

# Pupil premium strategy statement

## Holy Trinity CofE Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

This is Year 1 of a plan that covers the academic years 2024-2027

### School overview

| Detail  | Data                                  |
|---|---------------------------------------|
| School name   | Holy Trinity CofE Primary School      |
| Number of pupils in school  | 210                                   |
| Proportion (%) of pupil premium eligible pupils                         | 1.9%                                  |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2027                             |
| Date this statement was published                                       | December 2024                         |
| Date on which it will be reviewed                                       | December 2025                         |
| Statement authorised by   | Miss Anna Smith, Headteacher          |
| Pupil premium lead  | Ms Fiona O'Reilly, Deputy Headteacher |
| Governor lead   | Mrs. Charlotte King                   |

### Funding overview

| Funding for the academic year 2022-2023   | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £10,463 |
| Recovery premium funding allocation this academic year  | £1,000  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £11,463 |

# Part A: Pupil premium strategy plan

## Statement of intent



Our intent for the disadvantaged children at Holy Trinity CofE Primary School is firmly embedded within our vision.

‘Rooted in our Christian ethos, we will provide the finest education, develop enduring values and instil ambitious life aspirations’.

This means that we aim for all children to make good progress and achieve their potential within the curriculum, whatever their prior attainment or circumstances.

In addition to those children who fall into the pupil premium category, we also include other vulnerable children such as those who have social care involvement, young carers and those who may need extra support for a number of reasons.

We will do this by ensuring that;

- We provide high quality teaching based on the strategies of quality first teaching. This has been shown to benefit all pupils but especially those who are disadvantaged. This will include providing quality, targeted CPD for staff.
- We will endeavour to identify and overcome barriers to learning. We are mindful that some barriers will be academic, and we will use formal and informal diagnostic assessment strategies to discover the factors that may be creating barriers. We will also identify and address other barriers to learning such as poor attendance, safeguarding or mental health and wellbeing concerns.
- Where needs are identified, we aim to intervene using internal support or external agencies as appropriate.
- All staff take responsibility for the outcomes and attainment of our disadvantaged children.

These strategies will enable our disadvantaged children to fulfil their potential within school and be of benefit throughout their lives.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | From observations, teacher feedback, discussions with pupils and external and internal assessments, some of our disadvantaged children present with: <ul style="list-style-type: none"><li>➤ Poor memory and recall</li></ul> |

|   |  |
|---|--|
| Reading, Writing and Maths attainment           | <ul style="list-style-type: none"> <li>➤ Narrow vocabulary</li> <li>➤ Oracy/articulation issues</li> <li>➤ Visual processing</li> <li>➤ Specific difficulties in core subjects: At the end of academic year 2024, 50% of disadvantaged children were working towards the expected standard in maths<br/>50% were WTS in writing<br/>37% were WTS in reading.</li> </ul>  |
| 2 Barriers to learning                          | 75% of our current pupil premium children have had Educational Psychologist input as a result of issues identified by parents and staff. Individual tests have been carried out to identify specific barriers to learning.   |
| 3 External factors and limited life experiences | <ul style="list-style-type: none"> <li>➤ Financial hardship, leading to limited life experiences relative to their peers. The majority of our non-disadvantaged pupils are in relative economic comfort, and this is in sharp contrast to the small number of disadvantaged children. Only 1.9% of our pupils are in the Pupil Premium category compared to 24.6% nationally. The contrast between these two groups is greater here than in schools with a more typical socio-economic intake.</li> <li>➤ Disrupted family life and level of engagement from families, based on observations, attendance at parent consultations, support for homework, reading etc. 75% of our disadvantaged pupils currently have, or historically have had, social care involvement or virtual school support.</li> </ul> |
| 4 Emotional and personal development            | <p>Our observations, assessments and discussions with pupils and families have identified social and emotional issues for many pupils. This affects pupil's personal development and academic attainment. This includes:</p> <ul style="list-style-type: none"> <li>➤ Lack of resilience</li> <li>➤ Poor levels of concentration</li> <li>➤ Social and emotional issues</li> <li>➤ Slower progress towards independent working</li> <li>➤ Low self-esteem</li> <li>➤ Anxiety</li> </ul>  |

