# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery 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

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| Detail | Data |
| School name | Jubilee Academy Mossley |
| Number of pupils in school | 208 |
| Proportion (%) of pupil premium eligible pupils | 56% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022  2022-2023  2023-2024 |
| Date this statement was published | 01.09.23 |
| Date on which it will be reviewed | Spring 1 2024 |
| Statement authorised by | Kate Benton |
| Pupil premium lead | Kate Benton |
| Governor / Trustee lead | Gary Smith  Natalie Dean |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 168, 780 |
| Recovery premium funding allocation this academic year | £17,400 |
| 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 | £186,180 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Jubilee Academy 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 that are already high attainers.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or have been adopted. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality teaching is the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and targeted intervention. 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 at Jubilee Academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will also be improved.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To ensure this is effective we will:   * ensure disadvantaged pupils are challenged in the work they are set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Oral language skills and vocabulary:**  Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps for many pupils. These are evident from EYFS through to the end of Key Stage 2 and are, in general, more significant for our disadvantaged pupils. |
| 2 | **Phonics:**  Assessments and observations suggest that disadvantaged pupils generally have greater difficulties with phonics (particularly blending) and this impacts on their ability to decode and develop their early reading skills. |
| 3 | **Reading for enjoyment and access to books:**  Observations and discussions with pupils highlight that many pupils, particularly those who are disadvantaged, do not have access to stories and books at home. As a result, they have not developed a personal interest in reading and do not read for pleasure. Their experience of books and authors is predominantly provided and encouraged by the academy. |
| 4 | **Writing:**  Assessments and monitoring have identified that writing attainment is significantly below national standards and that, to an extent, disadvantaged pupils have been impacted by partial school closure the greatest. |
| 5 | **Maths:**  Assessments and observations indicate that there are significant knowledge gaps in mathematics, resulting in pupils, particularly those who are disadvantaged, falling further behind age-related expectations. |
| 6 | **Knowledge gap – Retrieval practice and recall:**  Assessments, observations and discussions with pupils highlight significant knowledge gaps as a result of limited experiences outside of the academy, compounded by partial school closures. This has had a significant impact on the ability of pupils, particularly those who are disadvantaged, to encode and recall new knowledge. |
| 7 | **Social and emotional well-being:**  Observations and discussions with pupils and their families have identified social and emotional issues for some pupils. In many cases these have been compounded by the pandemic and partial school closures. This particularly affect disadvantaged pupils and have an effect on their attainment. The need for pastoral and additional support for social and emotional needs has increased significantly.  There has also been a significant rise in the reporting of incidents of contextual safeguarding for the most vulnerable pupils. |
| 8 | **Enrichment – cultural capital:**  Observations and discussions with pupils highlight that many pupils, particularly those who are disadvantaged, do not have many experiences beyond the academy and the immediate community. This is a limiting factor to building their cultural capital and is most significant for disadvantaged pupils. |
| 9 | **Attendance:**  Attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils and those pupils who are persistently absent are predominantly disadvantaged. |

