

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Beck Row Academy
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	53 (23.3%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Shayler (Principal)
Pupil premium lead	David Hicks (Assistant Principal)
Governor / Trustee lead	Lloyd Hughes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71, 285
Recovery premium funding allocation this academic year	£7,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£78,970</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Beck Row Academy, we target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers, which may affect their learning.

Our aim is that the achievement of children from disadvantaged backgrounds is comparable with that of non-disadvantaged children. We aim to remove barriers to learning, which have been created by poverty, family circumstances and background.

This strategy will focus on the key barriers that are preventing our disadvantaged children from attaining well: phonics, vocabulary, speech and language, gaps in curriculum knowledge, attendance and punctuality, social and emotional concerns and aspirations. Our approach will be responsive to both common challenges and our individual pupils' needs. We utilise robust diagnostic assessment, alongside educational research to plan effective interventions.

Our expectation at Beck Row is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interests and interesting citizens. It is our belief that reading fluently allows pupils to be able to access the curriculum as well as becoming responsible citizens.

### Context

#### Deprivation Indices

The Indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived nationally.

1	4	3
Barriers to housing and	Crime Decile	Education and skills Decile
6	5	4
Employment Decile	Health and Disability	Income Decile
3	3	4
IDACI Decile	Index of Multiple deprivation	Living Environment Decile

### Achieving our objectives:

The approaches we have adopted complement each other to help pupils to achieve well. To ensure they are affected we will:

- Ensure that disadvantage pupils are being set challenging work
- Act early and quickly to set interventions that will meet the needs of identified pupils
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- 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, 1:1 tuition

- 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
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS through school to KS2.</p> <p>Baseline data for Reception in September 2021 shows that 20% of pupils entitled to FSM are predicted to be at ARE in July. For Forces children this is 35%. These pupils are not at the current expected level for Communication and language.</p> <p>Low starting point, especially for Communication and Language leads to disadvantaged pupils attaining less well in phonics, impacting on their development as readers. Phonics baseline in Y1 indicate that 10% of our disadvantaged children are on track to pass the phonics screening. (compared to 45% of non PP children)</p>
2	<p>Significant speech and language concerns and developmental delay of these, requiring intensive support.</p> <p>Screening in September 2021 shows that in the Reception intake 25% of our disadvantaged pupils have been identified as having speech and language difficulties.</p>
3	<p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>Tracking of 2020 - 2021 indicates that attendance for PP pupils was 90% compared to 96% for non PP pupils. 7% of PP children were at PA compared to 9% of non PP children.</p>
4	<p>Internal observations and data have identified social and emotional / wellbeing difficulties for disadvantaged children.</p> <p>In Autumn 2021 17 pupils were identified as needing support for social and emotional needs. 40% of these were eligible for Pupil Premium.</p>

5	<p>Quality of first teaching</p> <p>The academy has had a high turn of staff. In the academic year 2020-2021 8 teachers left the school and supply teachers were used to teach these classes. This has a major impact on the quality of teaching and learning.</p>
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## 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
Improved spoken language with a wider and varied vocabulary leading to improved reading, writing and SPAG outcomes in KS1 and 2.	Teacher assessment will show an improvement in spoken language leading to improved outcomes in literacy.
Improved spoken language and oracy for pupils with identified speech, language and communication needs	Teacher and Speech and Language assessment data will show a reduction in the number of children who need interventions in speech, language and communication.
Improved attendance and punctuality , resulting in full access to the curriculum and improved outcomes in all subject areas	<p>Fewer PP children will be at PA level and the gap between attendance for PP and non PP children will reduce.</p> <p>Ensure attendance of disadvantaged pupils is above 95%</p>
Pupils have strategies to support their mental health, allowing them to maximise their learning opportunities.	Internal data for behaviour and mental health will show a reduction in recorded incidents
Recruitment of full-time teachers. Improved quality of teaching is observed in lessons by SLT	<p>The percentage of pupils at ARE will increase.</p> <p>Lesson walks and observation will show that the quality of teaching and learning increases.</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: £18,473

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training of all staff in the new Phonics scheme Wandle</p> <p>£3000 + £1500 training</p>	<p>Phonic scheme +5 months progress</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>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p>	1, 2
<p>Numicon Training</p> <p>£500</p>	<p>Pupils' attainment in Maths is below national expectations by the end of Y6</p> <p>Mastery learning + 5 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	5
<p><i>Release for teachers to conduct peer observations as part of teacher walk through development</i></p> <p>£2,500</p>	<p><a href="https://www.cambridge-community.org.uk/professional-development/gswpo/index.html#group-Benefits-QX20tiTSLQ">https://www.cambridge-community.org.uk/professional-development/gswpo/index.html#group-Benefits-QX20tiTSLQ</a></p> <p>By observing one of their peers teaching a lesson, the observer builds on their current knowledge and ideas for teaching. But peer observation doesn't just increase knowledge of teaching and learning; it can also increase confidence. In their research on peer observation in higher education and schools, both Rhodes &amp; Beneicke (2002) and Hendry &amp; Oliver (2012) link peer observation to increasing a teacher's self-belief (also known as self-efficacy). The observer may be inspired to try something new in their own classroom or come away from an observation feeling that what they are currently doing is in line with good-quality teaching and learning.</p> <p><a href="https://www.teachertoolkit.co.uk/2021/09/07/observing-teachers/">https://www.teachertoolkit.co.uk/2021/09/07/observing-teachers/</a></p>	1, 2, 5
<p>PP leader supporting staff in individual needs of</p>	<p><a href="https://journals.sagepub.com/doi/full/10.1177/1741143220905062">https://journals.sagepub.com/doi/full/10.1177/1741143220905062</a></p>	5

