

# 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	East Tilbury Primary School
Number of pupils in school	677
Proportion (%) of pupil premium eligible pupils	34.4% (233)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023/24 2024/25 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	July 2023
Statement authorised by	F.Bates, Head of School
Pupil premium lead	K.Jarvis, PPG Lead
Governor / Trustee lead	S. Allen-Clarke, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 274,995
Recovery premium funding allocation this academic year	£ 30,616
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 305,611</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (34.4%) is significantly higher than the national average (24%\*) in primary schools. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF has helped us to shape this strategy. 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 disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. All members of staff and the governing body at East Tilbury Primary School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

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

The approaches we have adopted complement each other to help our pupils succeed. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through robust pupil progress meetings.

Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year and allows us to be critical and confident that pupils are being given opportunities to excel.

At East Tilbury Primary school, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

\*Figures from DfE (2023)

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development and their ability to learn and retain phonic sounds and blend to read.
2	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, especially in EYFS and KS1.
3	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 core subjects.
4	Our observations indicate that in general we have low parental engagement across the school which impacts on a range of aspects of pupils' school life, from reading development to access to extra-curricular clubs.

5	<p>Our assessments (including Boxall profiling), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased since the pandemic. Many of our pupils currently require additional support with social and emotional needs.</p>
6	<p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 1.2 – 3.8% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	<p>Assessments, observations, and discussions with pupils and parents suggests that disadvantaged pupils generally have poor access to technology of home learning and development of computing skills.</p>
8	<p>Discussions with pupils suggests that in general the aspirations of our pupils are low.</p>
9	<p>Assessments, observations, and discussions with pupils suggest that attainment on entry to the Early Years Foundation Stage in all areas is low, especially for disadvantaged pupils.</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 outcome	Success criteria
Children eligible for PPG progress and achieve in line with their peers and meet national expectations in Reading	Achieve at least national average progress scores in KS2 Reading (0) by academic year 2025/2026.
	PPG children make at least expected progress from their starting point (6 steps progress each year is expected)
	The attainment gap is narrowed between PPG and non-PPG across all year groups
Children eligible for PPG progress and achieve in line with their peers and meet national expectations in Writing	Achieve at least national average progress scores in KS2 Writing (0) by academic year 2025/2026.
	PPG children make at least expected progress from their starting point (6 steps progress each year is expected)
	The attainment gap is narrowed between PPG and non-PPG across all year groups
Children eligible for PPG progress and achieve in line with their peers and meet national expectations in Maths	Achieve at least national average progress scores in KS2 Maths (0) by academic year 2025/2026.

	PPG children make at least expected progress from their starting point (6 steps progress each year is expected)
	The attainment gap is narrowed between PPG and non-PPG across all year groups
Children eligible for PPG progress and achieve in line with their peers and meet national expectations in Phonics	Achieve 82% in Phonics screening by academic year 2025/2026.
	Year 1 phonics check data shows improvement in reducing the gap between PPG and Non-PPG
To continue to improve the attendance of PPG children	The attendance of PPG children continues to improve and move on a trajectory to be in line with national expectations (96%) by the end of 2025/26
Improve emotional literacy of pupils	Sustained high levels of wellbeing from 2025/26 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations  A significant improvement in the Boxall profile scores, particularly among disadvantaged children  a significant increase in participation in enrichment activities, particularly among disadvantaged children
Increase in parental engagement across the school	Greater % of parents participating in parent consultations
	Increase in the % of children reading at home
	Improved relationships between pastoral staff and parents using the uniform shop

## 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: £ 65,000

*Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning Mentoring*

and coaching Recruitment and retention of teaching staff Technology and other resources focussed on supporting high quality teaching and learning

