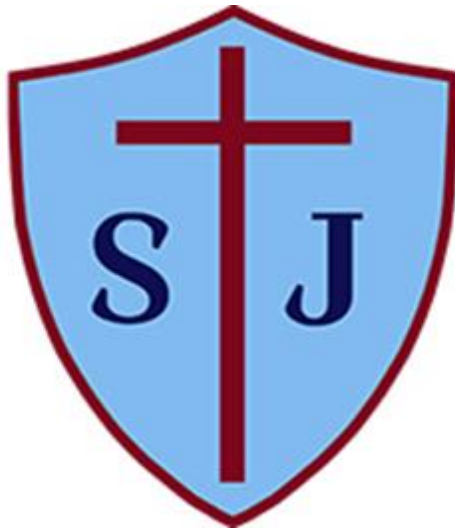


St. Joseph's Catholic Academy  
Norton



Pupil Premium Strategy Plan  
*Updated for 2023-24*



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St. Joseph's Catholic Academy, Norton
Number of pupils in school	273 including Nursery
Proportion (%) of pupil premium eligible pupils	43 (16%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025 Reviewed for 2023-2024
Date this statement was published	December 2021 ( <i>Original</i> ) December 2022 ( <i>Reviewed and Updated</i> ) October 2023 ( <i>Reviewed and Updated</i> )
Date on which it will be reviewed	December 2022
Statement authorised by	Angela Birrell <i>Acting Headteacher</i>
Pupil premium lead	Alice Gibson-Crone <i>Pupil Premium Lead</i>
Governor / Trustee lead	Julia Douglass <i>PP Governor</i>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,790
Recovery premium funding allocation this academic year	£6,525
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	£72,315

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objective for our pupils is that irrespective of their backgrounds or challenges they may face; they make good progress and achieve high attainment across all subject areas. The focus of our strategy plan is to effectively identify key challenges and support disadvantaged pupils to achieve, including those who are already high attaining. Throughout this strategy plan, we have considered the challenges faced by vulnerable pupils, such as those who have a social worker, are in the care of the local authority or receive free school meals. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching is central to our approach, with a focus on areas in which disadvantaged pupils require the most support. All children have access to a broad and balanced curriculum that is rich in cultural capital, which is taught through Quality First Teaching. Knowledge is recapped through a spiral curriculum, back to basics sessions and interleaving activities to ensure gaps in knowledge are covered throughout the year and key stage. Children have access to quality experiences, including enrichment days, after-school clubs, in school visits and school trips. Progress of all children is paramount alongside good attendance and positive wellbeing. Outlined 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 approach is responsive to common challenges and individual's needs, rooted in diagnostic assessment and not assumptions about the impact of disadvantage. Common challenges to learning for disadvantaged children within St. Joseph's include:

- Poor speech and language skills along with poor vocabulary
- Poor attendance and punctuality
- Widened attainment gap, particularly in EY, greater depth reading at KS2 and expected writing at KS2.
- Decreased emotional resilience and positive wellbeing

From the identification of these challenges, our intended outcomes were developed. Having considered the context of the school and the subsequent challenges faced, research guidance from the EEF has supported decisions around the usefulness of different strategies and their value for money. The approaches we have adopted complement each other to help all pupils excel. To ensure they are effective we will:

- Ensure all children have access to good levels of quality first teaching.
- Effectively deploy teaching assistants to support the accelerated progress of disadvantaged children.
- Implement reading, phonics and oral language interventions and approaches that emphasise the importance of spoken language, verbal interaction and ambitious vocabulary in the classroom.
- Improve the Early Years provision through the construction of an outdoor classroom and purchase of resources.
- Employ a wellbeing lead/parent support advisor who also leads on whole school attendance with a focus on disadvantaged pupils.
- Act early to intervene at the point need is identified

## Challenges

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

Challenge number	Detail of challenge
1	Poor speech and language skills along with poor vocabulary
2	Poor attendance and punctuality
3	Likely increase of attainment gap
4	Decrease in wellbeing and resilience

