

Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) 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	Clipstone Brook Lower
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	28 pupils (14.6%)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs Reay (Head teacher)
Pupil premium lead	Ms Sinclair-Gunn (Deputy Head)
Governor	Mrs Coralie Bodiak

Funding overview

Detail	Amount
Pupil Premium Grant funding allocation this academic year	£55,290.00
Recovery Premium funding	£5,510.00
National Tutoring Programme funding	£2497.50
Service Pupil Premium Funding	£670.00

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	£63, 966.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The challenges faced by vulnerable pupils, such as young carers, service pupils and those pupils under a social worker's care, will be considered and their needs met regardless of whether they are technically disadvantaged or not.

Clipstone Brook Lower receives a pupil premium grant (PPG) from the government. It is based on the number of pupils receiving free school meals or who have received free school meals at any time in the last six years. In addition, the Recovery Premium funding is explicitly used to support disadvantaged learners in Reading, Writing and Maths. However, other pupils may benefit from small group work if the groups are no more than 6 pupils. We receive other grants for Looked After Pupils or pupils with parents in the armed forces; these grants may be spent by maintained schools for the purpose of individual pupil needs. Updated guidance for the Education Endowment Foundation (EEF) September 2023, highlights that good teaching is the most important lever, schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium Grant to improve the quality of teaching benefits all pupils and has a particularly positive effect on pupils eligible for Pupil Premium.

At Clipstone Brook we use the following approaches:

- 1) High Quality teaching (50%) including training for current staff and ECTs on effective pedagogy for all pupils, including disadvantaged pupils.
- 2) Targeted academic approach (25%). Identified gaps in Reading, Writing and Maths to be rectified through HQT, targeted intervention (within the class where appropriate)
- 3) Wider strategies (25%). Developing relationships with parents for disadvantaged pupils and wider links in the community.

4) Understanding the barriers that pupils, parents and staff face through discussion, questionnaires and staff training (asset framing, deficit framing, use of praise and triangulated communication between school, pupil and parents).

This strategy also considers the impact on pupils's education and well-being after the pandemic. The recovery premium funding and national tutoring programme funding will be used to target gaps in knowledge for the pupils that have been affected the most. Whole class interventions or groups of no more than six pupils will also benefit non-disadvantaged pupils.

Our approach will be to use assessment data and our knowledge of individual pupils to identify gaps in skills, knowledge and social and emotional issues, which may hinder a pupil's progress. The interventions or strategies to be used will in the first instance look to benefit whole classes through High Quality Teaching and then target individuals, followed by addressing the barriers to learning experienced outside of school in the wider community. To ensure these are effective we will:

- undertake rigorous assessment systems to identify gaps in skills and knowledge early
- Ensure that our curriculum considers the need to revisit and consolidate skills and knowledge taught during lockdown.
- Act early to intervene at the point any needs are identified.

Pupil progress meetings with the Headteacher will also focus on disadvantaged pupils' progress. They also help to plan how pupils will be supported to secure good progress or to ensure that they meet age related expectations (ARE).

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement and mistrust of school, lack of education, language or cultural barriers: Through discussion with parents, family worker engagement, admissions data, or family history we have identified families that present with these barriers and data suggests that it has had a negative impact on most pupil's progress. Attendance data also supports this area of challenge for parents. Barriers such as transport for Traveller community families, can delay start dates and hinder direct communication between school and families. Language barriers also provide difficulties for both parents and pupils alike.

