

Pupil premium strategy statement

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 children.

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.

Spring 22 review-following Marc Rowland -EFF / One Wakefield report

Summer 22 review-following PP leader leadership time.

Autumn 22 review- updated impact, revisions and finance. PP leader/ SBM

School overview

Detail	Data
School name	Purston Infant School
Number of pupils in school	198
Number of Pupils attending full time school	160
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2023
Date this statement was published	28/10/22
Date on which it will be reviewed	22/03/23 update 20/07/23
Statement authorised by	Phil Barnett (Headteacher)
Pupil premium lead	Linda Attwood
Governor lead	Nichola Tonkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
PP	£72020
LAC	£300
EYPP	£3537
Total	£75857

Recovery premium funding allocation this academic year	£5832
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£81689

Part A: Pupil premium strategy plan

Statement of intent for Purston Infants School

We believe that the children's well-being and learning should be at the centre of everything we do. We know that our children will have different experiences, opportunities, support and lives away from school. This means that through no fault of their own, they may experience barriers every day, that affect their learning. We are determined to address this inequality through provision that is carefully planned with high aspirations for all our children to narrow any attainment gaps between contrasting groups.

- We ensure that teaching and learning opportunities meet the needs of **all children**.
- We ensure that children belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and provision is made to meet their needs.
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged will be in receipt of free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of children that the school deems to be socially disadvantaged / vulnerable.

Our plans are designed after reflection on our own practice and in response to various research projects, an example the Education Endowment Foundation. This has determined which types of intervention have been proven to have the most impact on children's progress and attainment.

Our various provisions for PPG children fall into one or more of the following categories:

- **Reading Comprehension-Oral:** *e.g Early Birds.*
- **Mastery Maths Learning:** *e.g. NTP/School led tutoring tutor skills application problem solving*
- **One-to-One Tuition:** *e.g. phonics coaching sessions*
- **NTP Tuition:** *e.g. Y2 to support writing/basic maths skills*

- **Oral Language Interventions:** e.g. Wellcomm/Time To Talk/ SALT (Anne Franklin)
- **Phonics:** e.g. *Floppy Phonics*, *Early Birds*
- **Parental Involvement:** eg Communication-views-improved practice/ aspirations/Dojo/meetings

Challenges / barriers to learning.

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

	Detail of challenge / barrier to learning.
1	Majority of our children start school below and in a significant number, well below their age expectations especially in the areas of speech, vocabulary and basic mathematics. This evidences as significant / moderate speech and language delay including limited vocabulary and understanding of spoken language' which impacts early reading and writing development and reduced confidence in numeracy based on a lack of understanding of number recognition, facts and application.
2	A high number of children join our school not 'nursery ready' due to parents not fully understanding their role in giving their child the skills needed for a flying start at school. Poor social, emotional and personal skills, a lack of understanding or knowledge of the wider world, alongside their poor communication and language mean they start school with gaps to many of their non-vulnerable peers. They start at a deficit and then must spend time and effort making this up so fall behind their peers.
3	A lack of understanding from parents/families of their child's and school expectations and intended outcomes along with the opportunities they will have at school. Need to include all of our pupils and their Parents/Carers in school life and learning
4	Limited communication and literacy skills (lack of opportunities to talk, experience books and support to read at home) means our children's early reading and phonic knowledge is adversely impacted.
5	Data for attendance indicates that our vulnerable children's attendance is lower than our non-vulnerable children. Data shows several of our vulnerable children show as persistently absent. Poor attendance and lateness have a negative impact on all but especially vulnerable children's progress.

6	83% of our children live in the bottom 30% of the most deprived areas. Limited financial stability means parents cannot provide varied experiences or opportunities for their children to understand there is a world outside their locality. So, our children's knowledge and aspirations are limited.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy year plan**, and how we will measure whether they have been achieved.