<p>PP pupils eg PP progress meetings and sign posting to CPD and intervention support</p> <p>£6,773</p>	<p><a href="https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/">https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</a></p> <p>Improve first quality Teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>Since 2011 the overall number of teachers has in general not kept pace with increasing pupil numbers. This means the ratio of qualified teachers to pupils has increased from 17.8 in 2011 to 18.5 in 2020. In addition, the number of teacher vacancies have risen over this period.</p>	
<p><i>Principal supporting PP lead in individual needs of PP pupils and CPD needs</i></p> <p>£4,000</p>	<p><a href="https://journals.sagepub.com/doi/full/10.1177/1741143220905062">https://journals.sagepub.com/doi/full/10.1177/1741143220905062</a></p> <p><a href="https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/">https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</a></p>	5

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

Budgeted cost: £38,683

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted interventions + purchase of additional resources</i></p> <p>£10,000</p>	<p>External tutor led interventions lead to +4 months improvement. Internal data from the Lightning Squad intervention in 2020-2021 showed improvements in reading for children who participated.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1
<p>S&amp;L interventions in EYFS in the afternoon, such as Early Talk Boost &amp; Talk Boost, individual 1:1 sessions to work on SALT targets set by the S&amp;L</p> <p>1 to 1 intervention</p> <p>£3,333 £3,117 £5,548</p>	<p>Oral language interventions can provide progress of +6 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Small group tutoring proves highly effective progress +3 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Teaching assistant + 4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1 and 2
<p><i>5 minute Literacy box</i></p> <p>£500</p>	<p>Small group tutoring proves highly effective progress +3 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2
<p><i>Tutoring</i></p> <p>Tutoring internally for Phonics, targeted pupils' afterschool across Y1 &amp; Y2.</p>	<p>1:1 tutoring proves highly effective progress +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Small group tutoring proves highly effective progress +3 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	1, 2, 5

<p>Reading tutoring afterschool through an external provider</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>£7,685</p>	<p>Extending the school day for things such as tutoring or boosters +3 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Early Phonic intervention provides +5 months progress  <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><i>NELI</i></p> <p>£2,000</p>	<p>Oral language interventions can provide progress of +6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Small group tutoring proves highly effective progress +3 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2
<p><i>Lexia</i></p> <p>£6,000</p>	<p>Computer based literacy program. A singular focused literacy support. Helps learners read, write and speak with confidence. +6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1, 2
<p><i>Accelerated Reader</i></p> <p>£3,500</p>	<p>Computer based literacy program. A singular focused literacy support. Helps learners read, write and speak with confidence. +6 months</p>	1, 2



	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>EWO support purchased/Attendance office role</i></p> <p>£5,464</p>	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>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 &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p> <p>The DFE published a report on the links between attendance and attainment in 2014.  <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p> <p>Effective behaviour intervention can improve academic outcome by +4 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	3
<p>Rewards for improved attendance and 100% attendance.</p> <p>Certificates and books for improved and above 95%. Termly reward for 100%.</p> <p>£500</p>	<p>The DFE published a report on the links between attendance and attainment in 2014.  <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p>	3

<p><i>ELSA</i></p> <p><i>Training of ELSA TA.</i> £750 (Training cost) + £255</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4</p>
<p><i>Contingency fund for acute issues</i></p> <p>£1,953</p>	<p>Resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive</p>	<p>All</p>
<p><i>Subsidised trips and experiences</i></p> <p>£1,000</p>	<p><a href="https://www.primarytimes.co.uk/news/2016/07/how-much-the-true-cost-of-sending-your-child-to-school">https://www.primarytimes.co.uk/news/2016/07/how-much-the-true-cost-of-sending-your-child-to-school</a></p>	<p>All</p>
<p><i>Subsidised uniform and PE kit</i></p> <p>£500</p>	<p><a href="https://www.primarytimes.co.uk/news/2016/07/how-much-the-true-cost-of-sending-your-child-to-school">https://www.primarytimes.co.uk/news/2016/07/how-much-the-true-cost-of-sending-your-child-to-school</a></p> <p>Parents should expect to pay approximately £1,519 to send a child to school.</p> <p>Internal data shows that the increasing cost of uniform and PE kits means that the disadvantage children often do not have spare clothes and parents have to wash the clothes more frequently and they do not last as long.</p>	<p>4, 5</p>
<p><i>Family support</i></p> <p>£10,892</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Parental engagement through things such as home work projects particularly in EYFS can provide +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a></p>	<p>4</p>

