



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2022 to 2023 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	Spalding St Paul's Primary School
Number of pupils in school	October 2021:185 September 2022: 201
Proportion (%) of Pupil Premium eligible pupils	October 2021 Census: (71 Children) 38% September 2022: (97 Children) 48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 to 2024 – 2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by:	
Pupil premium lead	Mrs Selina Ratchford
Governor / Trustee lead	George Clement

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	<i>PP: £1345 (71 Children) Adopted form care: £2345 (0 Children) LAC: £2345 (0 Children)</i> £95,495
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,495

Part A: Pupil premium strategy plan

Statement of intent

At Spalding St Paul's Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas during their time at school. We want to ensure equality for all of our pupils in terms of our curriculum aspirations, educational experiences, enrichment opportunities and pastoral support. We recognise that our pupils are all unique and different and we therefore target our support carefully to ensure that this meets the needs of the children.

As a school, we are passionate about providing an ambitious curriculum that is enriched by quality first hand educational experiences, led by staff who are confident to teach their subjects.

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. QFT 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, it is the intention that disadvantaged pupils' attainment will be improved alongside progress for their non- disadvantaged peers.

In order for our pupils to access the Quality First Teaching on offer, we realise that as a school we need to ensure that any barriers are removed. Although barriers can be at times specific to certain pupils, we often find that there are many commonalities across our pupils, particularly those who are disadvantaged. Our approach is responsive to both these common challenges and pupils' individual needs. Identification of these needs is rooted in an in-depth knowledge of our school, its pupils and the wider school community. No assumptions are made about the impact of disadvantage without robust quantitative or qualitative evidence.

We provide targeted interventions, where required, to close the learning gap between disadvantaged pupils and non-disadvantaged pupils and we ensure that all pupils in need of social and emotional support receive the necessary provision from our experienced pastoral team or outside professionals to allow them to thrive in school.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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