Rag rated- Summer 22

Intended outcome	Success criteria
Disadvantaged children's progress improves in speech and language development to be equal or better than non-disadvantaged children.	Disadvantaged children achieve expected for communication, language and literacy at the end of the EYFS. Children accessing the Wellcomm programme and other speech and language interventions make rapid progress
Disadvantaged children are 'nursery ready' so are equal to or better than non-disadvantaged children.	Disadvantaged children when entering nursery will be emotionally, socially and academically ready to start school. Nursery parents have secure understanding of how they can positively impact on their children's readiness for starting school through improved communication channels.
Disadvantaged children's parents' aspirations are higher through having a more secure understanding of their child's opportunities through education, their outcomes and expectations of them.	Improved parental involvement resulting in improved outcomes for their children. Parental attendance at engagement events has increased.
Disadvantaged children's progress improves following greater understanding and support from home.	Disadvantaged children read more regularly at home.

	<p>Parental feedback indicates that parents feel more confident and able to support their child at home through improved communication.</p>
Disadvantaged children's outcomes in phonics are equal to or better than non-disadvantaged children.	<p>Disadvantaged children pass the phonics screening check in line with or above non-disadvantaged.</p>
Disadvantaged children attend school regularly and on time, and as a result make rapid progress.	<p>Attendance of disadvantaged children is target 96%</p> <p>Attendance of persistent absence disadvantaged children is improving through involvement, role model and communication.</p>
Disadvantaged children's and parents' aspirations are higher through increased opportunities and experiences that increase their vocabulary, knowledge, understanding and learning.	<p>Disadvantaged children can talk about their learning using increased and more subject specific vocabulary.</p> <p>Disadvantaged children's knowledge and understanding across a range of subjects is increased.</p> <p>Disadvantaged children access more opportunities and experiences through the curriculum and wider school that their learning is increased.</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: £7950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First teaching of phonics Bespoke training Yr1 staff. Reading Lead- weekly release time to assess / train / support.	DFE approved English Hub school support and challenge.	4 Cover costs £1000 £2000-37weeks ½ day
NCETM-YHmaths hub Mastery-number. Termly face to face support-maths lead. CPD -Quality First teaching of Mastery number Bespoke training 2 teachers.	NCETM research	1 Resources £450 Cover cost £1000
Staff CPD Quality First teaching. -Muddy maths -Playful Science -Outdoor active learning -EYFS- Comm/ Lang		£1500

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

Budgeted cost: £63274

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3 TA's to be deployed to deliver guided reading / phonic sessions as part of the 'early birds' programme – Breakfasts through Magic Breakfast Programme</p> <p>Resources for the 'Early Birds' programme.</p> <p>One group will cater for EXS/GD children and will focus on reading and comprehension skills, including extended vocabulary.</p> <p>One group will focus on the application of phonics into reading, guided/scaffolded reading and comprehension activities.</p> <p>One group will focus on language and communication skills. This group will take part in the 'Time to Talk' intervention and activities suggested by SALT.</p> <p>Employ Sp+Lang therapist 1 day a week for year.</p>	EEF research, intervention good practice. -	<p>1,4,5</p> <p>£5,938 for 3 support staff, meals and resources.</p> <p>£7894</p>

Assess, plan, work with and support children with Sp/Lang and comm difficulties.		
<p>7 x Support staff – 1 Nursery Nurse and 6 TA's.</p> <p>Targeted deployment to support PP/disadvantaged individuals / groups on key basic skills, including phonics, basic number, social interaction and communication, encourage children to take part in writing and pre-writing activities in provision areas (FS/Y1)</p>	<p>EEF-Making best use of Support assistants</p> <p>Linda Attwood (PP Lead) – Attended Craig Batley zoom course and fed back during a staff meeting. As a staff we identified that we already have in place many of the recommendations made by Craig Batley but agreed that TAs required some coaching from Teachers and SLT.</p>	<p>1</p> <p>£47168</p>
<p>Floppy Phonics synthetic phonics programme</p> <p>Support staff-target groups, same day 1-1 phonics coaching.</p>	DFE approved programme	<p>1,4,</p> <p>See above</p> <p>Continued resources £1257</p>
NTP tutors for 2 and a half days a week for 39 weeks – to support Y2 children with writing skills.	DFE- Recovery Premium	<p>1,4</p> <p>£22,415</p>