2	<p>Above average incidence of Special Educational Needs (including behaviour and emotional well-being): 4 pupils have an EHCP (1.53%) and the national average in June 2023 was 4.3%. Although this figure is less, we are anticipating that approximately 9 pupils will need an EHCPNA referral during this academic year 2023-2024 bringing the percentage to 5%. There are 60 pupils on SEND register (23% of cohort) which is higher than the national average of 17.3% (June 23). Of the pupils on the register: Monitoring (46.5%), SEN Support (46.5%), EHCP (7%). There is a diverse range of special educational needs: ASD, ADHD, S&L, SEMH, Dyslexia, Dysgraphia, GDD and low cognition. Although, ASD remains the most common need in pupils with and EHCP, speech, language and communication difficulties are the most common at SEN support. This is in line with national data. Provision and funding for SEND remains a challenge for the school both financially and in recruitment.</p> <p>With local housing developments and demand for school places, we have seen a rise in 'in-year' transfers requiring SEN support. Pupils entering the school in Reception have also arrived with undiagnosed high needs that would ordinarily be identified in pre-school/nursery and have therefore not been seen by the Early Years team or Edwin Lobo before starting school. This has meant developing a nurture provision to meet the needs of these pupils whilst we compile EHCP evidence, where appropriate. Accessing support from outside agencies has compounded pupil's difficulties due to the time waiting to observe, diagnose and provide support strategies Edwin Lobo (over a year- Dec23). Working with or signposting parents to support their understanding of their child's diagnosed or undiagnosed need is also required as NHS services are currently stretched.</p> <p>Attendance for some disadvantaged pupils with SEND, continue to be a barrier to learning; due to ill health, sensory difficulties, emotional regulation or school refusal.</p>
3	<p>Speech and language development: Reception baselines demonstrated that 20/49 pupils (40%) of the 23/24 cohort required support for speech and language development. All PPG pupils (4/49 - 8%) require speech and language development.</p>
4	<p>English as an additional language: Data suggests an increase from the number of pupils on roll by new families moving into the area. Most new families have English as an additional language (64/261 pupils - 25%). In order to support pupils and families effectively, CPD is required to support staff to provide an EAL friendly environment; bilingual resources; assessments; strategies; pedagogy and accessible communication for parents/carers.</p>

5	<p>Lack of or no experience in an educational setting (school readiness) and lack of life enriching experiences: Nurseries and pre-schools are still feeling the effect of lockdown and basic skills such as sitting, sharing, peer relationships and toilet training were not fully acquired. A lot of pupils were unable to go to playgroups, baby groups, and social activities or see relatives and friends. Although data indicates an improvement compared to last year's baseline data, some pupils in Reception continue to require support for self-care and social skills; communication and language skills; gross and fine motor skills.</p>												
6	<p>Poor reading, writing and maths outcomes: Autumn assessments indicate low attainment for most disadvantaged pupils compared to non-disadvantaged pupils in KS1 and KS2.</p> <p>Data percentages indicate a much higher proportion of pupils <u>working below or working towards</u> ARE.</p> <table border="1" data-bbox="400 824 884 1032"> <thead> <tr> <th></th> <th>PPG</th> <th>non-PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>69%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>82%</td> <td>38%</td> </tr> <tr> <td>Maths</td> <td>69%</td> <td>30%</td> </tr> </tbody> </table> <p>Providing more opportunities to write high quality sentences across the curriculum will increase teaching writing skills and application in other subject areas, which will support the long term memory acquisition of knowledge taught in foundation subjects.</p> <p>EYFS data indicates that only 25% (1/4) of disadvantaged pupils are on track for Maths. In Reading and writing no pupils are on track.</p> <p>PSC results show that 75% (6/8) PPG pupils passed the Year 1 phonics check. The 2 pupils that did not pass the PSC have moved to a specialist provision. In Year 2 retakes, no PPG pupils (2/8 - 25%) passed the phonics screening check. Phonics support to be offered in Year 3 to these two pupils.</p> <p>Autumn data for current Year 4 PPG pupils indicate that they are at risk of not passing the MTC at the end of the year. PPG pupils to have access to additional sessions on TT rock stars.</p>		PPG	non-PPG	Reading	69%	26%	Writing	82%	38%	Maths	69%	30%
	PPG	non-PPG											
Reading	69%	26%											
Writing	82%	38%											
Maths	69%	30%											
7	<p>Basic needs not being met: poor housing, lack of food, access to educational technology, toys, books and games: Discussions with family worker, parents, children's services and safeguarding processes indicate a number of families that are affected by the lack of basic needs being met, which</p>												

	has impacted on attendance, health, well-being and the ability to access education either in school or online.
8	Service pupils: We recognise that service pupils can often have gaps in their learning due to changing educational establishments more often than most pupils. They may also not reach their full potential by studying at greater-depth level or have access to technology. They may also have language barriers. Early identification of gaps, followed by HQT and targeted intervention will be required. Pupils from service backgrounds can also suffer from mental health conditions: Family support work/ counselling should be offered if required.

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
1) Disadvantaged pupils and their parents understand and value education and engage with school to break down barriers.	<ul style="list-style-type: none"> • Parents share their needs and engage in actions designed to break down barriers encountered. • Parents, pupils and staff recognise and celebrate the achievements of disadvantaged pupils. • Praise pad certificates demonstrate an improved engagement in lessons, attendance and attainment. • PPG book look and pupil voice meetings demonstrate that disadvantaged pupils feel their needs are being met or will voice their concerns. • Attendance is at 96% or higher (including authorised absence). • Cultural representation can be seen around the school and celebrated by staff, parents and pupils. • Positive engagement by parents during inductions and the return of completed work when a child's start date is delayed due to transport time frames. • Parents will engage with the google translation facility on the reach more parents website or school website. • Positive feedback on translated letters in parents' home language; when neither parent speaks or reads English.
2) Disadvantaged pupils with SEND or SEMH needs will achieve improved well-being and demonstrate an	<ul style="list-style-type: none"> • Early identification of SEND during transitional visits will enable early intervention and referral to outside agencies. • Referrals processed in a timely manner and in accordance with the graduated approach and ADPR cycles.

