# Pupil Premium Strategy Statement: Ditton Lodge Primary School

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## 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

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| Detail | Data |
| School name | Ditton Lodge Primary School |
| Number of pupils in school | 203 |
| Proportion (%) of pupil premium eligible pupils | 10.1% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2024 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Mrs Melanie Moore  /Mrs Lisa Tweed |
| Pupil premium lead | Mrs Amanda Banks |
| Governor / Trustee lead | Mrs Lisa King |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | 32,255.00 |
| Recovery premium funding allocation this academic year | 0.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0.00 |
| **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 | 32,255.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Ditton Lodge Primary school 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.  We will 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.  At Ditton Lodge Primary Academy, last year was focussed on ensuring social, emotional wellbeing was balanced with high aspirations for learning/outcomes. Rebuilding relationships and expectations and targeting intervention and teaching towards what has been affected by Covid 19. We now continue the second year of our four-year strategy. Across the Partnership, we have continued to address the challenges faced by pupils who experience social disadvantage.  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.  At Ditton Lodge we have continued with our tiered approach which allows us to focus on a series of targeted strategies that will have the greatest impact.   1. Teaching and whole school strategies |   The transformative power of an effective teacher is something almost all of us have experienced and understand. We also know that these effective teachers have a direct influence in enhancing children’s learning. Years of research on teacher quality supports the fact that effective teachers not only make children feel good about school and learning, but also that their work actually results in increased achievement.   1. Targeted approaches |   Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms as a key component to sit alongside direct teacher input.   1. Wider strategies |   The final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support.  Our aim is to use pupil premium funding to help us work towards and improve the outcomes of disadvantaged pupils at our school so they can be compared with those of non-disadvantaged pupils nationally. Our plan focusses on the challenges that our disadvantaged pupils face and aims to get to the causes of the issues. We will use assessment to measure the impact on areas such as enthusiasm for Reading and Writing. With our systems and expectations of surrounding Reading, we want all pupils to be lifelong readers that see the value in books and how they can enrich their lives. Our curriculum gives all children access to rich texts and opportunities to read books from different cultures and times.  To ensure the steps taken in this plan are met we will:  - use baselines to measure progress over time.  -raise whole school expectations of what disadvantaged pupils can achieve.  -regularly review and adapt when required.  Our school is passionate about engendering a lifelong love of reading, investing in a new, well stocked library through our CUSP curriculum. The rich literature spine ensures pupils learn about different cultures and the wider world around them. This combined with the focus on vocabulary that underpins all subjects, aims to grow articulate, curious young learners who perceive no barriers to their dreams and ambitions. |

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| Challenge number | Detail of challenge |
| 1 | A number of factors associated with disadvantage means that some children find it more difficult to focus on learning |
| 2 | Pupils are not resilient learners and they have poor self-esteem: we support pupils through whole school initiatives such as training for all staff on understanding trauma and the impact of Adverse Childhood Experiences (ACEs) on children. We offer more targeted support to pupils through the use of our Emotional Literacy Support Assistant (ELSA). |
| 3 | Independent learning skills are not embedded and pupils’ self-regulation is poor in relation to both cognition and emotions: we expect our teaching assistants and teachers to apply principles embedded in the Education Endowment Foundation (EEF) research when supporting learners. We are helping children to develop independent learning skills by ensuring that learning walls are used effectively in all classrooms across the school. |
| 4 | We have a historic variability in the quality of teaching and subsequent under-achievement. |
| 5 | Our children do not all have an enthusiasm for, and achievement in, reading and writing. |