## 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   |
|---|--|
| All disadvantaged children can access school electronically for homework or remote learning | Disadvantaged children to have access to Google Classroom through electronic devices   |
| Children can access a wide range of school opportunities                                    | Uptake of clubs, including breakfast club<br>Opportunities to represent the school in sports activities and competitions.<br>Support to attend school visits |

|   |   |
|---|---|
| Improved R, W and M attainment among disadvantaged children                                       | <p>This academic year, there are no PP children in EYFS, KS1 or Year 3. Overall numbers are very small, so setting year group percentage targets is not feasible.</p> <p>Interventions and support within class are in place. Each Pupil Premium child has an individual support plan, which is shared termly with parents. SMART targets are set and reviewed based on prior attainment.</p> <p>Evidence of accelerated progress from starting points in Target Tracker and in PIRA, PUMA and GAPS assessments.</p> <p>End of year teacher assessments are at least in line with 2023-2024 assessments, with some progressing into the next level.</p> |
| To achieve and maintain improved wellbeing for all children, particularly disadvantaged children. | <p>Feedback in pupil and parent surveys is positive. In lessons, pupils are proactive and resilient, showing pride in their achievements, ELSA is up and running for those children referred.</p> <p>The SHINE team work with referred individuals Opportunities to access extra-curricular and wrap around care are given through financial support.</p>   |
| Attendance for Pupil Premium children is good or better   | <p>100% of PP children achieve 90% attendance or better.</p> <p>95% of PP children have attendance of 95% or above.</p> <p>EWO and attendance officer working families of children with low attendance where this is appropriate.</p>   |

## 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: £4,740.05**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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|--|---|---|
| <p><b>Enhancement of our maths teaching and curriculum in line with DfE, EEF and NCETM guidance.</b></p> <p>CPD for both teaching staff and Teaching Assistants.</p> <p>Introduction of maths fluency daily sessions</p> <p>Subscription to White Rose Maths planning. Subscription to Number Sense for fluency sessions for KS2</p> <p>EYFS and KS1 staff are implementing Mastering Number, an NCETM programme carried out by our local Maths Hub (BBO).</p> <p>Delivery of a mastery maths curriculum. Access to CPD and teaching materials – through RBWM, White Rose and Number Sense.</p> <p>Designated TA to deliver maths interventions across the school.</p> | <p>EEF research (2011) shows maths mastery delivers an improvement in student outcomes. Children can represent concepts or skills in different ways and are independently able to apply the concept to new problems in unfamiliar situations.</p> <p>Mastery follows the East Asian method of teaching maths (Singapore and Shanghai) which produces excellent attainment in maths.</p> <p><a href="#">EEF Evidence &amp; recommendations for improving maths at KS2</a> is report recommends using manipulatives and teaching specific strategies to improve maths outcomes.</p> <p><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1</a></p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>Training and use of NCETM materials</p> <p>Quality online training opportunities can be accessed by all staff during the course of the year.</p> | 1 |
| <p><b>Phonic and spelling programmes</b></p> <p>Bug Club for KS1</p> <p>Introduction of Rapid Reading phonic and spelling intervention for targeted KS2 pupils</p> <p>Subscription to Spelling Shed, a systematic spelling programme to be used weekly across KS1 and KS2.</p>   | <p>Phonic and spelling programmes have a strong evidence base that indicates a positive impact on the accuracy of word reading and writing, particularly for disadvantaged pupils.</p> <p>Rapid reading particularly, shows an 8.5 month improvement over a 12 week period for non-disadvantaged and a 16 month improvement for disadvantaged learners.</p> <p><a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="#">Researchgate Improving Spelling in the Primary School</a></p> <p><a href="#">Huntingdon research group Rapid Reading case study.</a></p>   | 1 |