## 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
1. Improve oral speech and language skills	<ul style="list-style-type: none"> <li>All disadvantaged pupils will achieve GLD leaving EYFS and are ready to access Key Stage one.</li> <li>Achieve national average progress scores in KS1 and KS2 reading.</li> <li>Achieve at least national average in the following areas in EY:               <ul style="list-style-type: none"> <li>Listening, Attention and understanding</li> <li>Self-regulation</li> <li>Managing Self</li> <li>Building Relationships</li> </ul> </li> </ul>
2. Increase attendance rates and improve punctuality.	<ul style="list-style-type: none"> <li>Attendance of disadvantaged is below national.</li> </ul>
3. Narrow gap between disadvantaged children's achievements in both key stage one and key stage two.	<ul style="list-style-type: none"> <li>Children will achieve national average progress scores in KS1 and KS2 in reading, writing and maths.</li> <li>Children will achieve national average for phonics.</li> <li>More disadvantaged children will achieve greater depth in reading at the end of KS2,</li> <li>More disadvantaged children will achieve expected level for writing at the end of KS2.</li> </ul>
4. Achieve and sustain improved wellbeing and resilience for all pupils.	<ul style="list-style-type: none"> <li>Children identified and receive intervention through Alliance Psychological Services</li> </ul>

	<ul style="list-style-type: none"> <li>• An increase in participation in enrichment activities, including school trips, residential and after school clubs.</li> <li>• An increase in parental engagement through the attendance of regular workshops and reading cafes; completion to parental voice surveys; communication via MyEd, newsletters, Facebook and our Website.</li> <li>• Positive feedback from student voice, parent surveys and teacher observations.</li> </ul>
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## 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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Recruitment</b> ECTs recruited and supported through an accredited programme of study and an Appropriate Body. (St John Vianney, Hartlepool)</p> <p>Mentor and Induction Tutor appointed.</p> <p>Mentor and Induction Tutor to attend training &amp; fulfil all requirements to ensure the ECT is fully supported.</p> <p>ECT to attend all training and meetings with Mentor and Induction tutor to ensure high quality teaching against the Teacher Standards.</p>	<p>UCL: The Early Career Framework is a two- year government funded programme, offering a framework and resources to better support newly qualified teachers and their mentors. The programme was announced as a key element of the Department for Education (DfE) plans to increase retention of early career teachers in the teaching profession.</p> <p>DFE: The reforms are part of the government's teacher recruitment and retention strategy, which aims to improve the training and development opportunities available to teachers.</p>	1 & 3

<p>Support/CPD for Mentor and Induction Tutor.</p>		
<p><b>Assessments</b></p> <p>Purchase of standardised diagnostic assessments (NFER and Renaissance for reading)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<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>	<p>1 &amp; 3</p>
<p><b>CPD</b></p> <p>Weekly staff CPD including 3 PD days to develop subject content knowledge and pedagogical content knowledge, as well as metacognitive and self-regulation strategies.</p> <p>Senior Leaders, involving leaders at all levels, design the schedule and delivery of CPD, which incorporates the focuses on the School Development Plan and evidence-based research.</p>	<p>Metacognition and Self-Regulation – EEF +7 months <a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. Pupil premium children are less likely to use these strategies unless they are explicitly taught by their teacher.</p> <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (<i>Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students</i>)</p>	<p>1 &amp; 3</p>
<p><b>Maths</b></p> <p>Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance, with a particular focus on metacognitive practices.</p> <p>Purchase of times table workbooks for Year 3 to 6.</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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1 &amp; 3</p>

Purchase of TTRS		
<p><b>Writing</b></p> <p>Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance, with a particular focus on metacognitive practices.</p> <p>CPD of writing, presentation and basic skills.</p> <p>Parental workshops for handwriting</p> <p>Purchase of new exercise books with line guides to support letter formation and sizing.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	3 & 4
<p><b>Phonics and Reading</b></p> <p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Sounds Write) to secure stronger phonics teaching for all pupils – this includes all members of staff to be trained and reading scheme books to be purchased across the year.</p> <p>Parental workshops</p>	<p>Phonics – EEF + 5 months</p> <p>Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics improves the accuracy of the child’s reading but not necessarily their comprehension, therefore guided reading has been listed as an activity on this strategy.</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1 & 3
<p><b>Social &amp; Emotional Learning</b></p> <p>Improve the quality of social and emotional (SEL) learning through a carefully planned PSHE curriculum as well as</p>	<p>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):</p>	1, 2, 3 & 4



<p>through our RE curriculum and spiritual routines.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Implementation of Zones of Regulation</p> <p>Intervention through Alliance Psychological Services</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p><b>Early Years Provision</b></p> <p>Purchase of quality resources for indoor and outdoor provision to ensure continuous provision covers all the areas of learning with the aim to improve opportunities for writing, communication, building relationships, self-regulation and managing self.</p> <p>CPD, specifically focusing on literacy teaching and learning and personal, social and emotional.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development">https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development</a></p>	<p>1 &amp; 3</p>