- Provide an ambitious curriculum and ensure that disadvantaged pupils are challenged in their learning.
- Act early to intervene at the point need is identified.
- Maximise parental engagement, including reaching out to those that are hardest to reach, to ensure that they are able to support their child effectively with their learning.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Access to Quality First Teaching</p> <p><i>As we have a high proportion of our children eligible for Pupil Premium, it is vital that our staff have the skills necessary to support these learners in the classroom.</i></p> <p><i>Previous end of Key Stage results in school have been significantly lower than national affecting not only our Pupil Premium Children but all the children across school.</i></p> <p><i>In 2019 end of KS2 results: 29% expected in Reading; 60% expected in writing; 39% expected in Mathematics</i></p>
2	<p>Poor Oral Language Skills</p> <p><i>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</i></p> <p><i>In 2021/22 EYFS baseline showed around two thirds of our children did not have age-related language and communication skills.</i></p> <p><i>Internal assessment data indicates that this then becomes a barrier to reading for disadvantaged pupils as a lower percentage achieve age-related expectations in comparison to their peers in most year groups across the school (2021/22). By the end of Key Stage Two, disadvantaged pupils made -2.6 progress in comparison to other pupils who made -2 progress.</i></p>
3	<p>Low attainment in Phonics and Reading</p> <p><i>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</i></p> <p><i>Year 1 Phonics screening check (2021/22) 56% of disadvantaged pupils reached expected compared to 63% of non-disadvantaged pupils.</i></p> <p><i>In reading end of KS1 results (2021/22) showed 43% of disadvantaged pupils reached expected compared to 53% of non-disadvantaged pupils.</i></p> <p><i>In reading end of KS2 results (2021/22) showed 50% of disadvantaged pupils reached expected compared to 67% of non-disadvantaged pupils.</i></p>
4	<p>Low attainment in Maths</p> <p><i>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</i></p> <p><i>End EYFS (2021/22) 69% of our disadvantaged pupils arrive below age-related expectations compared to 81% of non-disadvantaged pupils.</i></p> <p><i>End of KS1 results (2021/22) showed 43% of disadvantaged pupils reached expected compared to 60% of non-disadvantaged pupils.</i></p> <p><i>End of KS2 results (2021/22) showed 50% of disadvantaged pupils reached expected compared to 78% of non-disadvantaged pupils.</i></p>
5	<p>Wellbeing of children</p> <p><i>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to pressures at home, unsettled home lives & levels of trauma. These challenges particularly affect disadvantaged pupils, including their attainment.</i></p> <p><i>Around 25 of our children and families (20 of whom are disadvantaged) require additional support with social, emotional and mental health needs.</i></p>
6	<p>Low attendance</p> <p><i>If our pupils are missing from school then they are missing out on QFT. Our Pupil Premium children often have a lower attendance rates than their peers.</i></p> <p><i>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2 - 3% lower than for non-disadvantaged pupils.</i></p> <p><i>In 2021/22, 'persistent absence' was 2.4% lower amongst disadvantaged pupils than for non-disadvantaged pupils.</i></p> <p><i>The school have also identified a correlation between pupils with low attendance and a lack of parental engagement across all aspects of school life, which further impacts on pupil's progress, for example, with reading.</i></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
<p>Teaching and Learning: To ensure high quality teaching and learning in the classroom.</p>	<p>Teaching and learning across the school is good or better. Staff have had access to high quality Professional Development This will be seen through the performance management cycle and outcomes.</p>
<p>Oracy: To improve oral language skills and vocabulary across the school.</p>	<p>Improve oracy skills with the expectation that this will improve wider academic outcomes. Children will be more effective speakers and listeners and better understand themselves, each other and the world around them.</p> <p>In EYFS, between 2022/23 & 2024/25 the average percentage of disadvantaged children achieving age related expectations in communication and language (ELG) is inline with the national average.</p> <p>Assessments and observations 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.</p>
<p>Phonics & Reading: RWI and Accelerated Reader scheme used across the school. Children have access to high quality texts through guided reading lessons, English lessons and reading across the school.</p>	<p>Achieve national average expected standard in Phonics Screening Check</p> <p>KS1 reading outcomes in 2024/25 show that more than 55% of disadvantaged pupils met the expected standard.</p> <p>KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.</p>
<p>Maths: Improved maths attainment among disadvantaged pupils.</p>	<p>KS1 maths outcomes in 2024/25 show that more than 55% of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.</p>
<p>Wellbeing: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations</p>
<p>Attendance: To sustain high levels of attendance for all pupils, particularly those who are disadvantaged and persistently absent.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - The overall attendance rate for all pupils being in-line with or greater than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no greater than 2%. - The percentage of all pupils who are persistently absent being below 8.5% and the figure among disadvantaged pupils being no more than 2% greater than their peers.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning To ensure high quality teaching and learning in the classroom.</p> <p>To ensure staff have access to high quality CPD.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>EEF: High-quality teaching</p>	1
<p>Teaching and Learning Purchase of standardised diagnostic assessments. (RENAISSANCE - STAR Reading & STAR Maths)</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>EEF: Assessment and Feedback</p>	1
<p>Oracy Oracy Voice 21 Project to continue to be rolled out across the school to support verbal communication skills.</p>	<p>On entry to school, disadvantaged tagged children's spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school. Widening from just a few months aged six, to five years' difference by the age of 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties (Oracy – Voice21 project).</p> <p>Voice21</p>	2
<p>Phonics Purchase resources and fund staff training to continue to support the use of the RWI DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>EEF: Phonics</p>	3

<p>-Support through specialist RWI consultant and English Hub work. -Release time for leaders</p>		
<p>Phonics Additional teachers and additional teaching assistants released to support with the delivery of daily phonics & reading sessions in EYFS and Years 1 & 2.</p> <p>-Small group support -Coaching and mentoring for Teachers and TAs</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. EEF: Phonics</p>	
<p>Reading Enhancement of our reading curriculum and the teaching of reading (including early reading) in line with DfE and EEF guidance.</p> <p>Fund teacher release time to attend CPD and to engage in monitoring and scrutiny activities with external professionals/ consultants (e.g. English Hub).</p> <p>Fund external professionals/ consultants to work with the school and to support with teacher development and curriculum design.</p>	<p>The DfE highlights the importance of reading in the following publication: DfE: Reading Framework</p> <p>As a school we continue to implement a reading curriculum based on guidance produced by the EEF. The following documents inform our school improvement plan and curriculum leader action planning to ensure that we continue to make rapid and sustained progress in these areas, thus improving outcomes for our disadvantaged pupils. EEF: Literacy KS1 Guidance EEF: Literacy KS2 Guidance</p>	3
<p>Reading Purchase of Accelerated Reader scheme.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Children from Years 3- 6 have books which are matched to their reading ability and their reading habits and comprehension can be monitored effectively to support with intervention. Good reading habits and a love of reading can also be effectively developed effectively. DfE: Reading Framework EEF: Literacy KS1 Guidance EEF: Literacy KS2 Guidance</p>	3
<p>Mathematics: Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Funded teacher release time to embed key elements of guidance in school and to access White Rose Maths resources and CPD.</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 EEF: Improving Mathematics in the Early Years and Key Stage 1</p> <p>The EEF guidance is based on a range of the best available evidence EEF: Improving Mathematics in Key Stages 2 and 3.</p>	4

