

# Pupil premium strategy statement for Pike Fold Community Primary School 2024/25 to 2026/27

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

## School overview

Detail	Data
School name	Pike Fold Primary School
Number of pupils in school	440 (including Nursery class) – Sept.24
Proportion (%) of pupil premium eligible pupils	166 (Rec to Yr6) – 41%
Academic year/years that our current pupil premium strategy plan covers	2024 / 25 to 2026 / 27
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rachael Farnell Hill
Pupil premium lead	Andy Morris
Governor / Trustee lead	Smyth Harper Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,753
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£nil
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£252,753

# Part A: Pupil premium strategy plan

## Statement of intent

At Pike Fold Primary School, we believe that every child, regardless of background or barriers, deserves the opportunity to achieve their full potential across all areas of the curriculum. Our vision is to create an inclusive, supportive environment where resilience, well-being, and high aspirations are encouraged, guided by our core values of being ready for learning, treating others respectfully and equality and persevering towards our goals.

Our Pupil Premium strategy is deeply integrated into our School Development Plan, reflecting our commitment to academic excellence and inclusion for every child. This strategy is designed not only to raise attainment among disadvantaged pupils but also to ensure that all pupils benefit from an enriched educational experience. We believe that a balanced approach—centred around quality-first teaching, targeted academic interventions, and robust well-being support—is fundamental to achieving these goals.

Understanding that some of our pupils encounter barriers to learning—such as limited access to resources, language needs, or social, emotional, and mental health (SEMH) challenges—we are committed to removing these obstacles through a supportive and holistic approach. Our commitment includes:

**Delivering an ambitious, inclusive curriculum** that aims to close the attainment gap by offering engaging and challenging learning experiences for all pupils, regardless of their starting point.

**Supporting communication, language, and social skills** to foster well-rounded, articulate learners who are ready to excel.

**Prioritising health and well-being** to build resilience and happiness, knowing that secure social-emotional foundations are crucial for academic growth.

**Raising aspirations throughout the school** by instilling in every child the belief that they can achieve great things, thus promoting a culture of high expectations and self-belief.

We also place great emphasis on broadening pupils' horizons beyond the classroom. We believe that a well-rounded education includes a wide range of experiences that build cultural capital, enhance social skills, and instil a love for learning. Therefore, our strategy includes:

**Providing diverse extra-curricular activities** to support individual talents and interests.

**Organising field trips, cultural visits, and enrichment activities** that inspire curiosity, confidence, and ambition.

**Creating opportunities for community engagement** to foster empathy, social awareness, and a sense of responsibility within our pupils.

Our approach to supporting disadvantaged pupils is heavily informed by research and evidence-based practices, particularly those recommended by the Education Endowment Foundation (EEF). We draw on the EEF's guidance, which emphasises that high-quality teaching has the greatest impact on closing the attainment gap, benefiting all pupils in the process. Following the EEF's recommendations, we focus on:

**Using research-backed strategies in teaching and learning** to ensure that interventions are effective and evidence-based. For example, we prioritise approaches such as targeted small-group tuition and structured literacy and numeracy programmes.

**Implementing early and responsive interventions** to support pupils at the point of need, drawing on diagnostic assessments and evidence-based strategies that have been proven to improve outcomes.

**Engaging in continuous professional development (CPD)** to equip our staff with the latest pedagogical strategies and insights, ensuring they are well-prepared to meet the needs of all learners, especially those who are disadvantaged.

Our commitment to reflection, evaluation, and adaptation means that we continually assess the impact of our approaches, using data and feedback to refine our strategies and make adjustments where

necessary. By adopting this evidence-based and flexible approach, we ensure that we are meeting the evolving needs of our pupils effectively.

At Pike Fold Primary School, our ultimate aim is to provide every child with a rich, supportive, and challenging education that prepares them for future success. We are committed to creating an environment where every child, regardless of their starting point, can develop a love for learning, the confidence to take on challenges, and the ambition to achieve their full potential.