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Oral Intervention</b></p> <p>Oral language intervention using NELI (Nuffield Early Language Intervention) in Early Years with frequent sessions (3 times a week) over a sustained period.</p> <p>Refresh NELI training to further increase vocabulary and language development. Work with families to support early talk/reading.</p>	<p>Oral language interventions – EEF +6 months</p> <p>Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Approaches might include:</p> <ul style="list-style-type: none"> <li>• targeted reading aloud and book discussions with children, especially young children;</li> <li>• explicitly extending pupils’ spoken vocabulary;</li> <li>• the use of structured questioning to develop reading comprehension; and</li> <li>• the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1 & 3
<p><b>Phonics</b></p> <p>Small group and/or one to one phonics intervention at three times per week for children in Early Years and Key Stage 1.</p> <p>Toe by Toe/Sounds Write used an intervention for identified children within the bottom 20% of readers in KS2.</p>	<p>Phonics – EEF + 5 months</p> <p><a href="https://educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1 & 3
<p><b>Reading – Fluency and Comprehension</b></p> <p>Implementation of fluency and comprehension in class, in reading sessions and in interventions.</p>	<p>Group Reading - EEF +6 months</p> <p>Lower attaining pupils and those eligible for free school meals benefit in particular from the explicit teaching of strategies to comprehend texts. We know on average disadvantaged children are less likely to own a book of their own and read at home with family members and they may not acquire the necessary skills for reading and understanding challenging texts and therefore parental support has been included on this strategy plan and more books have been purchased to ensure all</p>	1 & 3

	<p>children take at least 2 books home every night to share with families.</p> <p><a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p><b>Reading</b></p> <p>Book Trust – Books sent home to selected children (Pupil Premium Plus)</p> <p>Purchase of reading books for all year groups and reading books for older children who are poorer readers. This ensures every child takes home at least two books home every night which is linked to phonic ability.</p>	<p>Parental Engagement - EEF +4 months</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning which includes:</p> <ul style="list-style-type: none"> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a></p> <p><i>Please see the ‘Teaching’ section for research related to phonics.</i></p>	1, 3 & 4
<p><b>TA Deployment &amp; Interventions</b></p> <p>TAs deployed to provide high-quality, structured and targeted interventions.</p> <p>CPD to be provided to ensure interventions and teaching assistant practice is of high quality.</p>	<p>Teaching Assistant Interventions – EEF +5 months</p> <p>Teaching assistants can provide a large positive impact on learning outcomes, however how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.</p> <p>There is also evidence that working with teaching assistances can lead to improvement in pupils’ attitudes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1 & 3
<p><b>TA Deployment</b></p> <p>Teaching assistant working with two to five pupils in a group, ensuring that small group tuition in class</p>	<p>Targeted Academic Support – EEF</p> <p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	1 & 3

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Parental Engagement</b> Wellbeing Lead/Parent Support Advisor (TA Level 3) appointed to work with vulnerable families and improve parental engagement.</p> <p>Parental engagement is encouraged through coffee mornings and workshops delivered by external agencies and school staff, such as subject leads and teachers. Workshops include Curriculum focuses, such as Times Tables, Mental Maths, Starbooks, handwriting and phonics. Extra-curricular workshops include Advent, wreath making, Easter crafts and Rosary.</p> <p>Involvement is also encouraged through reading cafes, Stay and Play sessions, Stay and Pray sessions and regular parental surveys.</p>	<p>Parental Engagement - EEF +4 months Research has found that parental engagement has a positive impact on average of 4 months' additional progress. Effects tend to be higher for literacy (+5 months) than for mathematics (+3 months)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning which includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul> <p>Improving Social and Emotional Learning: <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	<p>2 &amp; 4</p>

<p><b>Attendance</b></p> <p>Wellbeing lead is also the lead attendance officer.</p> <p>Pupil Premium Lead monitors attendance with the Wellbeing lead and Headteacher.</p>	<p>Attendance</p> <p>The DfE attendance guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Improving School Attendance</a></p>	<p>1, 2, 3, 4</p>
<p><b>Social &amp; Emotional Wellbeing</b></p> <p>Wellbeing lead works alongside a wellbeing team which includes mental health first aiders (trained through MHFA England)</p> <p>Wellbeing Lead delivers Rainbows Bereavement intervention.</p> <p>SENCO and wellbeing lead deliver Nurture Club daily for vulnerable and children with SEND.</p> <p>Pupil voice groups are in place so all children have people they can approach (Wellbeing Ambassadors, Danger Detectives, Playground Buddies, School Councillors, Safety Squad). These groups are provided with training and met regularly.</p> <p>Children have the opportunity to access to 2 sports club once a week.</p>	<p>Many children go through some bereavement at some time, whether it is death of a family member or the divorce of parents. Rainbows is a respected national charity having proven, positive impact on the lives of children and therefore has a positive impact on their education.</p> <p>Children have previously benefitted from Nurture groups at lunch time, and we have seen an improvement in communication skills and self-coping skills.</p> <p>EEF – Sports participation increases educational engagement and attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>1, 2, 3, 4</p>

<p>Cultural capital experiences promoted in the curriculum.</p> <p>After-school clubs and sports events promoted to PP children, and they are encouraged to attend.</p> <p>Residential trips heavily subsidised.</p>	<p>Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest.</p>	<p>1, 2, 3</p>
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**Total budgeted cost: £73,000**

# 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 2022 to 2023 academic year.

The following review of impact will address the success criteria outlined on page 3.