<p>ability to access the curriculum.</p>	<ul style="list-style-type: none"> ● Pupils with sensory seeking difficulties will take part in Sensory Circuits. ● Whole school /Group or individual interventions: Zones of Proximal development will see pupils being able to identify and regulate or co-regulate their behaviour and be ready to learn. ● Pupils will be able to orally share their emotions. ● Pupils will take part in ELSA or MHST counselling sessions. Reports will measure the pupil's progress. ● Impact of nurture provision, measured using Boxhall profile. ● Widget resources used effectively to communicate with or support learning in the classroom. ● Reduction in assaults on staff, pupils and damage to school property, reduced behaviour log incidents. ● Qualitative data, gathered through pupil voice, parent voice and teacher observations, shows improving trends. ● CPD on adaptive teaching will demonstrate work matched to ability and thus more independence and engagement. ● Preparing pupils in advance for enrichment activities will demonstrate greater engagement and retention of information. ● Jigsaw SEMH outreach reports and following observations/ meetings will indicate a pupil's well-being progress. ● Pupils will be able to access the curriculum and retain what they have been taught: summative and formative pupil data. Pupil Progress meetings focus on DA pupils with SEND. ● Parents to be signposted to pre/post diagnosis packs on the NHS website. Signposted to support groups e.g. Autism Bedfordshire.
<p>3) Improved oral language skills and language development amongst disadvantaged pupils</p>	<ul style="list-style-type: none"> ● Lift off to Language course pre and post assessment data will demonstrate that pupils have acquired the necessary skills and vocabulary from the six week course or further intervention is required. ● EYFS assessments show a significant increase in pupils working at the expected level for communication and language by July 2024. ● SEND pupils with communication and language difficulties make measurable progress towards their provision map targets or EHCP targets. ● SALT set new targets or discharge from their care.

	<ul style="list-style-type: none"> ● New KS1 Lift off to Language provision provides pre and post assessment data that indicates impact for KS1 pupils requiring communication and language support.
<p>4) Disadvantaged learners with EAL will demonstrate improved attainment in literacy and topic related vocabulary</p>	<ul style="list-style-type: none"> ● All pupils will be assessed using the Bell Foundation assessment tools, to ascertain their level of English. ● Pupils new to the school that indicate EAL on their form will be assessed and information shared with the class teacher. ● EAL CPD for teaching staff will ensure robust pedagogical skills and strategies used in the classroom. ● EAL substitution tables (CPD) to be used in class to support the introduction of new or higher level vocabulary. ● Teachers can confidently use Widget pictorial resources to support learners. ● Parent's feedback positively about website accessibility translation facility.
<p>4) School readiness and life experiences</p>	<ul style="list-style-type: none"> ● EYFS 'school readiness' parent/carer meeting and information leaflets. ● Information gathered from transition visits is acted on swiftly to ensure that new pupils are able to make swift progress from their starting point. ● Lift off to Language interventions indicate that pupils have gained oral skills and can apply these in ● Pupils will be able to turn take and share. ● Gross and fine motor skill interventions will demonstrate improved abilities. ● All disadvantaged pupils will have access to trips and visitors in order to extend their life experiences and cultural capital. ● All disadvantaged pupils will have the opportunity to discuss and understand these experiences back in the classroom. ● High proportions (75%+) of disadvantaged pupils access extra-curricular clubs and sporting activities. ● PPG pupils will access the free holiday clubs.