## Challenges

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

Challenge number	Detail of challenge
1. School readiness	<p>2024 Low baseline on entry to the Early Years Foundation Stage in all areas, especially of concern is the very low baseline for Communication and Language which on entry to Nursery 2024 was 54% of children were working below at 0-3 years stage of development and entry to Reception 57.4% working below ARE within 3-4 years stage of development. Wellcomm screening shows that 52% of Nursery class need Wellcomm intervention. Language link screening shows 36% of the Reception cohort need intervention as they did not have language development at the appropriate level on entry to school.</p> <p>On track to achieve the Good Level of Development, taken from baseline assessments 11% of the Reception cohort.</p> <p>Within the Autumn term (2024) 9% of the Nursery cohort have been identified as needing to access the Early Years Pathway for Educational Psychology assessment and 6% of Nursery children have been identified as needing a referral to the Social Communication Pathway.</p>

	<p>7% of the Reception cohort are awaiting Educational Psychology assessment with a view to applying for EHCP's for all children. 7% of the cohort are on the Social Communication Pathway waiting list.</p> <p>Soft data for the nursery shows that 35% of the cohort had no prior early years provision, 53% attended part time 15 hours and only 9% attended full time provision. 15% are not toilet trained, 26% still use a pram, 15% have a dummy and 6% still use a bottle.</p> <p>Soft data for Reception shows that 26% of the cohort had no prior early years provision, 42% attended part time 15 hours and only 26% attended full time provision. 4% are not toilet trained, 16% still use a pram, 26% have a dummy and 9% still use a bottle.</p> <p>48% of the EYFS unit need urgent dental treatment because of tooth decay. This is above the national average of 31% tooth decay.</p>
2. Writing outcomes	Assessments (formal and formative) indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. While the gap was narrowed over the previous 3-year period there was still a difference of 23% at the end of 2024 across the whole school.
3. Reading outcomes	Assessments, observations and discussions with pupils suggest poorer reading skills including fluency and comprehension, linked to lower enthusiasm and love of reading. In general, these issues are more prevalent among our disadvantaged pupils than their peers. Disadvantaged pupils had poorer outcomes (attainment gap of 13%) than their peers in reading at the end of KS2 in 2024
4. Attendance	At the end of academic year 2023-24 attendance for pupils eligible for PPG was 3.5% lower than non-eligible and 6% lower than National all pupils. Persistent absence was 10% higher for disadvantaged pupils than for all pupils.
5. Experiences	Many of our disadvantaged children have limited experiences and access to resources outside of school, which impacts on their cultural capital and wider knowledge and understanding of the world.
6. Pastoral support	Observations and discussions with pupils identify that a significant number of pupils' experience social and emotional issues that can have an impact on self-esteem, resilience, learner confidence and general well-being. There is also evidence, gained from early help conversations, of the wider impact on families. These challenges particularly affect disadvantaged and vulnerable pupils, including their attainment.
7. Family aspirations	Our most vulnerable families have low aspirations, and it is a challenge for them to promote a growth mindset, high expectations, aspire to having a successful career with a drive to achieve and have exciting life experiences outside of school.

## 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
Maintain Good Level of Development (GLD) attainment for disadvantaged pupils at the end of EYFS (Links to 1,3,4,6)	EYFS GLD will be at least in line with GLD for all and at least 70% of disadvantaged pupils will achieve the GLD.