## 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.

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| Intended outcome | Success criteria |
| Children and parents know where to find support within the school. | Children are confident to talk, manage their feelings and emotions, happy and ready to learn.  Quality Zones of Regulation sessions to be in place in all areas of the school.  Staff are able to support the needs of individual pupils calmly. |
| Pupils are resilient learners with good self-esteem. | Children follow the Ditton Lodge High 5.  Children have good behaviours for learning.  Children confidently approach the curriculum and have strategies in place if they are unsure what to do.  Behaviour is good. |
| Pupils are independent with good self-regulation skills.  Pupils will be able to identify and regulate their emotions | Children have good behaviour for learning.  Children follow the school’s behaviour and relationships policy.  Pupils will be able to engage in their learning, developing happy, healthy relationships with their peers.  ELSA supports children with their self-regulation. |
| Consistent and impactful approach to improving teaching and learning. - | Effective instructional coaching in place for every member of staff that allows discussion and growth surrounding best practice. -Effective action steps and recording of professional dialogues. Through lesson observation and feedback, ensure weekly coaching focus is implemented and refined. |
| Children to enjoy and value Reading  With a love of reading, this rich language will spill over into writing. | Children to have a voice surrounding their favourite authors and books.  Disadvantaged and non-disadvantaged pupils’ Reading outcomes to be at or above national average.  Standards and progress evident at Assessment points and National Data. |

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| 1. **Aim** | 1. **Target** | 1. **Target date** |
| 1. Progress in Reading in KS2 | 1. Achieve above national average progress scores in KS2 Reading (>0) | 1. July 2023 |
| 1. Progress in Writing in KS2 | 1. Achieve above national average progress scores in KS2 Writing (>0) | 1. July 2023 |
| 1. Progress in Mathematics in KS2 | 1. Achieve above national average progress scores in KS2 Maths (>0) | 1. July 2023 |
| 1. Progress in Phonics in Year 1 | 1. Achieve at least national average expected standard in PSC | 1. July 2023 |
| 1. KS1 attainment | 1. Achieve at national average for combined Re, Wr, Ma at the end of KS1 | 1. July 2023 |

