

Pupil premium strategy statement- Wrenthorpe Primary Academy

This statement details our school's use of pupil 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 | Wrenthorpe Academy |
| Number of pupils in school | 307 |
| Proportion (%) of pupil premium eligible pupils | 8.1% (25 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-25 2025-26 2026-27 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Kate Stokes |
| Pupil premium lead | Lauren Williams |
| Governor / Trustee lead | Kate Stokes |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | 2024/25 £1480 x 23 = £34,040 (PP) £2570 x 2 = £5140(LAC) = £39,180 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £39,180 |

Part A: Pupil premium strategy plan

Statement of intent

Wrenthorpe Academy is an inclusive, supportive and aspirational learning community where children, parents and staff work together in partnership to meet the needs of all learners. It is a school with a clear vision: 'where everyone is valued.'

Our motto is 'We only get one life so let's learn how to live it well.'

Our core values are based on the following:

- We are happy
- We are safe
- We enjoy a challenge
- We are compassionate
- We show respect
- We are ready and fit for our future

At Wrenthorpe Academy, our intention is that all pupils, irrespective of their background or the challenges they face, are supported at their point of need.

We carefully consider the challenges faced by pupils, including those who have a social worker, have experienced adverse childhood experiences and those who are looked after or previously looked after. Our Pupil Premium strategy is intended to support all pupils' needs, regardless of whether they are disadvantaged or not.

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.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning, including the use of small group work and 1:1 support
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our context:

Wrenthorpe Academy is an average-sized primary school in Wakefield. Most pupils are of White British heritage. There are very few pupils for whom English is an additional language. The proportion of disadvantaged pupils is below average at 8.1%.

20% of disadvantaged pupils, are identified with SEN needs. 1 pupil has an EHCP.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
|------------------|---------------------|

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| 1 | <p>Social, emotional and mental health</p> <p>Many pupils who are eligible for the Pupil Premium also experience other barriers to learning, such as SEND and SEMH difficulties. Disadvantaged pupils generally have greater difficulties with self-regulation, articulating their emotions and their self-awareness.</p> |
| 2 | <p>Identified SEND</p> <p>20% of disadvantaged pupils, are identified with SEND needs. 1 pupil has an EHCP.</p> |
| 3 | <p>Attendance</p> <p>The attendance of disadvantaged pupils is lower than their non-disadvantaged peers. This means pupils miss chunks of learning, gaps widen and progress is negatively impacted across the curriculum.</p> |
| 4 | <p>Attainment</p> <p>Not all disadvantaged pupils are working at age-related expectations or better. There are gaps in reading, writing, maths and phonics knowledge and understanding. In Mathematics, KS2 pupils achieved below national levels of attainment in 2024 Standardised assessments.</p> |
| 5 | <p>Wider opportunities</p> <p>Disadvantaged pupils do not visit places of interest out of school or have the opportunity to perform. This has an impact on their knowledge and understanding of the world.</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>High-quality Teaching and Learning</p> <p>To continue to deliver high-quality teaching and learning across the school, with accurate assessment across the wider curriculum.</p> <p>To further embed the quality of teaching and learning in Mathematics so that it is consistent across the academy.</p> | <ul style="list-style-type: none"> • All pupils make at least expected progress in Reading, Writing and Mathematics. A significant proportion of pupils, but especially those receiving the Pupil Premium, make accelerated progress. • Staff will be able to clearly articulate what barriers disadvantaged pupils face and how to overcome these. • External monitoring confirms that action taken to develop the quality of Teaching and Learning in Mathematics. • Monitoring of teaching and learning demonstrate a good quality of education over time. This will include observing |

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| | <p>engagement in lessons, book scrutiny and ongoing formative assessment.</p> <ul style="list-style-type: none"> • There is evidence of a culture of sharing good practice. • Maths leaders have a good understanding of Teaching and Learning, the barriers faced by disadvantaged pupils and accurately monitor their progress and attainment. • The Maths leader will undertake the NPQ(M) • A further subject leader will undertake the NPQ(T) • The Academy will engage with the EBE Assessment Essentials Programme, working with the wider trust. |
| <p>Social, emotional and mental health Disadvantaged pupils will be regulated in class, use the strategies taught and be given the tools to reflect. They will receive a quality first universal offer and additional personalised support, where appropriate.</p> | <ul style="list-style-type: none"> • Pupils will be able to journal their thoughts and show increased detail in their work. • Pupils are increasingly regulated in lessons. • Pupils are able to use the language of ‘One Life’ to explain how they’re feeling. • Teachers implement SEMH strategies through quality wave one teaching. • Teachers will identify the pupils who need additional support and refer to the ELSA programme |
| <p>Identified SEND SEND pupils will have effective plans that are implemented and enable them to make good progress.</p> | <ul style="list-style-type: none"> • Creation of a sensory room in school, equipped with specialist resources and equipment. • Pupils are accessing the sensory room in order to regulate and to allow movement/ sensory breaks. • SEND plans and provision maps will identify those pupils who require support and ensure effective provision is in place. • SEND pupils will make measurable progress, on the Wakefield Progression Steps. • Curriculum leaders will monitor the Teaching and Learning for |