<p>Improved writing attainment for disadvantaged pupils at the end of KS2</p> <p>(Links to 3,4,)</p>	<p>KS2 outcomes will climb year on year. 2023/24 show 35% of disadvantaged pupils met the expected standard. Our predicted outcomes for 2026/2027 are at least 60% of disadvantaged children to meet ARE in writing, enabling us to be more in line with national averages.</p>
<p>Improved reading attainment for disadvantaged pupils at the end of KS2</p> <p>(Links to 2,4,5)</p>	<p>KS2 outcomes will climb year on year and by 2026 /27 show that more than 75% of disadvantaged pupils met the expected standard (this represents an increase of 17% from 2024)</p>
<p>To achieve and sustain improved attendance for all of our pupils, particularly our disadvantaged pupils.</p> <p>(Links to 4, 6,7)</p>	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall attendance for disadvantaged pupils being at 96%</li> <li>• The attendance gap to remain below 1% compared to all pupils and below 2% compared to non – disadvantaged pupils.</li> </ul> <p>The percentage of all pupils who are persistently absent being below 10% (exc SEN awaiting specialist provision) and the figure among disadvantaged pupils being no more than 5% than their peers.</p>
<p>Children access experiences and cultural capital opportunities through curriculum visits and from visitors to school</p> <p>(Links 5,6,7)</p>	<p>Provide enrichment opportunities and school contributions for classes and residential trips to support learning outside the classroom contributes significantly to raising standards and improving pupils' personal, social and emotional development.</p>
<p>To provide all pupils (and their families) with access to high quality pastoral support ensuring a sustained improvement in wellbeing for all pupils in our school, particularly our disadvantaged pupils (Links 4,7)</p>	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <p>Qualitative data from pupil voice, pupil and family surveys and teacher observations.</p> <p>Use of 'Me and my feelings' , BOXALL profiles and SDQ's Kickstart - Ray of sunshine intervention.</p>
<p>All pupils, including disadvantaged and vulnerable children, will have access to opportunities that help them understand various career paths, the skills and qualifications required, and the steps they can take to achieve these careers.</p> <p>(Links 1,2,4,5,6)</p>	<p>Evidence of increased engagement and interest in future careers among disadvantaged pupils, as measured by surveys, pupil voice activities, or aspirations workshops.</p> <p>Track attendance and engagement in these events, ensuring at least 90% of disadvantaged students participate in career-related activities.</p> <p>Implementation of a curriculum that includes career-related skills (e.g., problem-solving, teamwork, perseverance), with evidence of these skills being taught and practiced in lessons across the school.</p> <p>Host career and aspirations workshops for parents to support understanding of pathways and encourage family engagement in future planning.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Integrate the DfE's Reading Framework throughout instruction, focusing on foundational literacy skills (phonics, comprehension, vocabulary). Allocate additional leadership time for reading and writing leads to develop, monitor, and evaluate the curriculum aligned with DfE and EEF guidance. Use regular assessments to implement targeted reading interventions for disadvantaged students needing extra support.</p>	<p>The DfE's non-statutory guidance, developed with literacy experts and English Hubs, is designed to support foundational literacy teaching through <i>The Reading Framework</i>. <a href="#">The reading framework – Teaching the foundations of literacy</a></p> <p>According to the EEF, directing pupil premium funding toward improving teaching quality is the most effective way to enhance outcomes for disadvantaged pupils, benefiting all students in the process.</p> <p><a href="#">Using your pupil premium funding effectively – Education Endowment Foundation</a></p>	2,3,4,5,7
<p>We will continue to fund Accelerated Reader and spend to update our quality texts in year group libraries, KS2 and KS1 libraries and also as whole class reads. Funding allocated for Dreambox Reading Plus as part of ongoing EEF trial to attain rapid progress in reading in Year 5(1 year ).</p>	<p>Evidence and research cited by Renaissance is strong – <a href="#">The Research Foundation for Accelerated Reader</a> Accelerated Reader supports both independent and instructional reading by providing educators with the ideal blend of texts and skills, fostering effective reading practice and ongoing student growth..</p> <p>We acknowledge that this approach is more tailored to the US context and that the EEF findings are less favourable. However, we observed strong positive feedback from teachers ,teaching assistants and the children at Pike Fold, who have all said how much progress is being made whilst using the program.</p> <p><a href="#">EEF Accelerated Reader (study one)</a> <a href="#">EEF AR Effectiveness trial (study two)</a></p>	2,3