## 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 |
| Improve oral language skills and vocabulary for disadvantaged pupils | The EYFS, will be a language-rich environment in which adults talk with children throughout the day.  There will be a robust approach to vocabulary, directly explaining the meanings of words along with thought-provoking, playful, and interactive follow-up  A clearly defined curriculum will extend children’s language and vocabulary in each of the Early Years Foundation Stage areas of learning, and in year 1 for each subject.  Assessments and observations will indicate improved oral language skills across the academy for disadvantaged pupils and pupils will be able to articulate what they know and understand.  Monitoring, including Learning Walks and Book Studies, will indicate that pupils’ knowledge and understanding of Tier 2 vocabulary has improved. |
| Embedded approach to phonics and early reading for disadvantaged pupils | There will be a consistent and systematic approach to teaching phonics from EYFS to Year 3.  All staff delivering phonics will be well-trained to deliver high quality phonics instruction.  The majority of disadvantaged pupils will reach or exceed the standard expected for their age.  The percentage of pupils passing the Phonics Screen will be at least in line with national standards for disadvantaged pupils.  Pupils will be able to read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.  1:1 tutoring for children currently not on track.  Phonics lead to coach and mentor staff daily with weekly practise sessinos. |
| Reading for enjoyment and access to books: | Teachers will be confident in choosing appropriate books to share and read aloud to foster an enjoyment of reading.  All adults will be able to use appropriate strategies and prepare for reading aloud to capture children’s attention.  In stories and other books, children will encounter others whose experiences and perspectives are both similar to and different from their own.  Books will be made available for parents to share with their children at home. Teachers will explain to parents the benefits of reading aloud at home. Book corners will be appealing to children and uncluttered.  Non-fiction books related to experiences and activities will be read with children and made available for them to share at school and at home.  Pupils will be able to talk about their enjoyment of reading and the books they have enjoyed.  By the end of their primary education, all pupils will be able to read fluently, and with confidence, in any subject in their forthcoming secondary education.  PPM children will be developing a home library due to the book box programme from school.  Reading vending machine for Readers of the week.  ‘Starbooks’ reading support club for any children not reading daily.  Go read subscription to support home reading. |
| Writing: | In EYFS, opportunities for developing writing within guided teaching and continuous provision will be well resourced to engage pupils and effectively planned so that children make progress and are KS1 ready.  There will be a consistent approach to teaching writing in Key1 and Stage 2 through Literary Tree with a focus on grammar, revising, editing, redrafting and publishing.  All pupils will make progress in writing from the relative starting points, with cohorts in Key Stage 1 and 2 making progress towards national standards. |
| Maths: | In EYFS, opportunities for developing maths within guided teaching and continuous provision will be well resourced to engage pupils and effectively planned so that children make progress and are KS1 ready.  There will be a robust approach to vocabulary, directly explaining the meanings of words along with thought-provoking, playful, and interactive follow-up.  There will be a consistent approach to how pupils across the academy will be exposed to and taught Tier 2 vocabulary, including recall and spaced retrieval.  Targeted interventions, both same day and planned, will be effective in closing gaps in pupils’ knowledge and understanding.  All pupils will make progress in maths from their relative starting points.  Monitoring, including environment walks and pupil book study, will indicate children’s use and understanding of the language of maths is improving. |
| Knowledge gap – Retrieval practice and recall: | The curriculum will be sequenced and coherently planned to build on prior learning.  Pupil Book Studies will indicate that pupils are able to talk about their learning, recalling what they know and remember, using appropriate Tier 2 vocabulary.  All pupils will make good progress across the curriculum relative to their different starting points. |
| Social and emotional well-being: | Discussions with pupils’, parents and teachers will indicate that pupils’ decision-making skills, interaction with others and their self-management of emotions have improved.  There will be less incidents recorded on CPOMs for all pupils, particularly those who have been identified as most vulnerable. |
| Enrichment – cultural capital: | All pupils, including the most disadvantaged, will have the opportunity to take part in enrichment to enhance their education and opportunities. These will include:  Appreciation of the arts  Outdoor and adventurous activities  Educational experiences to enhance learning across the curriculum  Wider Cultural capital experiences  Activities and experiences that foster an enjoyment of reading |
| Attendance: | The overall attendance for children at school will be above 97% and the attendance gap between disadvantaged pupils and non-disadvantaged pupils reduced.  The percentage of pupils who are persistently absent will be below 9%. |

## 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: £37,695

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Develop whole school approach to delivery of phonics teaching using RWI | Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.  [The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)  [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)  £5,000 | Develop whole school approach to delivery of phonics teaching using RWI |
| Embed approaches to develop oracy, communication and language | Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches>  The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>  £1000 | 1 |
| Develop the role of the Teaching and Learning Lead | High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>  £10,000 | 1, 6 |
| On-line learning platforms:, Go Read, RWI Spelling | [GoRead™ The Digital Reading Record (go-read.co.uk)](https://go-read.co.uk/)  [Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  [Individualised instruction | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction)  £3000 | 3, 5 |
| Refine a consistent approach to teaching writing in KS1 and KS2 | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf>  [Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  £6000 | 4 |