|   |   |                |
|---|---|----------------|
| <p><b>Social and emotional wellbeing</b></p> <p>SEND training for all staff</p> <p>Attachment awareness training and accreditation for the Gold Award</p> <p>Autism training for all staff</p> <p>Dyslexia screening (GL assessment )</p> <p>Improve the quality of Social and emotional learning (SEL)</p> <p>Teach Social and Emotional Learning through the PSHE curriculum, Relationships and Health Education and teaching of growth mindset strategies.</p> <p>This includes staff CPD, resources such as 'Social Stories' book and online subscription to teaching materials.</p> <p>We have adopted the Kapow scheme for PSHE and RSE.</p> <p>ELSA trained staff run ELSA sessions for identified children.</p> | <p>Development of expertise in identifying and supporting SEN children within the school. The SENCO and one other member of staff to undertake attachment awareness training and will then cascade knowledge to teachers and teaching assistants so that this has a positive impact on all children, including disadvantaged children.</p> <p><a href="https://www.bathspa.ac.uk/media/bathspaacuk/education-research/attachment-aware/Attachment-Aware-Evaluation-Stoke-virtual.pdf">https://www.bathspa.ac.uk/media/bathspaacuk/education-research/attachment-aware/Attachment-Aware-Evaluation-Stoke-virtual.pdf</a></p> <p>The Borough to provide autistic awareness training and dyslexia training to all staff.</p> <p>This strengthens our ability to identify and screen for specific learning difficulties in underachieving and disadvantaged children. It is recognised that many disadvantaged children have other challenges to achievement, such as undiagnosed SEN – the sooner these are identified, the better able we are to support children both within school and through the use of specific outside agencies.</p> <p>Understanding of principles and techniques to support SEN children often have an overall positive effect on all children.</p> <p>Self-esteem and SEL has been identified as a challenge to achievement for some of our disadvantaged children – this will enable us to support their needs in this area.</p> <p><a href="https://www.eef.org.uk/educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>EEF – research from the EEF Teaching and Learning toolkit shows that 'disadvantaged children have weaker SEL skills at all ages than their more affluent classmates.' Effective SEL teaching can lead to up to +4 months improvement in learning in an academic year. This is undertaken as part of our curriculum review.</p> | <p>4</p>       |
| <p><b>Quality Staff CPD to ensure QFT</b></p> <p>Continued professional development for all staff – teachers and TAs.</p> <p>Specifically during 2024-2025, CPD to support and train our SENCO through the NPQ route and one other member of staff undertaking NPQLT</p> <p>All staff undertaking Walk-Thrus facilitated by RBWM to support high quality teaching.</p> <p>One member of staff trained to undertake KS2 writing moderation.</p> <p>Within the Mastering Number programme, one lead teacher from EYFS, Y1 and Y2 undertake</p>  | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</a></p> <p><a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a></p> <p><a href="https://teacherhead.com/2018/03/19/evidence-informed-ideas-every-teacher-should-know-about/">https://teacherhead.com/2018/03/19/evidence-informed-ideas-every-teacher-should-know-about/</a></p> <p>This CPD programme for teaching staff and school leaders will be run from Summer 2023 for a 3 year period, as a collaborative project involving many schools from RBWM.</p>  | <p>1, 3, 4</p> |

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| training at a local and national level half termly. They have the opportunity to collaborate also with other teachers of the same year group within the same maths hub.  | It is a programme based on and using Rosenshine's Principles of instruction in action<br><br><a href="https://tdtrust.org/2013/09/05/what-makes-effective-cpd-2/">https://tdtrust.org/2013/09/05/what-makes-effective-cpd-2/</a>   |   |
| Assessment<br>Purchase of materials which enable us to precisely identify the attainment and gaps of disadvantaged children.<br>This includes specialised tests and observations carried out by our SALT team and the Educational Psychologist | Use of PiRA, PUMA and GAPS (Rising Stars, Hodder Education) at our three assessment points in the year. Use of the Mark online resource will enable us to gauge learning in different domains within the core subjects, to inform planning both within class and for interventions.<br><br>Purchase of dyslexia screening licences and undertaking individual screening electronically to establish barriers for children. | 1 |

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

**Budgeted cost: £5,617.95**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Daily feedback sessions 20 mins per day with TA and PP children to review learning in core subjects that day and link to prior learning plus subsequent learning.  | This strategy uses and develops metacognition to help PP pupils talk about what they have learnt that morning.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a> This report shows that this can lead to up to +7 months progress when this strategy is used well. The report states that <i>'the potential impact of these approaches is very high, particularly for disadvantaged pupils.'</i>   | 1                             |
| Daily individual/ small group reading<br>PP children are heard to read daily (or 3 times a week, depending on need) on an individual basis. They also take part in weekly reciprocal guided reading activities, reading aloud with a group and taking on a learning role, such as the questioner, the predictor, the summariser. | The Reading Framework (July 2021) cites the importance of reading to access the whole curriculum. 'Reading also offers important emotional benefits'. P9.<br><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a><br>The report also says (p12) 'The only effective route to closing the gap is for children to be taught systematically to read as soon as they start school. Children who become engaged in reading can make huge progress in their literacy.' The report also talks about the importance of reading for expanding vocabulary, leading to increased levels of success academically and in later life. According to Hart and Risley (1995) 'Children with wider vocabularies typically came from wealthier families.' | 1                             |
| SPECIFIC INTERVENTIONS   |   | 1                             |