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

Budgeted cost: £55380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker to work specifically with parents and children, offering academic and pastoral support, attendance, persistent lateness, thus reducing barriers to learning.</p> <p>Robust first / daily response to absence</p> <p>School rewards and incentives</p> <p>Home visits</p> <p>Work with the EWO</p> <p>Issue of penalty notices for term time holidays</p> <p>Clear procedures communicated to parents for children who are late to school.</p> <p>Learning mentor – supporting children in continuous provision in Year 1.</p> <p>Free school meals entitlement.</p>	DFE improving attendance	<p>5,3</p> <p>£17,985</p> <p>£7700</p> <p>£21785</p>
<p>Class Dojo system extended to two-way communication with parents.</p> <p>Teachers will regularly update the Class Dojo story and children's individual profiles.</p>	EEF -Working with parents. Teaching and learning toolkit – Parental engagement	3,4

<p>Increase parental communication and engagement through child and parents' events.</p> <p>'Meet the Teacher evenings'.</p> <p>Offering a blended approach to parent consultations.</p> <p>Home visits offered for the families of children starting nursery.</p> <p>Stay and play sessions.</p> <p>FEET sessions to begin November 2022</p> <p>Use of Dojo to communicate learning - upload phonics videos/links to support learning.</p> <p>Knowledge organisers for parents/carers shared / explained.</p> <p>'Cuppa and a Catchup' sessions offered.</p> <p>Aspire mornings, families to be involved in school life and work alongside their children in curriculum/creative sessions</p> <p>Parent/carer voice.</p> <p>Questionnaires sent out to parents, post it notes available on consultation evenings, parental engagement working group.</p> <p>Parents invited to class assemblies.</p>	<p>EEF Teaching and learning toolkit – Parental engagement</p> <p>Review of best practice in parental Engagement – DFE</p>	<p>2,3,4</p> <p>£160</p>
<p>Free daily magic breakfast (bagels) available for all children in school,</p>	<p>DFE breakfast club programme</p>	<p>4, 6</p> <p>£6896</p>

Total budgeted cost: £ 81689

Actual cost £90748

Difference-£9059- top up from School budget.

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 2021to 2022 academic year.

The school continues to work hard, with challenging targets, this thorough a well-focussed School Development Plan in order to narrow the gap as rapidly as possible.

21-22 Final data breakdown. Rag rated.

EYFS- Final data Summer 22

This details the percentage of children secure in the Early Learning Goals when they leave reception to join Year 1 in September 2022.

Prime Areas of Learning

	Communication & Language		Personal, Social & Emotional Development			Physical Development	
	Listening & Attention	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor	Fine Motor
All (55)	82%	84%	95%	93%	85%	96%	73%
Boys (24)	71%	71%	88%	83%	75%	92%	50%
Girls (31)	90%	94%	100%	100%	94%	100%	90%
SEN (13)	54%	46%	77%	77%	54%	85%	31%
PP (16)	88%	88%	94%	94%	94%	100%	63%
Non PP (39)	79%	82%	95%	92%	83%	95%	77%

Areas of Learning

	Literacy			Mathematics		Understanding the World			Expressive Arts & Design	
	Comprehension	Word Reading	Writing	Number	Numerical Patterns	Past & Present	People, Culture & Communities	The Natural World	Creating with Materials	Being Imaginative & Expressive
All (55)	84%	60%	56%	71%	71%	82%	82%	82%	87%	91%
Boys (24)	75%	50%	38%	67%	63%	71%	71%	71%	75%	79%
Girls (31)	90%	68%	71%	74%	77%	90%	90%	90%	97%	100%
SEN (13)	54%	23%	23%	38%	31%	46%	46%	46%	62%	77%
PP (16)	88%	50%	38%	69%	69%	81%	81%	81%	88%	88%
Non PP (39)	82%	64%	64%	72%	72%	82%	82%	82%	87%	92%

As you can see from the above table all groups of children made progress in all areas of learning from their baseline.

