their peers, as 80% of non-disadvantaged children achieved a GLD.	53% of disadvantaged children achieved a GLD in 23-24, which although a decrease on last year, is still above national average for disadvantaged pupils. There is still a gap between their peers, as 73% of non-disadvantaged children achieved a GLD. Pupil premium investment in the early years is still a significant school priority.
Improved reading and writing attainment for disadvantaged pupils at the end of KS1 & KS2.	Y1 PSC outcomes show that at least 70% of disadvantaged pupils pass the phonics screening check (latest national average for disadvantaged – 67%).	In reading, 43% of disadvantaged students reached the expected standard, compared to 87% of their peers. In writing, 52% of disadvantaged students reached the expected standard, compared to 87% of their peers.	In reading, at the end of academic year 22-23, 48% of disadvantaged students achieved ARE or higher in reading, which is a slight improvement (5%) on 21-22. This is a priority for the academy improvement plan in 23-24. In writing 65% of disadvantaged students achieved ARE or higher in reading, which is a significant	Y1 PSC for disadvantaged pupils was 65%. KS1 and 2 outcomes in readings are broadline in line with last years', and are an academy improvement plan focus in 2024-25.

			improvement (13%) on 21-22 and shows the gap here is closing.	
Improved maths attainment for disadvantaged pupils at the end of KS1 & KS2.	KS2 reading and writing outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard in reading, writing and maths (last national data for disadvantaged was 44%). In each individual subject, at least 60% of disadvantaged pupils (latest national average) reach the expected standard.	In maths, 48% of disadvantaged students reached the expected standard, compared to 80% of their peers.	At the end of academic year 22-23, only 46% of disadvantaged students achieved ARE or higher in maths. This is a priority for the academy improvement plan in 23-24.	KS1 and 2 outcomes in maths are headline in line with last years', and are an academy improvement plan focus in 2024-25.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations (including Wellcomm assessment) 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.	Assessments and observations indicate significantly weaker oral language among disadvantaged pupils. There is a higher rate of pupils with SEND where communication and interaction is identified.	The Wellcomm programme has been introduced a language screen in EYFS successfully. Talk for stories has also been successfully piloted in KS1, to improve vocabulary development. In 2023-24, the school will be part of the Voice21 Oracy Project, and will be embedding Philosophy 4 Children.	Voice21 Oracy Project has been launched, and will be continued in 2024-25 as one of the academy improvement plan priorities. Wellcomm will also be launched for KS1 and KS2, due to its efficacy in EYFS.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 5.5% (provisional national average) and there will be no gap in attendance for our disadvantaged pupils. The percentage of all pupils who are persistently absent being below 15.2% (provisional 	Disadvantaged attendance is 91.1%, compared to 94.4% for non-disadvantaged. Disadvantaged persistent absenteeism is 36.2% compared to 12.2%.	Improvements in attendance and rates of persistent absenteeism have been seen over the year. Disadvantaged attendance has risen to 91.5% (+0.4%) and disadvantaged persistent absenteeism has reduced to 30.8% (-.5.4%). The gap between disadvantaged students and their peers remains significant. This is a priority for	Attendance has not improved in 23-24 despite significant investment and development. A recent visit from the DfE confirmed that the school is doing "all it reasonably can" but we continue to work with different agencies to seek new ways to improve attendance and attendance remains a significant priority in 24-25

	national average) and the figure among disadvantaged pupils being no lower than their peers.		the academy improvement plan in 23-24.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant, quantitative improvement seen in the bi-annual wellbeing, friendship and bullying survey • quantitative improvement seen in Thrive data from the baseline in January 2023. • a fall in the rate of suspensions and permanent exclusions 	<p>Disadvantaged children have higher levels of SEND where the category of need is identified as SEMH.</p> <p>There is also a higher rate of social care involvement amongst our disadvantaged children; this correlates to range of emotional wellbeing issues.</p>	<p>Thrive has been embedded in school and this will soon be able to give us quantitative data regarding wellbeing.</p> <p>We have established a new partnership with the mental health support team. A wide package of support is available for children who need support with their emotional wellbeing.</p> <p>The wellbeing, friendship and bullying survey is biannual and will be completed during 23/24.</p>	<p>Developments from previous years continue to be embedded and as a result, instances of suspensions and permanent exclusions continue to fall.</p> <p>This will be further developed in 2024-25 with the implementation of MyHappyMind, an NHS-backed emotional resilience curriculum for all pupils in school.</p>

Appendix 1 – Data summary 2023-24

		SCHOOL			NATIONAL		
		2023-24 ALL	2023-24 PP	2023-24 Non-PP	2023-24 ALL	2023-24 PP	2023-24 Non-PP
Attendance		91.7%	90.3%	95.0%	94.5%	***	***
Persistent Absence		29.0%	35.7%	13.0%	15.2%	***	***
EYFS GLD		60%	53%	73%	***	***	***
Y1 PSC		70%	65%	77%	***	***	***
Y2 PSC		84%	87%	77%	***	***	***
KS2*	CRWM	44%	32%	65%	61%	***	***
	Reading	58%	50%	71%	74%	***	***
	Writing	71%	68%	100%	72%	***	***
	Maths	58%	39%	88%	73%	***	***
	Pupil numbers	53	35 (66%)	17 (32%)	-	-	-

*Unvalidated data (September 2024)

*** Awaiting national data (September 2024)

Appendix 2 – Data summary 2022-23

		SCHOOL			NATIONAL		
		2022-23 ALL	2022-23 PP	2022-23 Non-PP	2022-23 ALL	2022-23 PP	2022-23 Non-PP
Attendance		92.5%	91.5%	95.5%	94.1%	88.9%*	93.9%*
Persistent Absence		25.4%	30.8%	9.7%	16.2%	36.5%*	15.6%*
EYFS GLD		66%	61%	80%	67.2%	51.6%	71.5%
Y1 PSC		71%	71%	70%	79%	67%	83%
Y2 PSC		90%	93%	80%	***	***	***
KS1	Reading	56%	52%	70%	68%	62%	78%
	Writing	54%	52%	60%	60%	55%	73%
	Maths	64%	62%	70%	70%	62%	79%
KS2	CRWM	42%	33%	71%	59%	44%	66%
	Reading	53%	48%	71%	73%	60%	78%
	Writing	70%	65%	86%	71%	58%	77%
	Maths	55%	46%	86%	73%	59%	79%
	Pupil numbers	60	46 (77%)	14 (23%)	-	-	-

*Includes ALL pupils (i.e. state-funded primary, secondary and special schools)

Appendix 3 – Externally provided programmes

Programme	Provider
Times Table Rockstars	Maths Circle
Numbots	Maths Circle
Read Write Inc	Ruth Miskin
Read Write Inc Spelling	Ruth Miskin
Reading Plus	DreamBox Learning
Thrive Approach	Thrive
MyHappyMind	MyHappyMind