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| | <p>disadvantaged pupils and staff will be able to clearly articulate what barriers disadvantaged pupils face and how to overcome these.</p> |
| <p>Attendance</p> <p>Attendance for disadvantaged pupils will be at least 96.5%.</p> <p>The percentage of persistent absentees is reduced across the school.</p> | <ul style="list-style-type: none"> • All stakeholders (teachers, support staff, learning mentor, SENDCo, EWO, outside agencies and parents) work cohesively to address any barriers to supporting children in school. • Attendance for disadvantaged pupils will be at least 96.5%. |
| <p>Attainment</p> <p>Disadvantaged pupils will achieve outcomes in-line with, or above, national average by the end of KS2.</p> | <ul style="list-style-type: none"> • Teachers identify gaps in learning effectively and same day interventions address misconceptions quickly. • Attainment is monitored carefully and small steps in progress is monitored using the Wakefield Progression Steps. • Pupils will receive individualised instruction through access to personalised homework and learning, using the Emile app. • In Phonics, pupils will be supported by 1:1 Tutoring, at least 3x per week. • Year 6 small group tuition sessions will support pupils in preparation for Statutory assessments, in order to narrow the gap in attainment. |
| <p>Wider opportunities</p> <p>Disadvantaged pupils will have access to a range of opportunities to broaden their experiences, improve their language and enhance their cultural capital.</p> <p>There is equality of opportunity to activities beyond the classroom and all pupils are actively encouraged to try new activities.</p> | <ul style="list-style-type: none"> • Disadvantaged pupils will have equality of opportunity to access school visits and trips, cultural events in school and opportunity beyond the classroom. • Disadvantaged pupils will have access to extra- curricular activities. • Disadvantaged pupils will have access to Peripatetic Music lessons. • All pupils will have access to two trips and one educational visitor per year. |

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: £14,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| ECT Training (2 x Staff) | ECT Framework Introduced by the DFE to improve quality of teaching and teacher retention. | |
| National Professional Qualifications Staff participation in National Professional Qualifications & Associated Cover Costs (2 x staff) | EEF High Quality Teaching <i>'Tiered approach places high-quality teaching as the most beneficial to closing the attainment gap'</i> As teaching is the most powerful tool to close the attainment gap, staff participating in NPQs will enable them to develop their own understanding of pedagogy and better support less-experienced or under-develop teachers to improve their own practise. This will provide them with the knowledge, skills and understanding to develop teaching, learning and assessment not just in core areas, but across the curriculum. | |
| One Life CPD (All Teachers and Support Staff) One Life Leadership Training x3 | EEF: Improving Social and Emotional Learning in Primary Schools +4 months Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their | |

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| | core vision and curriculum offer, and planning to implement statutory Relationships and Health education. | |
| HLTA Cover needed to support the development of subject leaders to develop and provide a broad and balanced curriculum, assess progress and monitor the attainment of key groups. | EEF: Individualised instruction Children are individually tracked to ensure gaps are identified and changes to provision is in place, including intervention where necessary. On average, individualised instruction approaches have an impact of 4 months' additional progress. | |

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

Budgeted cost: £6,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| One Life PSHE Programme Whole School Wave 1 | EEF Social & Emotional (+4 Months) <i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i> EEF Metacognition and self-regulation (+ 7 months) The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). Methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. | |

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| | Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. | |
| Big Talk RSE Provider | EEF Social & Emotional (+4 Months) 'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.' | |
| EBE Assessment Essentials Programme Engagement in the EBE Assessment Essentials programme and Assessment Leader Programme, Associated Cover Costs. | EEF Feedback (+6 months) Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Dynamic Model of Education Effectiveness (via EBE Great Teaching Toolkit) 'The Great Teaching Toolkit places an emphasis on using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately.' Two staff members will participate in the EBE Assessment Leader programme, developing pedagogy around assessment and all teaching staff will participate in the Assessment Essentials programme to develop a more rigorous understanding of all forms of assessment, in turn supporting children to be more successful through an effective and 1, 2, 3 10 research-based approach to marking and feedback. | |
| Maths Teaching & Learning | DfE & EEF Mathematics Guidance | |