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: £3,110.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve collaboration, vocabulary, reading and writing through the implementation of CUSP | Raised confidence, enthusiasm and standards in reading and writing.  All children leaving KS1 able to read fluently, communicate effectively and flourish CUSP Reading and Writing is evidence informed, carefully sequenced English curriculum, which maps core content in Reading and Writing across the primary journey, ensuring that learning is taught and revisited over time so that pupils commit their understanding to the long-term memory.  CPD schedules are in place as these materials continue to be used and scrutinised.  Feedback is given to leaders and teachers’ ability to effectively use the ‘flexible content’ units to address misconceptions and gaps in knowledge can be seen.  Coaching and feedback is given to ensure fidelity to the resources is retained.  All CUSP subjects have been built around evidence-led practice.  1. Sweller’s cognitive load theory  2. Rosenshine’s principles of instruction guided by Cain and Oakhill’s vocabulary instruction  3. Fiorella and Mayer’s generative learning practice  It is important to ensure that all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully’ (EEF – Collaborative learning approaches.)  The models that we use for our lessons, ‘my turn, then our turn, then your turn’, allows this to occur, with extra ‘our turn’ to scaffold.  <https://fft.org.uk/fft-sfa-coop-learning/>  https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learning-approaches    https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learning-approaches  CUSP Spelling has also been introduced this year, a systematic and repeated practice approach to spelling patterns. | 1,2,3, 4 and 5 |
| Ensure staff feel confident and happy to deliver quality teaching in terms of vocabulary, reading, writing and developing the whole child’s social & emotional self | Staff to receive CPD and ongoing support surrounding CUSP Reading and Writing to ensure they have confidence and a strong belief that their practice in these areas is strong.  Training will be focussed on The Zones of Regulation. These are collaborative sessions where teachers can clarify and improve their practice.  https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehension-strategies | 1,2,3,4 and 5 |
| Explicit vocabulary teaching across the curriculum using the Curriculum with Unity Schools Partnership (CUSP) curriculum  Embedding the teaching of Tier 2 and Tier 3 vocabulary across KS1 and KS2 | Vocabulary Module training  Training with Alex Bedford  Planning scrutiny  Lesson observations  <https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf> | 4 and 5 |
| Ensuring that all pupils are accessing Quality First Teaching through appraisal, coaching, pupil progress meetings and staff CPD delivered by senior and middle leaders and the Unity Research School.  Ensure staff feel confident and happy to deliver quality teaching in terms of vocabulary, reading, writing and developing the whole child’s social & emotional self | All teachers to have termly appraisal meetings, and all support staff to have biannual meetings, with targets linked to the School Improvement Plan.  All teachers to have termly pupil progress meetings and coaching sessions linked to their classroom practice and/or leadership responsibilities.  Senior and middle leaders to deliver weekly CPD for teachers and weekly CPD for TAs.  All staff to attend PD days as appropriate, including trust-wide PD day led by Unity Research School.  High quality research-based professional development opportunities for all teaching staff  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 4 and 5 |
| Further training on CUSP Writing, Reading and Spelling | <https://educationendowmentfoundation.org.uk/news/eef-blog-improving-literacy-in-key-stage-2> | 4 and 5 |
| Development of subject leaders to ensure high quality teaching and planning across all subject areas and staff retention | Programme of in-house training linked to CUSP curriculum for core and foundation subjects. Subject Leads to work with Trust leads and take part in reviews across the academic year to review and evaluate rate of progress.  Padlets to be used for Subject leaders.  Leaders have designed an ambitious curriculum in which they have identified the key knowledge that pupils will learn and the order in which they will learn it. In some subjects, this work has only been completed recently and the monitoring of this curriculum is in its early stages. Leaders have partially tested whether pupils are making the intended progress in these more recently developed curriculum areas. Leaders need to monitor and evaluate the implementation of curriculum planning in each subject to make sure that this is having the intended impact on pupils’ learning.  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership?utm_source=/guidance-for-teachers/leadership&utm_medium=search&utm_campaign=site_search&search_term=leadership> | 4 |
| Ipads are used in Year 4 and Year 5 to enhance learning. | The introduction of ILearn and Showbie in Years 4 and 5. Other classes to use Ipads to enhance learning through mirroring and up marking. September INSET to focus on the use of Ipads for teaching.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital> | 4 |
| Embed Sound’s write across the school.  Embed reading resources into practice and as home readers. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 4 |
| Introduce Arbor to track specific groups of children. | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital | 4 |

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

Budgeted cost: £3,645.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted interventions, such as PiXL and Success@arithmetic | Senior leaders, teachers and TAs to deliver PiXL therapies and intervention programmes during the school day (outside of English and maths lessons) in order to accelerate the progress of targeted pupils towards the expected standard and the expected standard in greater depth.  <https://www.pixl.org.uk/>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?utm_source=/education-evidence/guidance-reports/early-maths&utm_medium=search&utm_campaign=site_search&search_term=maths%20inter>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=maths%20inte> | 4 and 5 |
| Accurate assessment of all pupils to provide additional tuition for impact ‘less is more’ approach | Children’s gaps will be identified and proven intervention put in place to ensure they can access the curriculum (EEF)  After each assessment cycle, teachers use the PIXL indicators to see who needs intervention and extra support. | 1,2,3,4 and 5 |
| Sound’s Write Keep up and Catch up interventions  Training in ERT  Tutoring in Year 1,2 and 3 from SG and CH (2 afternoon’s a week) | Children will all go into KS2 being able to read fluently. Children will pass the Year 1 Phonics Screening  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 4 and 5 |
| Post-teaching across the school | TAs to deliver post-teaching in afternoons in order to address misconceptions from English and maths lessons that morning, under the direction of teachers.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | 4 and 5 |
| Pre-teaching across the school | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | 4 and 5 |
| Targeted reading interventions | Senior leaders, teachers and TAs to deliver weekly booster sessions in order to accelerate the progress of targeted pupils towards the expected standard and the expected standard in greater depth.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years?utm_source=/education-evidence/guidance-reports/literacy-early-years&utm_medium=search&utm_campaign=site_search&search_term=reading> | 4 and 5 |
| Booster sessions for KS2 pupils for English and Maths | Senior leaders, teachers and TAs to deliver weekly booster sessions in order to accelerate the progress of targeted pupils towards the expected standard and the expected standard in greater depth.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years?utm_source=/education-evidence/guidance-reports/literacy-early-years&utm_medium=search&utm_campaign=site_search&search_term=reading>  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics?utm_source=/guidance-for-teachers/mathematics&utm_medium=search&utm_campaign=site_search&search_term=maths> | 4 and 5 |
| Nuffield Early Language Intervention (Neli) in EYFS and Year 1 | Improved vocabulary, speaking and communication – Early intervention the key to future success  <https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches> | 4 and 5 |
| Booster sessions for KS1 pupils for phonics | Senior leaders, teachers and TAs to deliver phonics interventions for KS1 children with gaps in their phonemic knowledge. Every interaction is an intervention.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 4 and 5 |
| Personalised curricular for specific children | Teachers to plan personalised curricular for children with EHCP  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=send> | 1,2,3, 4 and 5 |