**1. Improve oral speech and language skills - All PP pupils to achieve GLD:**

1 child out of 6 achieved the GLD (17%) – Below national

**2. Increase attendance rates and improve punctuality – Attendance of disadvantaged is below national:**

School – Summer 2023	National 2023
8.9% (Absence rates are highest in Reception and Year 1)	8.7%

Disadvantaged attendance continues to be slightly higher than national.

**3. Narrow the gap between disadvantaged children’s achievements in both key stages one and key stage two - Achieve national average progress scores in KS1 and in KS2:**

**Year 1 Phonics for Disadvantaged:**

School – Summer 2019	School – Summer 2022	School – Summer 2023	National 2022
86%	88%	100%	62%

**Year 2 Phonics Resits for Disadvantaged:**

School – Summer 2019	School – Summer 2022	School – Summer 2023	National 2022
100%	33%	100%	90%

**Key Stage 1 Attainment for Disadvantaged:**

		School Summer 2022	School Summer 2023	National 2022
Reading	Expected	33%	71% (Gap closing)	51%
	Greater Depth	0%	14% (Gap closing)	8%
Writing	Expected	33%	57% (Gap closing)	41%
	Greater Depth	0%	14% (Gap closing)	3%
Maths	Expected	33%	57% (Gap closing)	52%
	Greater Depth	0%	14% (Gap closing)	7%
RWM Combined	Expected	33%	57%	
	Greater Depth	0%	0%	

Above national in all areas. There is also an increase in percentages from the previous year.

<b>Key Stage 2 Attainment for Disadvantaged:</b>				
		<b>School Summer 2022</b>	<b>School Summer 2023</b>	<b>National 2023</b>
<b>Reading</b>	<b>Expected</b>	89%	100% (Gap closing)	60%
	<b>Greater Depth</b>	78%	43% (Gap opening)	17%
<b>Writing</b>	<b>Expected</b>	89%	86% (Gap opening)	58%
	<b>Greater Depth</b>	11%	57% (Gap closing)	7%
<b>Maths</b>	<b>Expected</b>	89%	100% (Gap closing)	59%
	<b>Greater Depth</b>	11%	14% (Gap closing)	13%

**4. Achieve and sustain improved wellbeing and resilience for all pupils – An increase in participation in enrichment activities:**

Afterschool Clubs:

- 85% of disadvantaged children accessed at least one afterschool club
- 60% of disadvantaged children accessed more than one afterschool club across the academic year.

Educational Visits

- 100% of disadvantaged children accessed an educational visit.
- 78% of disadvantaged children in Year 6 children who accessed a three-day residential visit.

External Sporting Events/Competitions:

- 81% of disadvantaged children in Key Stage 2 attended an external sporting event/competition
- 100% of disadvantaged children in Year 5 children attended two weeks of swimming lessons with the aim to achieve at least 25 metres.

Pupil Voice Groups

- 50% of disadvantaged children are involved in Pupil Voice groups (wellbeing ambassadors, school councillors, Stewards of Creation etc.)

**Parental Engagement**

Throughout the year, we have held coffee mornings (Macmillan, SEND, Wellbeing, Fairtrade) which have had all had good attendance from parents.

We have held workshops for parents to attend along with their children. This included Starbooks, Rosary and Advent workshops.

## 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

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance Learning
Times Tables Rock Stars	Maths Circle Ltd
Purple Mash	2 Simple
Kapow	Kapow Primary



## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

Pupil Premium funding is allocated to subsidise the cost of uniform, PE kits and shoes. At times, we are required to buy full uniforms and PE kits for children of specific families. We also heavily subsidise school trips and enrichment opportunities that have a cost, including music lessons.

Children are selected to be Sports Leaders and Lunchtime Buddies, and this allows for communication and social skill development through the children organising and leading games for their peers. This also develops confidence and self-esteem.

Pupil premium children are encouraged and are given specific roles within the school to allow them to feel a sense of belonging, but to also develop their communication skills, social skills and confidence.