Purchase of interactive maths support (Numbots /Times Table Rockstars) for whole school -Training for whole staff	The EEF guidance is based on a range of the best available evidence EEF: Improving Mathematics in Key Stages 2 and 3.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy Additional staff employed to support with helping identify children across EYFS and KS1 'catch up' with language and communication.</p> <p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <ul style="list-style-type: none"> - NELI (Nuffield Early Language) - WellComm - First Call - Elklan 	<p>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 EEF: Preparing for Literacy (Improving communication, Language and Literacy in the early years)</p> <p>EEF: Oral language interventions The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. In 2020, the Education Endowment Foundation (EEF) published the results of a large-scale effectiveness trial of the intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months. The result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p> <p>EEF: Small group tuition</p>	2
<p>Phonics Additional Teaching Assistant to deliver additional phonics & reading sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Fast track Tutoring (RWI)</p>	<p>Children need to continue to develop their reading skills outside of phonics lessons. This has historically not been the case and accounts for the gap that exists for disadvantaged pupils in reading. A new model for the teaching of reading ensures that this is taught daily, alongside phonics and is based on recommendations from EEF: Key Stage One Literacy</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 over a period up to 12 weeks EEF: Phonics toolkit</p> <p>Ruth Miskin Literacy Inc. effects sustained, systemic change in districts and schools to</p>	3

	<p>teach every child to read and write regardless of background, language or needs. By having staff dedicated to teaching RWI 1-2-1 for those that need extra support will enable those children to access a significant amount of progress in a short period of time.</p>	
<p>Reading Additional hours allocated to members of staff (MSAs) to be deployed to support with hearing individual readers across KS1</p>	<p>Children who do not read at home are targeted to ensure that they are not disadvantaged in relation to their peers.</p> <p>Those children who are significantly behind and have not been reading at home are targeted to enable them to catch up.</p> <p>Approximately 60% of the pupils being heard read more frequently are disadvantaged. The school is ensuring that all these children are being heard read individually between 3 and 5 times per week.</p> <p>EEF: One to one tuition EEF: Key Stage One Literacy</p>	3
<p>Mathematics: Additional Teaching Assistant to deliver additional intervention targeted at disadvantaged pupils who require further support in maths. -Release time for Teaching assistants to complete professional development training. -Firstclass@number -Number Sense</p>	<p>The EEF tested 1stclass@number, a programme provides intensive support for pupils struggling with maths. Pupils who received 1stClass@Number made two months' additional progress in maths on average, compared to pupils in the control group. This result has a high security rating.</p> <p>EEF: Firstclass@number</p>	4
<p>Wellbeing Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. ELSA (Emotional Learning Support Assistant)</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>Improving Social and Emotional Learning in Primary Schools</p> <p>The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed, nationally recognised approach to supporting children and young people with a range social and emotional needs.</p>	5
<p>Wellbeing Educational psychologist (Futures in Mind) provides direct work with pupils as well as staff CPD to support with classroom practice, interventions and personalised approaches to develop</p>	<p>Approximately 80% of the pupils who receive educational psychologist support are disadvantaged. Educational psychologist involvement has been proven to support with addressing barriers to engagement within the classroom and ensure that continue to make good progress.</p> <p>EEF SEND In Mainstream EEF Behaviour Guidance</p>	5

<p>skills of staff across the school.</p> <p>There will also be direct work with parents as part of this process and in addressing any barriers to learning</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects EEF: Behaviour Intervention</p>	5
<p>Wellbeing Creating and embedding breakfast for all child in school through 'Magic Breakfast'</p>	<p>There is a proven link that when children access a nutritious breakfast that they are more inclined to successfully engage in learning and more likely to attend school. Breakfast is also recognised as a strategy within the following EEF research EEF: Improving Behaviour in School</p> <p>The Magic Breakfast project provided schools with support and resources to offer a free, universal, before-school breakfast club. The aim of the project was to improve attainment outcomes by increasing the number of children who ate a healthy breakfast. EEF: Magic Breakfast</p>	5
<p>Wellbeing Develop pupils' ability to make informed choices about healthy eating, fitness and their emotional and mental well-being.</p> <p>Embed healthy choices across the curriculum and school.</p> <p>-Oral Health and Hygiene project</p> <p>-Roots to Food</p>	<p>Good Nutrition helps students show up at school prepared to learn. Because improvements in nutrition make students healthier, students are likely to have fewer absences and attend class more frequently. Studies show that malnutrition leads to behaviour problems, and that sugar has a negative impact on child behaviour. EEF: Improving Behaviour in School</p>	5
<p>Subsidise 11+ tuition with a fully qualified teacher so that pupils are not disadvantaged in</p>	<p>Research and evidence demonstrates that disadvantaged pupils lack many of the opportunities available to those who are not disadvantaged. This can be due to both financial and environmental factors. The school</p>	