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</u></b></p> <p>CPD for all staff including teachers and LSAs</p>	<p>Evidence shows that excellent teaching and learning experiences lead to good progress. To provide these excellent experiences for our pupils we need to ensure our staff are highly trained professionals.</p> <p>We will continue to develop our staff team over the next 3 years by investing in several CPD opportunities for staff including the National College Online, NPQs, ECT mentor training, ITT specific training and The Write Stuff in addition to a range of 'in school' training that is used to share best practice to support the needs of the community the school serves.</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET to ensure key information and principles are disseminated effectively to staff. For staff to lead effectively they are released once a term to lead their subject/area of speciality.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p>	<p>1,2,3,8, and 9</p>
<p><b><u>Mentoring and coaching</u></b></p> <p>Qualified teacher to mentor and support trainee teachers and ECTs to ensure good or better teaching is delivered across the school.</p>	<p>Evidence has shown that over the last 8 years of supporting both the TES Institute and Essex Teacher Training programmes within our school that the 'grow your own' model that we have adopted is very successful. Our first trainees are now middle leaders within with our school, and we have retained 70% of our trainees at ETPS and 85% of our trainees within Trust schools over the last 8 years. Our ECT programmes have been successfully led by the ITT lead with all ECTs passing their induction year and the vast majority remaining at the school over the past 8 years.</p>	<p>1,3,8 and 9</p>

	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a>	
<p><b><u>Technology and other resources focussed on supporting high quality teaching and learning</u></b></p> <p>IT licences Pupils have regular access to 'My Maths', 'TT Rockstars' and 'BugClub' which will allow pupils to consolidate learning both at home and in school.</p>	<p>Every child should equal access to books, resources, uniform, and equipment. Every child has access to IT outside of lesson time as well as quality IT equipment to enable full access to the curriculum</p> <p>The online programmes we purchase licences for provide parents with the tools to support their children at home and feel more confident.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf</a></p>	1,3,4 and 7

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

Budgeted cost: £ 110,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>One to one and small group intervention</u></b></p> <p>Easter school will be run for year 6 pupils using Teachers and LSAs that have completed the School Led Tutoring training.</p>	<p>Impact of the National Tutoring Programme since the Covid-19 pandemic has been successful. As a school we have evidence to prove that our in-school interventions improve outcomes for pupils, especially in year 2 and 6.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3 and 8
<p><b><u>Interventions to support language development, literacy, and numeracy</u></b></p> <p>Learning support staff to deliver a</p>	<p>On entry to Early Years, disadvantaged children have low Language and Communication skills. 21.5% of our disadvantaged children have SEN and require high levels of support. The additional staff sees progress accelerated in KS1 and KS2.</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that</p>	2

<p>purchased programme (C&amp;D resources/Language Link) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p><b><u>Teaching assistant deployment and interventions</u></b></p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions  <a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p><b><u>One to one and small group tuition</u></b></p> <p>Brilliant Club/Scholar's Programme completed for Year 5 Pupils</p>	<p>Historically within our school the opportunity to be a part of this programme has been well regarded by pupils and parents. It promotes high education and the value of scholarship amongst our pupils. We see very good engagement in the programme from all the children selected.  <a href="https://thebrilliantclub.org/evaluation/programmes-evaluation/">https://thebrilliantclub.org/evaluation/programmes-evaluation/</a></p>	8
<p><b><u>Teaching assistant deployment and interventions</u></b></p> <p>HLTAs/LSAs to provide intervention groups for PPG pupils to ensure that the PPG and non-PPG gap begins to close across all year groups.</p>	<p>21.5% of our disadvantaged children have significant SEND/ learning difficulties requiring high levels of support. The additional staff sees progress accelerated in KS1 and KS2.  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,3 and 9
<p><b><u>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</u></b></p> <p>Speech and Language Therapist to support speech and language needs across the school with a significant focus on the</p>	<p>On entry to Early Years, disadvantaged children have low Language and Communication skills.  21.5% of our disadvantaged children have significant SEND/ learning difficulties requiring high levels of support. The additional staff sees progress accelerated in KS1 and KS2.  Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	2