**Total budgeted cost: £78,970**

## 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 2020 to 2021 academic year.

<p><i>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.</i></p> <p><i>If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?</i></p>			
Aim	Cost	Outcome	Evaluative Summary
Reduce the gap created by COVID-19 school closures	<p>Developed of blended learning opportunities and availability of increased blended learning throughout new academic year to support periods of self-isolation or lockdowns.</p> <p>Online provision to support learning with limited resources going between home and school.</p> <p>interventions as 'catchup' to support pupil's who have fallen behind due to absence during pandemic.</p> <p>Support from Pastoral Support Officer for families and parents with how to access the blended learning.</p> <p>Support from Pastoral Officer for pupils returning from self isolation or illness.</p> <p><b>£6,000</b></p>	<p>Online provision was set up and made available to parents during periods of self-isolation and also lockdowns.</p>	

<p>Increase the number of children making progress from pervious KS assessment point</p>	<p>Staff training on application of skills to problems for maths. Development of activities/ teaching strategies for supporting pupils with reading, writing and maths to enable more to reach GLD in these areas are sought.</p> <p>Daily reading opportunities for all pupils. Range of texts to support a love of reading, texts bought to follow pupils' interests in authors and genres.</p> <p>Maths problem solving activities bought and created to support pupils with applying key skills to their learning</p> <p>Interventions in place for key pupils to support areas of need in English and Maths. Booster groups / lunchtime clubs available to support those who have not got access to computers at home with homework/ school work.</p> <p>Pupil Perceptions of reading enjoyment.</p> <p><b>£14,870</b></p>		
<p>Low levels of language and speech on entry into EYFS.</p>	<p>Rich vocabulary used to develop knowledge for all pupils. Vocabulary promoted academy-wide through use of Vocabulary Ninja and sharing vocabulary across the curriculum.</p> <p>Welcomm interventions with individual pupils to develop language.</p> <p>Vocabulary shared and supported through homeschool links. Reading and text development shared through library usage and</p>		

	<p>promotion of reading at home. Books in classroom are developed to promote phonics and language acquisition.</p> <p><b>£2,200</b></p>		
<p>Pupils eligible for Pupil Premium funding will have improved attendance and timekeeping to be in line with the overall school attendance.</p>	<p>Teaching of PSHE and in class assemblies promote the importance of attendance for all pupils.</p> <p>Meetings arranged for pupils and families where punctuality is a concern. Meetings for those who are at risk of or becoming PA pupils to identify strategies to be put in place.</p> <p>Support conversations with Pastoral Support Officer are arranged to reduce the risk of PA.</p> <p>Attendance rewards will be reviewed to find prizes to appeal to the children.</p> <p>Attendance to be announced on display every week and in newsletters monthly.</p> <p>Attendance announced in every Friday assembly. Attendance displays developed and used to praise and encourage positive attendance for all.</p> <p>Pastoral Support Officer will work with families who need it to support improved attendance and time-keeping.</p> <p><b>£6,000</b></p>	<p>Having reviewed the PSHE curriculum for the year, a new scheme will be brought for 2021-22</p> <p>In the autumn term 2020 meetings with parents and letters were being sent to parents. The lockdown in Jan 2021 stopped some of these meetings.</p> <p>Some rewards were used in the Autumn 2020 as well as mentioned in newsletters.</p>	<p>Covid continued to affected the attendance of children in the academy with a second lockdown occurring in Jan 2020. This also affected parents confidence in allowing their children to attend school. Also several children had to isolate due to positive covid tests.</p>
<p>Children are not accessing the wider opportunities available, this may limit their experiences.</p>	<p>Curriculum promotes opportunities for development of experiences to support a development of cultural capital. Trips and Visits are booked to support curriculum and promote development of cultural capital.</p> <p>Curriculum vocabulary and prior knowledge is pretaught to enable access to wider curriculum areas. Payment towards</p>		

	<p>(or for) clubs, residential trips, out of class learning opportunities, visits.</p> <p>Parent support on helping children at home through sharing sessions, parental help meetings and pastoral support coffee mornings.</p> <p>Support with uniforms/ PE kits etc as needed to enable children to complete activities in school.</p> <p>Promotion of different opportunities for curriculum coverage and development of cultural capital are offered.</p> <p>Pupil Premium pupils chosen to engage with sporting activities and enrichment sessions to develop opportunities.</p> <p><b>£7,000</b></p>	<p>Due to covid restrictions and lockdown this did not take place.</p>	<p>Covid restrictions and lockdowns prevented many of these activities taking place or were curtail due to bubbles to prevent spread</p>
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## 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
Reading Tutoring	FFT
Maths intervention	Third Space Learning

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	