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

Budgeted cost: £24,500.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Emotional Literacy Support Assistant (ELSA) for all pupils needing emotional mental health support | Three afternoons per week for ELSA to support targeted pupils under the direction of the SENDCo and Pupil Premium Lead, plus time for her to attend quarterly supervision meetings.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies> | 1,2 and 3 |
| Subsidised trips and visitors | Parents can request support with funding for trips (including residential trips) and uniform if they are experiencing financial difficulties  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> | 1 and 2 |
| Subsidised sports clubs | Parents can request support with funding for clubs if they are experiencing financial difficulties  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> | 1 and 2 |
| Subsidised music tutoring | Parents can request support with funding for music lessons if they are experiencing financial difficulties  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> | 1 and 2 |
| Lunchtime clubs to support vulnerable pupils | ELSA to deliver lunchtime clubs inside.  Sport’s TA to deliver lunchtime clubs outside.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> | 1 and 2 |
| To train staff in trauma informed schools and use ELSA | Children are confident to talk, manage their feelings and emotions, happy and ready to learn. Staff are able to support the needs of individual pupils calmly.  Lets Talk Recovery Return Part 2 7 Accessing  A use of Trauma Perceptive Practice values  A shift in our mindset to a trauma perceptive  description of vulnerable children and young  people can create...  • Compassion and kindness instead of blame  and shame  • Hope instead of hopelessness  • Connection and belonging rather than disconnection  https://schools.essex.gov.uk/pupils/social\_emotional\_mental\_health\_portal\_for\_schools/Doc uments/TPP%20Leafletv5-Accessible.pdf  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/behaviour-interventions | 3 |
| To implement zones of regulation  To introduce parent sessions with the ELSA | The Zones of Regulation, written by L. Kuypers and published by Social Thinking in 2011, has sold over 260,000 copies and counting, and has been widely implemented in homes, schools, districts, and clinical practices all over the world to address social emotional learning (SEL). The creation of The Zones of Regulation was based off clinical experience, seeing a need in the field to teach skills in the realm of regulation in a way learners could connect to and apply in context, all while layering together many theories, best practices and evidence as the foundation to inform and build The Zones' framework and lessons.  https://zonesofregulation.com/uploads/3/4/1/7/34178767/the\_zones\_of\_regulation\_\_resear ch\_and\_scholarly\_articles\_feb\_2022.pdf  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognition-and-self-regulation  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/behaviour-intervention | 3 |
| To continue our ‘mental wealth’ focus using the forest and gardening | Children and adults are positive, kind, are in good health ensuring they engage effectively in their learning  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/oral-language-interventions  https://www.cambridgeforestschools.co.uk/schools/forest-school-and-outdoor-learningresearch | 1,2 and 3 |
| Whole class reading texts promote a love of reading | A thirst for reading is evident across the school  The end of the day sees every class reading and enjoying a class text.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies | 1,2,3, 4 and 5 |