speech and language needs in Reception.	<a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 130,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</u></b></p> <p>Sports Teacher to enhance the skills of the teachers and to provide wider opportunities for PPG children, encouraging them to join school sports clubs or enter competitions outside of school.</p>	<p>Sports teacher coaches ECTs to develop their physical education teaching skills.</p> <p>Sports teacher organises inter house and across school competitions and supports disadvantaged pupils with participation in these events.</p>	4,5 and 6
<p><b><u>Supporting pupils' social, emotional and behavioural needs</u></b></p> <p>Forest school teacher to lead outdoor learning with a focus on PPG pupils and young carers to address areas social, emotional and behavioural needs identified by the teaching staff/pastoral team.</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> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	4, 5 and 6
<p><b><u>Supporting pupils' social, emotional and behavioural needs</u></b></p> <p>Play Therapist is employed for 2 days a week and sees on average 8 pupils.</p>		
<p><b><u>Supporting pupils' social, emotional and behavioural needs</u></b></p> <p>Improve the quality of social and emotional (SEL) learning. Pupil</p>	<p>Evidence shows that attendance is key. Our data shows that attendance for all children and those who are disadvantaged was improving year on year until the Covid-19 pandemic. Evidence shows that disadvantaged children are more</p>	4,5 and 6

<p>Counsellor and Nurture staff involved in support of pupils with emotional needs. Pupil counsellor available to support pupils each day. Nurture staff support designated year groups and run 'The Hub' to ensure the emotional needs of the pupils are met. These staff build strong relationships with the families to encourage parental engagement within the school.</p> <p>*The hub is currently unavailable due to RAAC however families who need support with uniform or food are currently being supported by the local Foodbank and the 180 Project. Our Hub and its associated community support will be reinstated once space becomes available.</p>	<p>likely to make poor choices around behaviour and our school data shows that our support and interventions have had an impact on our behaviour incidents with a reduction in incidents for PPG children. Any child that suffers social, emotional, or behavioural difficulties is supported such that they are then able to focus on learning.</p> <p>For pupils in our school, fitting in is important to them. They do not want to be different to their peers. The continuation of our pre-loved uniform shop will support all families (including PPG) in ensuring their children are suitably dressed for school in all weathers. Having the shop on site and run by our pastoral team will also allow us to build relationships with our vulnerable families. All pre-loved uniform will be free to parents who visit the shop as the continuing cost of living rise is having an impact on the families living in within our community. In addition to this we will also be supplying families with 'care packages' free of charge from the shop.</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> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p><b><u>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</u></b></p> <p>Music Tuition payments supported through the Pupil Premium Fund to ensure that all children within the school have access to music tuition through Thurrock Music Services if they wish to learn an instrument.</p>	<p>To broaden and widen children's experiences of the wider world. To develop children's understanding of the world around them and improve their motivation and outlook.</p>	<p>6 and 8</p>

<p><b><u>Breakfast clubs and meal provision</u></b></p> <p>All PPG pupils in KS1 and KS2 receive free cool milk each day. Pupils who access 'The Hub' also receive a free breakfast.*</p> <p>*The hub is currently unavailable due to RAAC however pupils who need support with breakfast can eat in class or breakfast parcels can be sent home. This will be reinstated once space becomes available.</p>	<p>Pupils who access our 'Hub' often have poor social and emotional skills and giving them time to settle in the morning with familiar adult and children who having breakfast has proven to be a very successful method for setting their day off correctly. Boxall profile results have shown an improvement in the social and emotional skills of the pupils that attend our 'hub'.</p>	<p>3,4,5 and 6</p>
<p><b><u>Schools may be justified in funding items not listed in the Menu of Approaches where it is necessary to overcome specific barriers to student attainment.</u></b></p> <p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

**Total budgeted cost: £ 305,611**

## **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.

<p><b><u>2022-2023 Review</u></b></p> <p><b>Outcomes from teaching and targeted academic support</b></p> <p><b><u>Teaching</u></b></p>
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Our internal assessments during 2022/23 suggested that the performance of our disadvantaged pupils was higher than in the previous academic year in key areas of the curriculum. As evidenced in schools across the country, school closures during the pandemic was most detrimental to our disadvantaged pupils, as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact it had on Pupil Premium attainment was significant however through intervention and quality first teaching the gaps are beginning to close. The 22/23 academic year has continued to close these gaps and improve attainment however this remains a focus for our 23/24 strategy.