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| <p>Enhancement & redevelopment of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Associated cover costs & resource costs to support a CPA</p> | <p>Enhancement & redevelopment of our maths teaching and curriculum planning in line with DfE and EEF guidance (and associated cover costs) & resource costs to support a CPA approach.</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. The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3. 'Embedding Teaching for Mastery' Working Group as part of the Maths Hub programme.</p> <p>Maths fluency introduced across school and relevant CPD to ensure basic skills are prioritised. EEF (+5 Months) The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> | |
| <p>Emile Programme for Spelling and Maths</p> <p>Emile will be the platform for homework, work will be set dependent on students needs and Class Teachers will carefully track progress. Interventions/ small group tuition will be targeted based on feedback from the tasks set using Emile.</p> | <p>EEF: Individualised instruction (+4 months)</p> <p>Children are individually tracked to ensure gaps are identified and changes to provision is in place, including intervention where necessary.</p> <p>There is evidence that digital technology can be used effectively to provide individualised instruction.</p> <p>On average, individualised instruction approaches have an impact of 4 months' additional progress.</p> | |
| <p>Bespoke interventions through targeted small group tuition in Reading, Writing and Maths.</p> | <p>EEF: Individualised instruction (+4 months)</p> <p>Children are individually tracked to ensure gaps are identified and changes to provision is in place,</p> | |

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| <p>Small groups & 1:1</p> | <p>including intervention where necessary.</p> <p>Small group learning might be another promising approach to meeting differing learner needs without reducing the total amount of teaching time that pupils receive.</p> | |
| <p>Year 6 Small Group Tuition</p> | <p>EEF: Individualised instruction (+4 months)</p> <p>Children are individually tracked to ensure gaps are identified and changes to provision is in place, including intervention where necessary.</p> | |
| <p>Read Write Inc (RWI) Phonics 1:1 Tutoring & small group interventions</p> <p>Daily RWI intervention will help support identified pupils through daily 1:1 tuition.</p> <p>RWI will support those pupils who have still not yet passed the Phonics Screening Check.</p> <p>The RWI scheme will enable pupils to make progress towards the expected standard, provide bespoke QR codes to utilise the Virtual classroom resources on the portal.</p> | <p>EEF Phonics +5months</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> | |

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

Budgeted cost: £19,180

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Learning Mentor-Pastoral</p> <p>To provide 1:1 support, small group interventions and deliver the ELSA programme.</p> | <p>EEF Behaviour Interventions (+4 months)</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>EEF Metacognition and self-regulation (+ 7 months)</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.</p> | |
| <p>Trust Attendance Officer</p> <p>The Academy Attendance Leader will work closely with the Trust EWO to monitor, track and support attendance of all pupils. This will include working closely with families to offer personalised support.</p> | <p>DfE Toolkit for schools: communicating with families to support attendance.</p> <p>DFE Working together to improve school attendance</p> <p>Schools are dedicated to supporting strong attendance for children and young people so that they receive an excellent education. The benefits of being in school are numerous.</p> <p>Different factors are now influencing decision making for some parents, carers and pupils around whether a child or young person attends school.</p> | |

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| | Starting to influence pupil, parent and carer behaviours is one part of tackling this very difficult issue. | |
| Free/subsidised Breakfast Club | <p>DfE Research – r.e. breakfast club programmes</p> <p>It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> | |
| <p>Sensory room £500</p> <p>Establishment of a sensory room to provide a calm space where pupils can regulate, take sensory and movement breaks and de-escalate.</p> | <p>National Council for Special Education- Sensory Spaces in Schools</p> <p>A sensory space in the school environment promotes a positive school culture and climate in supporting student’s health and wellbeing. Sensory spaces can benefit all students, especially those who have been exposed to trauma, chronic stress and those with specified sensory needs. They can provide a safe environment where the student can be supported to calm and regulate, therefore optimising learning and participation in the school environment. The Sensory Space should be flexible, changeable and adaptable in order to meet the needs of students.</p> <p>Sensory spaces can promote self-care, self-nurturance, empowerment, skill development, resilience & recovery (Champagne, 2006).</p> <p>Sensory spaces can also be used as part of a school’s trauma informed approach to supporting students who have experienced loss of a consistent caregiver, neglect, different forms of abuse and maltreatment, and chronic stress (Koomar, 2009; Whiting, 2018).</p> | |
| Subsidised visits | Equality Act (2010) | |