Achieved Good Level of Development

All (55)	55%	<p>The outcome of our GLD is rag rated against our predictions for all groups of children. During the school year we had 4 boys leave our setting, 3 of which were targeted and would have achieved GLD.</p> <p>We also admitted 2 girls, 1 in spring term and 1 in summer term who were well below.</p> <p>(1 EAL no English)</p>
Boys (24)	38%	
Girls (31)	68%	
SEN (13)	11%	
PP (16)	38%	
Non PP (39)	62%	

The following table highlights the percentage of children achieving expected level in all areas of learning including a comparison to national figures.

	Area of learning	School	National	Difference
Prime Areas	Listening & Attention	82	82	0
	Speaking	84	83	+1
	Self-Regulation	95	85	+10
	Managing Self	93	87	+6
	Building Relationships	85	89	-4
	Gross Motor	96	92	+4
	Fine Motor	73	86	-13
Specific Areas	Comprehension	84	80	+3
	Word Reading	60	75	-15
	Writing	56	70	-13
	Number	71	78	-7
	Numerical Patterns	71	77	-6
	Past & Present	82	82	0
	People, Culture & Communities	82	81	+1
	The Natural World	82	85	-3
	Creating with Materials	87	87	0
	Being Imaginative & Expressive	91	87	+4

Prime Areas

In the prime areas of learning we are inline or above national in all areas apart from fine motor.

There is a significant difference between our school and national in fine motor. Looking at the figures for different groups and comparing baseline to summer end, all groups of children made good progress from their baseline in this area which is to be celebrated.

Specific Areas

In the specific areas of learning we are inline or above national in all areas apart from Word Reading and Writing.

We continue with Floppy's Phonics and are seeing a lot of progress in reading/word reading. Again, looking at the figures for different groups and comparing baseline to summer end, all groups of children made good progress from their baseline in this area which is to be celebrated.

Writing is an area which continues to be under development in foundation stage. All groups of children have improved from their baseline but are still below national in this area of learning. Writing is an area for development across school and will be on the SDP for 2022-2023. We have also signed up to the EYFS support package 22-23 and will be supported by Amanda Scrivens with our focus being writing.

Maths Mastery has had a huge impact on the Number & Numerical Patterns areas of learning. It is used to support children with their secure knowledge of the EYFS maths expectations and delivered daily in short planned/re-sourced sessions. The knowledge that the children developed during these sessions gave them a good starting point for Year 1 and even though below national it is not a gap we are worried about as during the 21-22 year the delivery of these sessions did not begin till Jan 22 after completion of staff training. For 22-23 the sessions will begin at the beginning of the school year and will run for the full year.

We cannot compare our results on previous years as the curriculum, areas of learning and expectations have changed with the new EYFS curriculum in place from September 2021.

Key Stage 1.

Phonics.

Year	% pass rate	
2018	69	83% of our Y1 children passed their PSC which is an absolutely fantastic result after a poor start last September. This means that going into Y2, these children can now focus more on their fluency and comprehension. 82% disadvantaged passed PSC above non-disadvantaged and well above previous years National figure.
2019	76	
2020 (taken in December when chn were in Y2)	92	
2021 (taken in December when chn were in Y2)	82	
2022	83	
2022 resits combined with original data from Dec – 10 children resat the PSC (1 child disapplied)	50/56 chn = 89%	6 children did not pass the resit of the PSC – 1 child disapplied (LB), other children on one page profiles and MT only joined us in May 2022. This has been a fantastic result for this set of children although it hasn't quite translated into them all becoming fluent readers. The information will be passed on to the junior school and we will then work closely, highlighting the need that some phonics work will need to be continued. CI to lead training at Junior school to give consistency and boost further progress.

Year 2 Final data Summer 22

Reading Groups	School	National		School	National	
Current figures 2021/22 cohort	EXS and above %	EXS and above %		GDS %	GDS %	
Year 2 (56)	57	67	-10	13	18	-5
Disadvantaged (22)	50			5		
Non disadvantaged (34)	62			18		
Group Writing	School	National		School	National	
Current figures 2021/22 cohort	EXS and above %	EXS and above %		GDS %	GDS %	
Year 2 (56)	54	58	-4	2	8	-6
Disadvantaged (22)	45			5		
Non disadvantaged (34)	59			9		
Group Maths	School	National		School	National	
Current figures 2021/22 cohort	EXS and above %	EXS and above %		GDS %	GDS %	
Year 2 (56)	70	68	+2	5	15	-10
Disadvantaged (22)	59			9		
Non disadvantaged (34)	76			3		

There has been a steady increase in progress made from Aut 2 to Sum 2 across all subjects. Placing emphasis on basic skills in English and Maths has ensured that final figures are within 10% of initial predictions made in Aut 1. Children achieving GDS is reduced as the gaps continue to be there but are closing. We felt that children were not secure enough in GDS (not been covered deeply enough in the time in order to secure this).