Over the course of the academic year, high quality teaching has been supported through in school CPD, including English, maths and SEND. The school has bought into the Geography Kapow scheme of work and as continued to use Kapow to support its delivery of Art and Design & Technology and resources have continued to be used to deliver a challenging curriculum. The Write Stuff has been introduced as a scheme of work for next academic year and staff have begun to trial units within class with positive impact.

### **Targeted Academic Support**

Small-group interventions have been delivered throughout the year by both class teachers and LSAs withdrawing children identified through assessments in class and more formal testing. Individual pupils have also been given 1-1 sessions on a daily basis by LSAs to provide catch-up programmes to support basic English and maths development. The school used qualified teachers and LSAs that passed the EDT tutoring course to deliver School Led Tutoring in Year 1,2,5 and 6.

#### **Year 6**

Year 6 tutoring focused on pupils not achieving ARE in Maths with 75% of the group achieving ARE at the end of the Key Stage.

#### **Year 5**

Year 5 tutoring focused on Maths. By the end of the tutoring hours an additional 16% of pupils were achieving ARE.

#### **Year 2**

Of the children in the below ARE writing group 64.7% achieved ARE. On average as a group they made 0.2 steps more progress than their peers across the year.

Of the children in the below ARE reading comprehension group 52.9% achieved ARE. On average as a group they made 0.5 steps more progress than their peers across the year.

Of the children in the below ARE maths group 76% achieved ARE.

## Year 2 phonics

All pupils working at phases 4 and 5 received additional phonics tutoring. An additional 26 children passed the check. The year 2 percentage is now 79.8% which is an increase of 19.8% on their Year 1 check.

## End of Key Stage 2 Comparisons

In Year 6, the gap between PPG and non-PPG is narrowing significantly in 2 core subjects, however the gap has widened in writing (this will be a focus for curriculum and staff CPD next academic year).

Year 6		ARE or Higher	
Reading	No.	Aut 2 22-23	Sum 2 22-23
PPG	35	13 (37.1%)	17 (48.6%)
Not PPG	75	53 (70.7%)	56 (75.7%)
Difference (change in difference)		33.6%	27% (gap has closed by 6.6%)

Year 6		ARE or Higher	
Writing	No.	Aut 2 22-23	Sum 2 22-23
PPG	35	13 (37.1%)	17 (48.6%)
Not PPG	75	46 (61.3%)	57 (77%)
Difference (change in difference)		24.2%	28.4% (gap has grown by 4.2%)

Year 6		ARE or Higher	
Maths	No.	Aut 2 22-23	Sum 2 22-23
PPG	35	12 (34.3%)	16 (45.7%)
Not PPG	75	53 (70.7%)	55 (74.3%)
Difference (change in difference)		36.4%	28.6% (gap has closed by 7.8%)

## Wider strategies

Outdoor learning continued for PPG pupils, young carers and other vulnerable pupils. Outdoor learning tracking data showed that pupils that participated in sessions gain self-esteem and teamwork skills. We have continued to run our pre-loved uniform shop and made the uniform free to all parents. An online support system has been set up that allows parents/carers to contact us online to request support with uniform, food, toiletries and wellbeing. This is in addition to our open shop days where we have staffed the shop to enable parents to take or swap uniform at the end of each term. 2 members of staff can now issue food bank vouchers to families in need. Our breakfast

provision has continued for all pupils that need it and staff have reported a much more settled start to the day for these children.

### **Attendance outcomes**

The school's EWO has been proactive in working with children who have been persistently absent, and a robust system is in place requiring all parents/carers to provide reasons and evidence for absence. Prior to the Covid-19 pandemic the attendance data for disadvantaged pupils was improving year on year. However, since the Covid-19 pandemic we have seen a significant decline in the attendance percentage within this group of pupils. During 22/23, we saw a slight increase in the attendance for disadvantaged pupils and for this reason attendance and the social and emotional wellbeing of our disadvantaged pupils remains a focus for the 23/24 academic year.

## **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>
TimesTable Rockstars	TT Rockstars
MyMaths	OUP
BugClub	Pearson Education
Mathletics	3P Learning

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
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 pupils?	N/A

## **Further information (optional)**

This strategy will be reviewed Half Termly to ensure that the children receive highly effective support throughout the entire year. These reviews will be shared with the Governing Body.