	In school monitoring shows that between September and the start of November the ZPD's of 75% of children have improved, meaning they are now accessing more challenging books. All pupils who are taking part in the programme are fully engaged and staff CPD means teachers can now create AR reports which strongly influence planning for learning in lessons and interventions.	
Continue SLA with 'Little Wandle' a DFE vali-dated synthetic phonics programme to secure stronger phonics teaching for all pupils. CPD for all staff on scheme, access to learning portals and assessment trackers Resources purchased to support scheme Phonics/ English leader to provide ongoing CPD for staff <i>Little Wandle SLA and resources £2000</i>	Phonics has a strong positive impact on early reading skills, especially for disadvantaged children, by improving reading accuracy (+5 months). Teaching should be explicit, systematic, and aligned with children's current phonemic skills. <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3
All teachers to access high quality, relevant CPD- including that which is led in-house and externally Ensure teachers have sufficient time to engage in CPD activities which are systematically planned in line with whole school priorities and reflect individual teacher 'career stage development'  CPD is an action on our School Development plan and time is allocated regularly for teachers to visit each other's lessons and have professional discussions following this. All teachers have a personal target to research and implement evidence based pedagogical approaches to support the performance of disadvantaged children. National College CPD £4,000 Other CPD opportunities - £3,000	The best available evidence indicates that quality first teaching is the most important lever schools have to improve pupil attainment.  Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment. The EEF guidance states that evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.  <a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="#">The EEF Toolkit: High Quality Teaching</a>	1,2,3,7

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective deployment of staff including teachers and TAs to support key children and year groups.</p> <p>TA in all classes throughout school to deliver high quality interventions</p> <p>Maths and English subject leaders lead on identification of pupils, delivery and monitoring. One additional non-class based TA3 to deliver programme of interventions.</p>	<p>Research on TAs delivering targeted support interventions in one-to-one or small group settings shows a consistent impact on attainment.</p> <p><a href="#">EEF – Making best use of teaching assistants</a></p> <p>Evidence shows that small group tuition is effective (once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p><a href="#">Small group tuition EEF Implementation</a></p> <p>Range of evidence and research informs all decisions about which intervention approaches for example Precision teaching, Little Wandle - Rapid Catch Up or Wellcomm approaches.</p>	<p>1,2,3,6</p>
<p>Specialised phonics TA to run weekly Absence Catch up for phonics in Lower school and KS1.</p>	<p>Absence leads to gaps in learning which are then hard to fill and lead to future misconceptions.</p> <p><a href="#">EEF Teaching Assistant Interventions (2021)</a></p> <p>The <b>EEF Teaching Assistant Interventions</b> report discusses the role of TAs in delivering small group or one-to-one interventions, which can be highly effective when <b>trained properly</b> and when interventions are <b>well-targeted</b>. When it comes to phonics, well-trained TAs are particularly effective in supporting children who need extra help, as long as they follow structured and evidence-based programs.</p> <p><a href="#">DfE’s Reading Framework</a></p> <p>The <b>DfE’s Reading Framework</b> provides guidance on teaching reading, including the importance of systematic phonics instruction for early readers. It highlights the role of catch-up programs, particularly for children who have missed essential phonics learning due to absence or other barriers. The guidance recommends <b>additional support</b>, including interventions run by trained staff, to help children who fall behind in phonics.</p>	<p>2,3,4</p>
<p>IT enhancements</p>	<p>Children should have access to high-quality IT equipment and resources to fully engage</p>	<p>2,3,5,6,7</p>