**Total budgeted cost: £32,255.00**

# 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.

Teaching:

* A commitment to the EYFS curriculum to build the foundations for learning
* A united approach to the Ditton Lodge vision and values throughout the school with high quality teaching in every year group, with relationships at the core
* A consistent approach to teaching reading, writing and maths to ensure maximum progress for all
* A developing whole school curriculum to scaffold the ethos and vision of the school

Targeted Support

* Focussed phonics booster sessions for Year 1 children with the development of catch up in Years 2 and 3.
* Emotional Literacy Support Assistant for all children needing emotional, mental health support
* Early Language support for EYFS pupils to support early language development (NeLI)

Wider Strategies

* Lunch time nurture and provision for vulnerable pupils
* Subsidised trips, visitors, clubs and school uniform,
* Specialised staffing to support Emotional and Social Needs including, school nurse, Family Support Worker, ELSA

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| Pupil Premium 2022-2023 | | |
| **Aim** | **Outcome** |
| Speech, language and communication skills are poor throughout the school: we are helping children through the early identification and intervention through the use of Speech and Language assessments. We will be embedding the vocabulary units from the CUSP curriculum which aims to improve the oracy and vocabulary skills of pupils across the school. | Good outcomes in EYFS  Increased Speech, language and communication skills across the school.  Continue to raise the profile across the school through oracy assemblies and teacher modelling.  All children answering in full sentences in all subjects across the school.  Sentence stems being used in Maths.  Vocabulary used in CUSP.  Evident in book studies. |
| Pupils are not resilient learners and they have poor self-esteem: we support pupils through whole school initiatives such as training for all staff on understanding trauma and the impact of Adverse Childhood Experiences (ACEs) on children. We offer more targeted support to pupils through the use of our Emotional Literacy Support Assistant (ELSA). | ELSA continues to work with a range of pupils every afternoon. 2024 will see this time as protected.  Due to staff absence and an increase in training, these sessions have not always happened as frequently as planned.  ELSA working with our family worker, Michelle West.  We have held two coffee mornings for parents. |
| Independent learning skills are not embedded and pupils’ self-regulation is poor in relation to both cognition and emotions: we expect our teaching assistants and teachers to apply principles embedded in the Education Endowment Foundation (EEF) research when supporting learners. We are helping children to develop independent learning skills by ensuring that learning walls are used effectively in all classrooms across the school. | All staff have undertaken TPP training this academic year.  TPP has been shared in the wider community. |
| Parental confidence in supporting pupils with their learning at home: we offer booster groups as well as other targeted cohorts as required, and information sessions for parents prior to national assessments. | Phonics sessions have taken place for parents.  Year 4 teacher has held virtual workshops for parents to teach Maths strategies.  Parents have been invited to book cafes, coffee mornings, workshops.  Maths lead has led Maths after school clubs.  Science lead has run science club. |
| Our children do not all have an enthusiasm for, and achievement in, reading and writing. | CUSP training  Implementation of reading and writing CUSP using beautiful new materials.  Reception staff have received CUSP (structured story time) training.  Reception staff have visited other settings.  Sounds Write training  CUSP spelling training  English lead has feedback on training and monitored learning and children’s behaviours for learning. |

## 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*

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| Programme | Provider |
| White Rose Maths subscription | White Rose Maths |
| KS2 Sandwell Assessment | GL Assessment |
| Annual subscription to PiXL | PiXL |
| Neli | Elklan |

## Service pupil premium funding (optional)

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Last academic year we have 3 service children in our school. The pupil premium allocation was spent on intervention time to fill the gaps in learning for these children to be at the expected standard or at greater depth in Reading, Writing and Maths. |
| What was the impact of that spending on service pupil premium eligible pupils? | All 3 children working at or above expected standard in Reading, Writing and Maths |