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

Budgeted cost: £101,085.81

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional hours from EP for children with specific needs | [Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)](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)  £3000 | 7 |
| NTP | Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  12,375 |  |
| Embed the use of Interventions for reading and mathematics | Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.  What is a Shine Reading Skills learning sequence?  A Shine Reading Skills learning sequence is a unit of intervention content. The learning sequences are arranged in a specific order and contain instructions tailored to teachers and teaching assistants.  <https://www.risingstars-uk.com/subjects/assessment/school-reporting-hub/shine-targeted-interventions-for-primary-reading/intervene-and-improve-reading-and-maths>  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  £2000 | 3, 5, 6 |
| 1:1 and small group same-day interventions provided by teaching assistants | The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months’ progress lies between these figures.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  £76,336 | 2, 3, 5, 6, 7 |

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

Budgeted cost: £37,374

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| School attendance and multi agency support inhouse | The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.  Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic  attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). The DFE published a report on the links between  attendance and attainment in 2014.  <https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014>  [Parental engagement | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)  £17,000 | 7,9 |
| Provision of a free breakfast club for up to 50 pupils | Improve punctuality, to ensure all children are in school  and ready to learn on time. Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of  metacognition and self-regulation & concentration. Evidence suggests hungry children are unable to sustain concentration over sustained periods of time.  <https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day>  £5000 | 7, 9 |
| Development of the class library and purchase of new books | <https://cdn.literacytrust.org.uk/media/documents/2017_06_30_free_research_-_school_library_review_XxR5qcv.pdf>  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf>  £5,000 | 3, 6, 8 |
| Funding of school visits and enrichment activities | Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.  Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.  <http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf>  15,000 | 6, 8 |
| Ensure children are ready for school | Ensure that children have the correct uniform to equip them for the day ahead. School to provide school jumper or cardigan and a PE top.  Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform>  £10,000 | 7,9 |
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**Total budgeted cost:** £186180

# 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.

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

Budgeted cost: £15,000

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| Activity | Impact of this approach | Actual Spend |
| Develop the role of the Teaching and Learning Lead  Embed approaches to develop oracy, communication and language  Embed consistent approach to teaching vocabulary  Purchase of Widget online to support exposure to and teaching of Tier 2 vocabulary across the curriculum  Develop whole school approach to delivery of phonics teaching using RWI  On-line learning platforms: Doodle, Go Read, RWI Spelling  Embed the TfW approach to writing in KS1  Refine a consistent approach to teaching writing in KS2 | EYFS Data  60% GLD  PPM children 62%  KS1 Data  R50%/ W57%/ M53%  PPM children R45%/W55%/M50%  KS2 Data  R57%/ W57%/ M60%/ GPS53%  PPM children R52%/W50%/M52%/ 40%GPS  Phonics Year 1: 66 %  PPM children 54%  Phonics Year 2: 97 % cumulative  **Moving forward**   * Ensure consistency in the teaching of Maths * Continue to track maths arithmetic weekly and intervene for children whose maths is a concern * Combined children need to be tracked closely and intervention in place for those children * Targets and projections need to be in line with KS1 data – aspirational but realistic based on our judgement of the children and the evidence in front of us. * Intervention, booster club , NTP, child tracking assessment * Access arrangements to be applied for as was this year based on reading speed and evidence * Continue to offer a broad and balanced curriculum to ensure the skills taught are applied throughout the curriculum * Continue to use Walsall moderation to ensure accuracy of judgements. * Attendance to continue to be monitored and early intervention in place * SLT to support in teaching of phonics, KS1 and Ks2 | Resources: £27,000  Staff resources: £52,343 |