/opportunities	<p>with the curriculum across all subjects. This includes tools to support their learning, particularly in reinforcing times tables in preparation for the Multiplication Tables Check (MTC), as well as providing technology that may not be readily available to them in order to consolidate and deepen their knowledge.</p> <p>Additionally, children should have access to IT resources for home learning, especially in cases where computing devices or internet access are limited. Technology has the potential to significantly enhance both the quality and quantity of practice children can undertake, both in the classroom and at home, supporting their overall learning experience.</p> <p><a href="#">Using digital technology to improve learning EEF</a></p>	
<p>SALT (Provide Speech &amp; Language teacher full time, to work with children throughout school with S&amp;L difficulties).</p> <p>To improve the provision of speech and language therapy across the school therefore improving the speech and language skills of pupils eligible for pupil premium funding. All pupil premium pupils will be able to access speech therapy where necessary.</p> <p><b>S&amp;L teacher £26,000</b></p>	<p>Number of referrals to SaLT reduces from Yr 1 onwards. Pupils in EYFS are able to speak more clearly, positively impacting on their reading and writing work. Pupils converse freely and confidently with their peers and other adults</p> <p>Analysis of start and end points for the pupils receiving speech and language therapy .</p> <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.</p> <p>Assessment tools provided by specialists in the area of communication have specialist research methods built into their creation.</p> <p><a href="#">Oral language interventions – Education Endowment Foundation</a></p> <p><a href="https://www.elklan.co.uk/">https://www.elklan.co.uk/</a></p>	1,2,3

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Visits/experiences and Visitors programme enhanced to ensure all pupils have access to wide range of experiences.</p> <p>Attendance celebrations and rewards</p>	<p>A wide range of evidence highlights that enrichment and first-hand experiences positively impact pupils' progress and attainment in school.</p> <p>Providing diverse experiences enhances pupils' Cultural Capital, described in the Ofsted framework as "the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to foster an appreciation of human creativity and achievement."</p> <p>Acknowledgement of improved and expected attendance through reward systems</p>	<p>2,4,5</p>
<p>Employ a coach to deliver targeted lessons focused on building children's understanding of positive values from both personal and social perspectives.</p>	<p>The Positive Values programme not only supports physical and mental well-being but also plays a crucial role in fostering social, emotional, and mental health (SEMH). By teaching skills such as teamwork, decision-making, and resilience, the programme directly addresses SEMH needs that are vital for students' overall development.</p> <p>According to the Education Endowment Foundation (EEF), addressing SEMH barriers, particularly for disadvantaged pupils, is essential for helping students overcome challenges that impact learning.</p> <p><a href="#">The EEF –social and emotional learning</a></p>	<p>4,5,6,7</p>
<p>Implement a structured programme in Key Stage 2 that introduces children to diverse career paths. This could include inviting guest speakers, running a "Careers Day/Week," and linking curriculum content to real-world applications.</p> <p>Encourage disadvantaged students to aspire to a variety of careers, understand job roles, and see the connection between school and future success.</p>	<p>The Education Endowment Foundation (EEF) reports that embedding non-academic skills, including social-emotional and career-related skills, enhances motivation and engagement among disadvantaged pupils. By linking learning to real-world careers, schools help students to recognize the value of education, thus improving both their self-belief and learning outcomes.</p> <p>CEC's research supports career-related programmes in primary schools as a means to raise aspirations, particularly for students from low socio-economic backgrounds. Evidence suggests that early career exploration can increase students' confidence, awareness of opportunities, and preparation for secondary education.</p> <p><a href="#">Start small. Dream Big</a></p>	<p>2,4,5,7</p>

**Total budgeted cost: £ 52,753, +£100,000, +£100,000= £252,753**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### **Performance of Disadvantaged Pupils 2023-2024: Summary and Analysis**

#### **Contextual Overview**

The 2023-2024 performance data highlights the continued impact of Covid-19 disruptions, which have significantly affected pupils' ability to meet age-related expectations, particularly among disadvantaged groups. The school has experienced a demographic shift, with an increasing number of disadvantaged pupils joining throughout KS2. Many of these pupils enter below age-related expectations, requiring substantial support to close the attainment gap. Additionally, the departure of pupils who were meeting age-related expectations, combined with the arrival of disadvantaged pupils needing extra assistance, has further influenced overall outcomes in English and Maths. This has led to lower attainment, particularly when compared to non-disadvantaged pupils who were previously meeting expectations.