Reading disadvantaged through targeted intervention / NTP reached EXS prediction.

Writing disadvantaged through targeted intervention / NTP almost met EXS prediction

Maths disadvantaged- - through targeted intervention / NTP reached EXS prediction.

We did not achieve our original predictions across the core subjects despite interventions taking place regularly. Children in these groups have certainly made progress but staff feel that they are not quite at the required standard. Also, the 2 new children joining Y2 did not achieve the expected standard – this has also had an impact

on our figures. Main concerns for writing are spelling and handwriting. In reading, some children have struggled with comprehension. This will be addressed when the new Y2 children start in September.

Children have achieved better in Maths and we were only 2% away from our original prediction. Daily fluency has paid off as well as revisiting calculations using the four operations. This recap has helped to embed strategies for the children.

Boys haven't achieved as highly as girls – all our one page profile children are boys, some with very specific needs (eg LB, FT, ELC, JT, LE, MW).

Year 1 final data Summer 2 2022

Group	Reading	Reading	Reading	Reading
Current figures – 2021-22 cohort	End of Yr prediction	End of year prediction	Sum 2	Sum 2
	EXS and above %	GDS %	EXS and above %	GDS %
Year 1 (58) (59 Sum2)	60	12	66	22
Disadvantaged (17)	47	0	58	11
Non disadvantaged (41) from (Sum 2 42)	64	16	70	28
Group	Writing	Writing	Writing	Writing
Current figures – 2021-22 cohort	End of Yr prediction	End of year prediction	Sum 2	Sum 2
	EXS and above %	GDS %	EXS and above %	GDS %
Year 1 (58) (59 Sum2)	60	10	63	15
Disadvantaged (17)	47	0	58	5
Non disadvantaged (41) from (Sum 2 42)	64	13	65	20

Group	Maths	Maths	Maths	Maths
Current figures – 2021-22 cohort	End of Yr prediction	End of year prediction	Sum 2	Sum 2
	EXS and above %	GDS %	EXS and above %	GDS %
Year 1 (58) (59 Sum2)	65	15	68	15
Disadvantaged (17)	67	13	63	11
Non disadvantaged (41) from (Sum 2 42)	64	16	70	18

Summer 2 data shows progress almost in line with original predictions made in Autumn 1, higher in Maths. Year 1 children % of the children will score 32 or more.

Reading disadvantaged through targeted intervention / NTP reached EXS prediction +.

Writing disadvantaged through targeted intervention / NTP EXS prediction -5%

Maths disadvantaged- - through targeted intervention / NTP reached EXS + prediction.

Strategies

Activity	21-22
Teaching	<p>Successful English Hub school support and challenge.</p> <p>Yr2 Phonics results Dec 21 3% above National overall. Above National for disadvantage.</p> <p>Yr2 (Yr1 and 2 cohort) Phonics overall. 2% above National. Disadvantage 80% above National</p> <p>Yr1 Phonic results across school above National.81% v 76%</p> <p>Disadvantaged children 82% highest for school above National 2019 71%</p> <p>Reading Lead training/ support impacted on children through continual improved staff CPD.</p> <p>Children basic skills improved</p> <p>Big Maths Fluency sheet / resources</p> <p>Rekenek resources. Increased fluency Nursery-Yr2. Daily.</p> <p>KS1 Maths SAT Maths above Nat by 2%. Disadvantage 60% inline prev Nat</p>
Targeted Academic support.	<p>Early Birds ran successfully with 3 TA's (Mrs Williams, Mrs Beresford and Mrs Millard) lead by Linda Attwood.</p> <p>All groups started Early Birds sessions with a phonics recap and tricky words recognition.</p> <p>Two EB groups concentrated on speaking, listening and communication skills through the use of repeated text, encouraging the use of new vocabulary. All</p>