<p>comparison to their peers at other schools.</p>	<p>looks to 'level the playing field' within this respect and provide all pupils with a wide range of experiences that they can draw upon in learning and develop a deeper understanding of the world around them. EEF: Improving Behaviour in School EEF: Social and Emotional Learning Toolkit OFSTED Inspection Handbook</p>	
<p>Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

Total budgeted cost: £95,000

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.

Aim	Outcome																						
<p>Teaching and Learning: To ensure high quality teaching and learning in the class-room.</p>	<p>Better outcomes for children seen at End KS2: <i>In 2021/22 end of KS2 results:</i> 62% expected in Reading; 64% expected in writing; 68% expected in Mathematics</p> <p>KS1 results were still low.</p>																						
<p>Oracy: Voice 21 Project rolled out across the school. Nuffield Early Literacy Intervention to support children off track.</p>	<p>Oracy project rolled out across school. Key skills beginning to embed. NELLI implemented in EYFS.</p> <table border="1" data-bbox="826 913 1423 1048"> <thead> <tr> <th colspan="2">EYFS CLL Data</th> </tr> <tr> <th>On Entry</th> <th>ELG</th> </tr> </thead> <tbody> <tr> <td>32%</td> <td>76%</td> </tr> </tbody> </table>	EYFS CLL Data		On Entry	ELG	32%	76%																
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<p>Phonics: RWI scheme used across the school.</p>	<table border="1" data-bbox="826 1055 1423 1189"> <thead> <tr> <th colspan="2">Phonics Data 2022</th> </tr> <tr> <th>Year 1 Phonics</th> <th>Year 2 Phonics</th> </tr> </thead> <tbody> <tr> <td>58%</td> <td>76%</td> </tr> </tbody> </table> <p>Regular Support form the RWI hub throughout the year.</p>	Phonics Data 2022		Year 1 Phonics	Year 2 Phonics	58%	76%																
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Year 1 Phonics	Year 2 Phonics																						
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<p>Progress in Reading: Accelerated reading in place across the school. Guided reading implemented across the school.</p>	<table border="1" data-bbox="815 1312 1423 1581"> <thead> <tr> <th colspan="4">Reading Data 2022</th> </tr> <tr> <th></th> <th></th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td rowspan="2">KS1</td> <td>% at or above Expected Standard</td> <td>48%</td> <td></td> </tr> <tr> <td>% above Expected Standard</td> <td>0%</td> <td></td> </tr> <tr> <td rowspan="2">KS2</td> <td>% at or above Expected Standard</td> <td>62%</td> <td>74%</td> </tr> <tr> <td>% above Expected Standard</td> <td>4%</td> <td></td> </tr> </tbody> </table> <p>Training has been implemented across the school by a literacy consultant to support the teaching of Guided reading.</p>	Reading Data 2022						School	National	KS1	% at or above Expected Standard	48%		% above Expected Standard	0%		KS2	% at or above Expected Standard	62%	74%	% above Expected Standard	4%	
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<p>Other: Ensure children have access to high quality wellbeing support through 5 ways to wellbeing, Emotional Literacy Support (ELSA) and Magic Breakfast</p>	<p>TA has completed the ELSA training. ELSA support offered to a range of children across the school. Magic breakfast delivered to all children in school.</p>																						
<p>Other: Attendance: All children come to school.</p>	<table border="1" data-bbox="826 1910 1423 2045"> <thead> <tr> <th colspan="2">Attendance 2022</th> </tr> <tr> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>91.81%</td> <td>96%</td> </tr> </tbody> </table> <p>Still continue to work on attendance as we are still below national.</p>	Attendance 2022		School	National	91.81%	96%																
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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
Star Assessment	Renaissance
Accelerated Reader	Renaissance
Times Tables	Rockstars
Read Write Inc	Ruth Miskin

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?	0
What was the impact of that spending on service pupil premium eligible pupils?	0