#### **EYFS Outcomes**

In EYFS, 55% of children achieved a Good Level of Development (GLD), with disadvantaged pupils, particularly those eligible for FSM, outperforming their non-disadvantaged peers. Key takeaways include:

**Gender Gap:** The gap between boys and girls in achieving GLD stands at 22%, with girls outperforming boys.

**Summer Born and EAL Performance:** 38% of EAL pupils and 48% of summer-born children achieved GLD, indicating these groups could benefit from targeted support.

**Three-Year Trend:** A declining trend in GLD rates over the past three years suggests the need for strategic interventions to boost early learning outcomes, especially for non-disadvantaged pupils, where GLD rates were lower than their disadvantaged peers.

#### **KS1 Outcomes**

In Key Stage 1:

**Phonics:** 70% of Year 1 pupils met the required phonics standard, falling short of the national average (80%). Our disadvantaged data also fell below national at 57% with the disadvantaged national benchmark (68%). Including Year 2 re-sits, 79% met the standard, showing improvement.

**Subject Performance:** Expected standard attainment in Reading (57%), Writing (41%), and Mathematics (55%) lags behind national levels. Disadvantaged pupils, comprising 36% of the cohort, underperformed relative to their peers in all subjects.

**Gender Disparity:** Boys outperformed girls across subjects, signalling the need to balance performance between genders, with a particular focus on writing.

#### **KS2 Outcomes**

**Combined RWM:** 48.3% met the expected standard in Reading, Writing, and Mathematics combined, which is below the national average (61%) and the Local Authority (54.3%).

### **Subject-Specific Analysis:**

**Strengths:** Reading, Mathematics, and GPS (Grammar, Punctuation, and Spelling) exceeded national averages, particularly at the higher standard.

**Areas for Improvement :** Writing scores were notably below national levels, for children meeting and achieving greater depth .

**Gender and Disadvantage Gaps:** Girls generally outperformed boys across RWM combined measures, a reversal from the previous year. Disadvantaged pupils continued to achieve below their non-disadvantaged peers across all subjects, underscoring the need for targeted support to bridge this gap.

**EAL Success:** EAL pupils performed well in reading and mathematics, with a substantial proportion achieving above the expected standard, indicating the effectiveness of current strategies for supporting EAL learners.

### **Strategic Outcomes and Evaluation**

Progress towards achieving the intended outcomes outlined in the Pupil Premium strategy shows mixed results:

**Positive Impacts:** The school's strategies for supporting GPS, mathematics, and reading have contributed to above-average performance. EAL pupils are achieving expected standards, and disadvantaged pupils in EYFS are demonstrating a promising trend by outperforming non-disadvantaged peers in GLD. Disadvantaged pupils at Pike Fold are outperforming disadvantaged pupils across the local authority in reading and are outperforming local authority and national disadvantaged groups in maths.

### **Areas for Development:**

**Writing:** Writing performance remains an area of concern across all phases. Efforts to improve writing, particularly for disadvantaged and male pupils, are a priority for the upcoming year.

**Gender and Disadvantage Gap:** Disparities persist between disadvantaged and non-disadvantaged pupils, especially at the end of KS2, with the disadvantaged RWM attainment at 30%, compared to 47% for the Local Authority and 67% nationally. Strategies are being refined to address these performance gaps by enhancing targeted support.

### **Conclusion**

The school is committed to addressing the areas identified in the School Development Plan (SDP), focusing on writing improvement, gender gap reduction in GLD and KS2 performance, and closing the attainment gap for disadvantaged pupils. The overall assessment highlights successful areas while also recognising the need for more robust support in writing and for disadvantaged pupils across all key phases.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
TTRS/Numbots	Maths Circle Ltd
Accelerated Reader	Renaissance Ltd
Individual and group Music	Rigby Music service
Evidence Me	2 Simple
Spelling Shed	Education Shed Ltd
Nessy	Nessy Learning Ltd
Purple Mash	2 Simple
Letter Join	Green and Tempest Ltd
Century Learning	Century Ltd