<p>6) phonics, reading maths and writing</p>	<ul style="list-style-type: none"> ● All pupils, including disadvantaged and vulnerable will have access to high quality daily phonics teaching, using the Read, Write, Inc. programme. ● All pupils, will have access to high quality reading materials matched to their phonic ability, so that they learn to read quickly and well. ● When the basics of phonics has been mastered, all pupils will continue to have access to high quality guided reading lessons, so that they develop as engaged and fluent readers. □ ● Any pupil, who is in danger of not keeping up with phonics, will receive targeted support and/or pre teaching. □ ● By the end of Year 1 100 % of pupils, including disadvantaged pupils, will meet the expected standard in the phonic screening check. □ ● Disadvantaged pupils achieve in line with their peers in reading, writing and maths. ● All Year 4 pupils, including disadvantaged learners, will achieve the Multiplication Tables Check (MTC)
<p>7) Basic needs of disadvantaged families are met through support and signposting.</p>	<ul style="list-style-type: none"> ● Families will be signposted by the Family Worker to the Leighton-Linlode food banks, school uniform grants and toy lending libraries at the children's centre etc. ● Families will feed back their experience as evidence of the positive impact from this support. ● School nurse involvement will support pupils to maintain a good level of attendance where health issues impede this. ● Monitoring of attendance by SLT, Family Worker and Access and inclusion will demonstrate improved and sustained attendance figures. ● Families will have access to services such as Citizen Advice Service, Children's Centre or counselling services etc. ● PPG families will be supported through the 'Marcus Rashford' free school meals vouchers during holidays.

8) Disadvantaged service pupils will achieve in all areas of the curriculum and take part in enriching activities outside of the classroom.

- Service pupils identified for GDS in writing, will achieve this by the end of year 3.
- Service pupils identified as needing additional support in computing will demonstrate improved skills and technical knowledge/vocabulary.
- Service pupils will take part in extra-curricular activities and educational visits or enrichment activities.

Activity in this academic year

Details of how the pupil premium grant, recovery premium funding and national tutoring funding will be spent this academic year in order to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 27, 645 (PPG) , £335 (SPPG) = £27,980 total**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide high Quality training for teachers</p>	<p>Teachers need to be up-to-date with the latest strategies used to improve the attainment and progress of pupils eligible for the pupil premium:</p> <p>Targeted training / coaching for Read, Write, Inc. Online training videos that can be accessed at any time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Targeted training / coaching for White Rose maths via online videos that can be accessed at any time. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_d</p>	<p>2, 6 , 8</p>

	<p>ata/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>Literacy tree English planning for Years 2-4. High quality text - book led planning/teaching to foster a love of reading.</p> <p>https://assets.publishing.service.gov.uk/media/65830c10ed3c3400d3bfcad/The_reading_framework.pdf</p> <p>Reading fluency project (Years 2 and 3)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Writing to learn CPD to embed writing across the curriculum</p> <p>https://www.chrisquigley.co.uk/courses/onde-land-courses/writing-to-learn/</p> <p>CPD for greater depth writing (service pupil)</p> <p>No More Marking; training (for new staff as this is our 2nd year) to recognise if pupils are on track from a piece of unaided writing.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/productio-n/eeef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1706343361 (poster #7)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/productio-n/eeef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1706333138 (Poster #6)</p> <p>*High Quality teaching will also impact positively on the progress of all pupils.</p>	
<p>TA support for disadvantaged pupils</p>	<p>Planned class TA support will enable teachers to plan for better adapted teaching within the maths and English curriculum. Planned support will allow for specific interventions to be tailored to meet individual needs and learning objectives.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2, 3, 4, 5, 6</p>

<p>HQT for disadvantaged EAL pupils and non-disadvantaged EAL pupils.</p>	<p>CPD on Adaptive Teaching strategies for EAL learners.</p> <p>CPD on how to use Widget Online communication resources.</p> <p>CPD: EAL Audit for Inclusion Lead</p> <p>CPD: EAL assessment for teachers/ designated TAs</p> <p>https://www.bell-foundation.org.uk/app/uploads/2021/06/Language-learning-loss.pdf</p>	<p>4</p>
<p>CPD on the Curiosity Approach in EYFS to stimulate language skills and problem solving</p>	<p>CPD Curiosity Approach</p> <p>HYGGE CPD videos</p> <p>DoE EY Child Development videos (CPD)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>3,6,7</p>
<p>Teacher CPD (Refresher/New tch) on the Rady project strategies to support engagement and attendance</p>	<p>Many disadvantaged pupils come from families who are mistrustful of education. This project is designed to promote pupils' engagement in school and attendance and better support families to help their pupils to make good progress. Providing pupils with regular praise, which is recognised to parents too, supports engagement in a child's learning (EEF/Rady project)</p> <p>https://challengingeducation.co.uk/wp-content/uploads/2022/08/Recorded-RADY-offer-Sept-2022-1.pdf</p>	<p>1, 3, 4, 5</p>

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

Budgeted cost: £ 13,822 (PPG); £5510 (recovery funding); £2497.50 (national tutoring) £100 (SPPG)