<p>Targeted Academic support. cont</p>	<p>children working within these two groups apart from one child passed phonics screening.</p> <p>One group concentrated on comprehension/understanding and simple sentence writing through the use of repeated text. All the children working within this group passed phonics screening and achieved ARE/GDS in reading and writing.</p> <p>New story/information books were purchased to use as part of the Early Birds sessions.</p> <p>EEF-Making best use of Support assistants</p> <p>Linda Attwood (PP Lead) – Attended Craig Batley zoom course and fed back during a staff meeting. As a staff we identified that we already have in place many of the recommendations made by Craig Batley but agreed that TAs required some coaching from Teachers and SLT.</p> <p>TA's now support within the classroom, directed by the teacher during curriculum sessions.</p> <p>Same day interventions have been successful to consolidate learning and understanding of concepts.</p> <p>Time is given for the Teacher/TA to discuss expectations and share information regarding the groups of children that the TA is responsible for.</p> <p>1:1 phonics coaching led by TA's is delivered every day, this has been very successful as highlighted by the phonics screening data across KS1.</p> <p>In Year 2, 16/20 PP children (80%) passed phonics screening.</p> <p>In Year 1, 14/17 PP children (82%) passed phonics screening.</p> <p>Observations undertaken of 1:1 coaching by Amy (English Hub) and Catherine Inhester (English Lead) showed that TAs were following the Floppy's phonics planning correctly, effectively and consistently, were consolidating the reading routine and had good relationships with the children. It was noted that most children were making accelerated progress in phonics.</p> <p>Mrs Warren – Ellis worked with a number of PP/disadvantaged/SEN children, directed by the Year 2 teachers</p> <p>Mrs W.E supported children with SALT programmes, phonics and speaking and listening skills.</p> <p>It was observed by Y2 teachers that the children benefited from working within a small nurture group.</p> <p>NTP – worked with Y1/Y2 during the Autumn term, supporting children with reading, writing and comprehension directed by the class teachers.</p> <p>DB/KS/DS supported Y1/Y2 with reading, writing and phonics as directed by the class teachers.</p> <p>Overall, children became more confident, showed more willing to 'have a go' and were applying skills taught in other areas of the curriculum.</p>
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Wider Strategies	
	<p>Families prefer blended parents' meetings.</p> <p>Nursery staff proactive providing packs to all current and future parents re expectations-activities e.g. holiday diary, Comm & Lang, practice writing.</p> <p>2 x stay play new children & parents.</p> <p>Parent Questionnaires Summer 22</p> <p>Quality of Education</p> <p>taught well (99%)</p> <p>does well (99%)</p> <p>range of subjects (96%)</p> <p>high expectations (83%)</p> <p>homework (88%)</p> <p>Behaviour and attitudes</p> <p>deals with bullying (98%)</p> <p>well behaved (95%)</p> <p>Personal Development</p> <p>happy (98%)</p> <p>safe (99%)</p> <p>Clubs (88%)</p> <p>Leadership and management</p> <p>led well (100%)</p> <p>well looked after (99%)</p> <p>aware of child's learning (98%)</p> <p>welcoming/pleasant (100%)</p> <p>good reputation (98%)</p> <p>recommend (100%)</p> <p>know how child doing (92%)</p> <p>raised concerns (88%)</p> <p>DFE breakfast club programme</p> <p>Increasing numbers using both BK club and Early birds. Impact on Phonic scores Yr2 and Yr1.</p> <p>Early Birds majority are disadvantaged.</p> <p>Bagels provided to ALL children first thing. Ensures all had breakfast.</p>

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
English Hub Communication and Language	Jerry Clay Lane Academy
Floppy Phonics	Oxford Reading Tree
One Wakefield	Wakefield LA / EEF/ Doncaster Research school
Cracking Communication	Wakefield Traded Services (council)
Mastery maths-Number	NCTEM / YHMaths Hub
Wellcomm	GL assessment
Class Dojo	Class Dojo

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.