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| | <p>Ofsted Inspection Framework- Eliminating discrimination and advancing equality of opportunity</p> <p>Some children from our community historically have not had the same life experiences as children from other areas.</p> <p>It is important that we subsidise trips so that all of our children can have equality in opportunity.</p> | |
| Musical instrument tuition | <p>Equality Act (2010)</p> <p>Ofsted Inspection Framework- Eliminating discrimination and advancing equality of opportunity</p> <p>Some children from our community historically have not had the same life experiences as children from other areas.</p> <p>Every child should have the opportunity to learn to play an instrument/perform in front of an audience.</p> | |
| ELSA small group intervention and 1:1 targeted support | <p>EEF Behaviour Interventions (+4 months)</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>EEF Metacognition and self-regulation (+ 7 months)</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), such methods require pupils to take greater</p> | |

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| | <p>responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.</p> | |
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Total budgeted cost: £ 39,180

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 2023 to 2024 academic year.

| Key areas of Impact- Review of 2023-2024 Strategy | | | |
|--|-------------------------|---|-----------------------|
| <u>2023-2024 End of Year data</u> | | | |
| EYFS | | | |
| EYFS GLD | Wrenthorpe (All) | Wrenthorpe disadvantaged | National (all) |
| | 80% | <i>No pupils within this criterion.</i> | 68% |
| Impact: All pupils achieved above national in EYFS, with 80% attaining Good Level of Development. | | | |
| Year 1 Phonics | | | |
| Phonics- Y1 | Wrenthorpe (All) | Wrenthorpe disadvantaged | National (all) |
| | 100% | 98% | 80% |
| Impact: Disadvantaged pupils attained above national in their phonics screening and positive impact of the pupil premium strategy is demonstrable. Gaps in reading and writing are closing and there is a positive impact of the RWI intervention and strategies. | | | |
| Year 2 Phonics | | | |
| Phonics- Y2 | Wrenthorpe (All) | Wrenthorpe disadvantaged | National (all) |
| | 100% | 98% | 87% |
| Impact: Disadvantaged pupils attained above national average in the Y2 Phonics screening and positive impact of the pupil premium strategy is demonstrable. Gaps in reading and writing are closing and there is a positive impact of the RWI intervention and strategies. Pupils are equipped with the phonetic knowledge for the KS2 curriculum. | | | |

KS1

| KS1 | Wrenthorpe (All) | Wrenthorpe disadvantaged | National (all) |
|--------------|------------------|--------------------------|----------------|
| Combined EXS | 55 % | 0 % | - |
| Reading EXS | 84 % | 25 % | 68 % |
| Writing EXS | 57 % | 0 % | 60 % |
| Maths EXS | 78 % | 25 % | 70 % |
| Combined GDS | 1 % | 0 % | - |
| Reading GDS | 5 % | 0 % | 19 % |
| Writing GDS | 1 % | 0 % | 8 % |
| Maths GDS | 7 % | 0 % | 16 % |

Impact: Disadvantaged pupils achieved lower attainment outcomes than their non-disadvantaged peers.

Year 4- Multiplication Test Check

| | Wrenthorpe (All) | Wrenthorpe disadvantaged | National (all) |
|------------|------------------|--------------------------|----------------|
| Year 4 MTC | 18 % | 40 % | 29 % |

Impact: Disadvantaged pupils attained significantly higher than their non-disadvantaged peers, showing a positive impact for this group.

KS2

| KS2 | Wrenthorpe (All) | Wrenthorpe disadvantaged | National (all) |
|--------------|------------------|--------------------------|----------------|
| Combined EXS | 52 % | 13 % | 61 % |
| Reading EXS | 68 % | 53 % | 74 % |
| Writing EXS | 86 % | 73 % | 72 % |
| Maths EXS | 66 % | 40 % | 73 % |
| Combined GDS | 11 % | 0 % | 8 % |
| Reading GDS | 27 % | 13 % | 29 % |
| Writing GDS | 25 % | 0 % | 13 % |
| Maths GDS | 18 % | 7 % | 24 % |

Impact: Disadvantaged pupils performed closest to their non-disadvantaged peers in writing, where they attained above national levels. Disadvantaged pupils did not attain equally to their peers in other areas, therefore, further targeted support is needed.

Attendance

| Attendance 2023-2024 (Including Reception cohort) | Attendance | Persistent absence |
|--|------------|--------------------|
| All pupils | 94.6% | 13.6% |
| Disadvantaged | 89.6% | 34.8% |

| Attendance 2023-2024 (Y1-Y6) | Attendance | Persistent absence |
|---------------------------------|------------|--------------------|
| All pupils | 94.6% | 13.7% |
| Disadvantaged | 89.6% | 34.8% |

Impact: Disadvantaged attendance remained lower and is still a priority moving into 2024-25. The rate of persistent absence remained higher and was impacted by a small number of pupils with significant attendance issues.

Other

ELSA practitioner has been established to support the most vulnerable pupils

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 |
|--------------|--------------|
| TT Rockstars | Maths Circle |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.