Total targeted support: £21,929.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with the school-led tutoring programme, which will focus on phonics.	<p>Tuition targeted towards specific needs and gaps in knowledge is an effective way of supporting pupils with low prior attainment or those falling behind. All tutoring will be completed on a 1:1 basis.</p> <p>Read, Write Inc. Fast Track Phonics Tutoring programme is an approved intervention to support the teaching of synthetic phonics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	6
Additional targeted support for those falling behind in maths and KIRFs	<p>Ongoing assessment has continued to identify gaps in pupils' knowledge as a result of lockdown. Additional targeted support is an effective means of enabling pupils to catch up. TA to support small group work interventions (x 6 pupils max)</p> <p>TA led small group work to support instant recall of mathematical facts (KIRFs)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	6
Support for home learning: TT Rock stars: fluency programme to develop time table	<p>Home learning continues to provide a useful means for all pupils to consolidate learning. All disadvantaged pupils now have access to appropriate technology at home, enabling them to access such programmes as TT Rock Stars and Numbots to support their learning.</p>	1, 6

Numbots to develop number bond recognition.		
Computing key board skills	Service pupil requiring additional support to acquire key board skills. Practice programme and time in school and home.	8

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

Budgeted cost: £ 13,822 (PPG) + £235 (SPPG) = £14,057 total

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidies for trips and extra-curricular clubs. Provision of school uniform.	Enabling disadvantaged pupils to access after school clubs, trips and enrichment activities, give them access to the same opportunities as their peers. Developing cultural capital within the curriculum before going on trips will strengthen the links made during trips and embed new knowledge. Being responsive to financial pressures reduces the stress and worries on family life for parents.	6
ELSA training	CPD training for designated ELSA lead Supply costs to cover staff released for ELSA training and ongoing supervision. https://www.elsanetwork.org/report/elsa-evaluation-report-pembrokeshire/	7, 8
Pastoral, wellbeing and behaviour	Zones of Regulation: To support pupils to identify and learn to regulate/co-regulate their behaviours In order to be in a place to learn. CPD staff and lessons for pupils, implementation and monitoring by IL.	2, 6, 7,8

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?token=T8tpRsqYHiHFpJXJ0nfPtB55Dd3lck2</p>	
Family worker to contact parents, where their child's attendance falls below 96% to offer support.	<p>Early intervention and support can reduce attendance issues.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	1, 7
<p>Family worker parent meetings, delivering courses or redirecting parents to support within the community.</p> <p>New starter meetings with DA pupils and pupils from the traveller community.</p>	<p>Because the school has relatively high proportions of vulnerable and disadvantaged families, the family worker is a key player in promoting improved family life and school relations.</p> <p>She particularly supports pupils from the Traveller community to access education consistently and to attend regularly.</p>	6
Parental engagement in their child's learning:	<ul style="list-style-type: none"> ● Praise pad certificates ● PPG pupil voice meetings to review learning and feedback to parents (access to technology at home) ● Sharing information on how parents can effectively support children in their learning at home e.g. routines, independent skills and emotional regulation <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?token=T8tpRsqYHiHFpJXJ0nfPtB55Dd3lck2</p>	1, 7

Total budgeted cost: £63,966.50

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 disadvantaged pupils in the academic year 2023-2024.

--

Programme	Provider
Read, Write, Inc. Phonics (RWI) – online subscription films to send home to pupils during remote learning.	Ruth Miskin
White Rose Maths – online subscription to provide teaching videos for parent's during remote learning.	White Rose Maths
Chris Quigley Essentials curriculum (All foundation subjects)	Chris Quigley Education
Chris Quigley – Writing to Learn	Chris Quigley Education
Dyslexia online programme for individual pupils	Nessy
Multiplication and KIRF software that can be accessed in school and for home learning	TT Rock Stars
KIRF (Number bonds etc) software that can be accessed in school and for home learning	Numbots
The Curiosity Approach accreditation	The Curiosity Approach https://www.thecuriosityapproach.com/accreditation

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?	

Further information (optional)

The pupil premium strategy document has considered effective practice and strategies from the following documents:

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#onlinestatements>

<https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/implementation>

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupilpremium>

Prior to completion of this strategy, the PP Lead has undertaken all modules of the RADY project, delivered through Challenging Education (2021-2022). This was to support the school to identify all barriers to learning and learn how research based strategies can bridge the gap for DA pupils.

In addition, the pupil premium lead worked with the school's local authority SIP to work on areas to implement new strategies and monitor impact (2022-2023)