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

Budgeted cost: £90,000

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| --- | --- | --- |
| Activity | Impact of this approach | Actual Spend |
| Additional hours from EP for children with specific needs | The EP has worked with a number of children to support their needs in school and provide staff with strategies to support the children.  Number of children assessed by EP is with % of those as PP | £78,885 |
| Embed the use of Shine Interventions for reading and mathematics | Shine- is used to analyse termly assessments. This is used from Year 1 to Year 6 and includes GAPS, Reading and Maths platform. The resources are used by teachers to plan accordingly for their classes and TA’s to lead interventions.    Shine and Doodle have contributed to an increase in the progress and attainment of children across the school. End of year data shows:  EYFS Data  60% GLD  PPM children 62%  KS1 Data  R50%/ W57%/ M53%  PPM children R45%/W55%/M50%  KS2 Data  R57%/ W57%/ M60%/ GPS53%  PPM children R52%/W50%/M52%/ 40%GPS  Phonics Year 1: 66 %  PPM children 54%  Phonics Year 2: 97 % cumulative |
| 1:1 and small group same-day interventions provided by teaching assistants | EYFS Data  60% GLD  PPM children 62%  KS1 Data  R50%/ W57%/ M53%  PPM children R45%/W55%/M50%  KS2 Data  R57%/ W57%/ M60%/ GPS53%  PPM children R52%/W50%/M52%/ 40%GPS  Phonics Year 1: 66 %  PPM children 54%  Phonics Year 2: 97 % cumulative |
| National Tutoring Programme | EYFS Data  60% GLD  PPM children 62%  KS1 Data  R50%/ W57%/ M53%  PPM children R45%/W55%/M50%  KS2 Data  R57%/ W57%/ M60%/ GPS53%  PPM children R52%/W50%/M52%/ 40%GPS  Phonics Year 1: 66 %  PPM children 54%  Phonics Year 2: 97 % cumulative | NTP spend: £1215 |

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

Budgeted cost: £85,000

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| Activity | Impact of this approach | Actual Spend |
| School Attendance Officer and Cluster EWO | This year we invited all parents that have PA children into school for a meeting to offer support and offer early help not all parents attended, but we had some positive meetings and where these meetings happened children’s attendance improved.  We finished the academic year on 96.8% attendance with Covid included. Taking this out would have been 98%. | Resources: £14,000  Actual spend resources £16734  Staff Resource: £44,000  Actual spend staff: |
| Parent and Multi-Agency Support Worker | FMALC is DDSL and this role was crucial returning from lockdown – weekly safeguarding meetings, safe and well calls, home visits and welfare check, links with outside agencies and social care, support for vulnerable families. This will continue to be a priority 2022-2023 with a focus on Attachment and Trauma, Restorative Practice and ELSA support. Nurture provision remains a priority. |
| Development of pastoral support room and purchase of resources | * Nurture Dog provided support for children who had difficulty coping with the return to school and regulating their own behaviour. * Nurture resources and Happiness Boxes were used for all children on the return to school in March to support transition and mental health and well-being. |
| Provision of a free breakfast club for up to 50 pupils | Breakfast club is staffed by 2 members of staff. The children eat breakfast and take part in a variety of activities. All children can access breakfast club if they wish. We currently have 50 children who attend.  We are a member of fruits for school’s therefore we have fruit delivered to school twice a week.  We are also linked with Greggs, who fund bread and cereal for breakfast club. |
| Development of the school library and purchase of new books | The school library is now fully stocked with books suitable for whole school.  Children access the library to support their learning and love of reading.  Reading at home data   |  |  |  |  | | --- | --- | --- | --- | |  | on entry | Spring 1 | Summer 2 | | R- 6 | 22% | 32% | 56% | |
| Funding of school visits and enrichment activities | This year more children received rewards for improved attendance than last year.  Enrichment activities for attendance in Summer. 30 children took part in this activity.  Trips and visits were an enormous part of school life at Jubilee. We encourage children to attend trips from N to 6. We offer trips throughout the year for each year group including whole school trips to the theatre and Weston Supermare.  We also had visitors into school to support with the curriculum.  We had 40 children attend a residential in Year 3/4. |

## 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 |
| Academic Support Mentor 2021-22 | National Tutoring Program (NTP) |
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**Further information (optional)**

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| The total allocation for NTP this academic year is £19,278.00. We intended to use this allocation for an academic tutor and school led tutoring for Phonics, Ks1 reading and maths as well as KS2 reading and maths. |