|   |   |         |
|---|---|---------|
| <p>PLANNED ACROSS THE SCHOOL, DELIVERED BY TAs.</p> <p>Spelling intervention;<br/>Precision Teaching</p> <p>Spelling Shed subscription for all children</p>   | <p><a href="#">Structural Learning.com Precision Teaching</a> .</p> <p>Precision teaching is an effective and personalised intervention carried out several times a week. Repetition and a move to independent recall enhance the ability for information to become transferred to long term memory.</p> <p>Spelling Shed is used across KS1 and KS2 to carry out the N.C. aims for spelling in a systematic, coherent and logical way. Children access games and challenges from home.</p>   |         |
| <p>Numbots and Times Tables Rock Stars<br/>Subscription for all children</p>  | <p>Helps develop fluency in number bonds and tables for KS1 and KS2 children. We enter competitions annually online and in person.</p>  | 1       |
| <p>KS2 Phonic catch-up intervention</p>   | <p>One teacher will work across KS2, to pick up on those who struggled with phonics or did not pass their phonic screening in KS1. Children are screened at the start of the year to form small groups for the intervention, which will happen 2-3 times a week.</p>  | 1       |
| <p>Tutoring 1:1<br/>Individual SALT programmes are being carried out by TAs from the assessments carried out by the S&amp;L Therapist.</p>  | <p>Following assessment by an external SALT therapist, a programme is undertaken by a TA to support articulation, receptive language and oracy.</p>   | 1, 3, 4 |
| <p>Purchase of resources to improve learning and outcomes for disadvantaged children.</p> <p>Purchase of whole class texts, to enable reading, SPaG and writing development</p> <p>Purchase of MARK</p> | <ol style="list-style-type: none"> <li>1. Maths manipulatives – purchase of Rekenrek and place value counters for class use.</li> <li>2. Phonics – purchase of Phonic Bug resources, which is an approved resource by Gov.uk (The Reading Framework, July 2021)</li> <li>3. Purchase of Rapid Reading resources.</li> <li>4. Whole class texts for reading.</li> <li>5. Access to other online resources – White Rose Maths subscription to Premium resources, Twinkl Premium subscription, Literacy Shed, Number Sense.</li> </ol> <p>MARK runs alongside the PIRA, PUMA and GAPS assessment and produces a Gap analysis on individual children so that gaps can be identified and SMART targets can then be included in individual support plans.</p> | 1.      |

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

**Budgeted cost: £1,105**



| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Educational Psychologist involvement for PP children who display multiple barriers to learning  | <p>Being able to identify what barriers there are to learning will aid us in supporting two children academically and identifying any SEN, moving towards an award of an EHCP and a further diagnosis with another pupil.</p> <p><a href="#">Improving social and emotional learning in Primary Schools</a></p>  | 1,4                           |
| Attendance officer and EWO  | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>  | 2                             |
| Training of 2 ELSA practitioners to provide wellbeing support for disadvantaged or vulnerable children  | <p>The ELSA has been shown to help children who are struggling with social and emotional needs enormously in improving wellbeing and as a result academic performance.</p> <p><a href="#">EEF Social and emotional learning Evaluation of ELSA</a></p>   | 3, 4                          |
| <p><b>Narrowing the cultural capital gap – contributing to pupil wellbeing and self-esteem</b></p> <p>Cost of trips<br/>Cost of school uniform<br/>Covering extra-curricular activities<br/>Covering cost of coach for swimming lessons</p> | <p>Our school is in an affluent area with very few Pupil Premium children. It is easy for these children to feel very different based on their presentation (school uniform) and ability to access experiences.</p> <p>We have therefore decided to reserve some money to help cover the cost of school uniform and book bags.</p> <p>Of note, we are aware of the discrepancy between the life experiences of our PP and non-PP children. Therefore, we also cover costs of experiences, activities and outside visitors who come and enhance our curriculum during the themed weeks of Science, Maths, Book Week, Art and Culture Week and Sports Week.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> | 3                             |
| <p><b>Wellbeing</b></p> <p>Provision of ELSA intervention for specific children</p> <p>Attachment aware silver Award</p>  | <p>We know that low self-esteem and lack of resilience can adversely affect academic outcomes.</p> <p>This intervention is delivered to individual children in a 6-week programme</p> <p>Attachment Aware Schools Award programme (AfC virtual school) to develop attachment aware and trauma informed practice in school.</p> <p><a href="https://www.the-arc.org.uk/">https://www.the-arc.org.uk/</a></p>  | 3, 4                          |
| <p><b>Wellbeing</b></p> <p>Planning provision of collective worship and assemblies,</p>   | <p>Disadvantaged children feel part of the whole school ethic and not as separate or less valuable.</p> <p>Learning about the importance of resilience, perseverance and growth mindset gives them life skills</p>   | 3, 4                          |

|   |   |                       |
|---|---|-----------------------|
| <p>focussed on resilience, perseverance and growth mindset.</p>   | <p>that will enable them to deal with challenging situations in their life.</p>   |                       |
| <p>Access to Early Bird Club to support families and aid attendance and punctuality</p> <p>Follow up on all absences to offer support and aid to get children back into school.</p> | <p>DfE research in 2016 shows that there is a direct link between high levels of absence and lower levels of attainment in KS2. Pupils with no absence were 1.3 times more likely to achieve (the then) level 4 at the end of KS2 and 3.1 times more likely to achieve (the then) level 5, than pupils who missed 10-15% of school sessions.</p> <p>Children with persistent absence (absence &lt;90%) are less likely to stay in education.</p> <p>Benefits to this include developing closer partnerships with parents and developing better home/school communication which will support children to be in school more often and to complete homework and other tasks given.</p> <p>Attendance is being monitored every term and letters sent home and calls to parents made where attendance drops below 90%</p> <p><a href="#"><u>Guidance report working with parents to support attendance</u></a></p> | <p>3 , 4</p> <p>2</p> |
| <p>Involvement of other external agencies to support issues at home</p> <p>Shine team, DASH team and social services</p>  | <p>The Shine team visits school regularly to interact with specific disadvantaged children.</p> <p><a href="#"><u>Improving social and emotional learning in Primary Schools</u></a></p>  | <p>3, 4</p>           |

**Total budgeted cost: £11,463**

## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results. MTC and our own internal assessments.

We are mindful that there were no children undertaking the EYFS Baseline assessment, phonics check or KS1 SATs. Four (50%) of our PP children were in Year 6 and therefore took the end of KS2 SATs. However, the numbers are statistically too insignificant to be relied upon as the confidence interval would be too big.

Absence amongst our disadvantaged children was 87.7% which is below our non-disadvantaged children's rate of 96.8%. This was adversely affected by 2 children whose attendance was below 85% and 50% respectively. We worked closely with the EWO and social services with the family. Of the four PP children who remain in school, attendance was much higher at 96%. We continue to work with those children whose attendance falls below 95%, whether disadvantaged or not.

Overall, taking into account all of our disadvantaged children across the school, academic gaps remain wide compared to non-disadvantaged children. However, with each child representing 12.5% of the disadvantaged cohort, it is once again very difficult to ascertain trends as the confidence interval is very wide.

Comparing points progress in standardised scores for PIRA, PUMA and GAPS assessment from Autumn term to summer term, overall, more children made accelerated progress with some children making strong progress, but progress was variable. Overall, few pupils managed to move from one level of attainment to another.

Many of our disadvantaged children are dealing with multiple difficulties. This includes social services involvement, SEN and emotional wellbeing concerns, insecure housing and domestic issues.

With such small numbers, our policy is to identify and deal with the barriers for each child/family; to build resilience, provide support for the whole family, and support wellbeing in addition to addressing academic barriers. Based on the cohort this current year, providing ELSA support and targeted SMART targets through individual support plans will be vital to enable our disadvantaged children to make the best academic progress they can.

## Externally provided programmes

| <b>Programme</b>                | <b>Provider</b>  |
|---------------------------------|------------------|
| Times Tables Rockstars          | Maths Circle     |
| Numbots                         | Maths Circle     |
| Bug Club                        | Pearson          |
| Literacy Shed                   | EdShed           |
| Spelling Shed                   | EdShed           |
| Number Sense tables fluency     | Number Sense     |
| White Rose Infinity             | White Rose Maths |
| Rapid Reading and Rapid Phonics | Pearson          |
| Phonics Play                    | Phonics Play     |
| Kapow PSHE, RSE                 | Kapow            |