

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data                                       |
|--|--|
| Number of pupils in school   | 208<br>Boys = 103<br>Girls = 105           |
| Proportion (%) of pupil premium eligible pupils  | 22/209 = 10.6%                             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2021-2022<br>2022-2023<br>2023-2024        |
| Date this statement was published  | December 2023                              |
| Date on which it will be reviewed  | December 2024                              |
| Statement authorised by  | Rachael Macklearn<br>(interim headteacher) |
| Pupil premium lead   | Mary McAvoy                                |
| Governor / Trustee lead  | Father John Kafwanka                       |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £30 555 |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>              | £3 190  |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0      |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £33 745 |

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium Grant is additional government funding given to schools to close the attainment gap between disadvantaged pupils and their peers, and to support children with parents in the armed forces. The grant is allocated in line with the financial year, which starts in April, and is based on data from the January census.

*There are three categories of eligibility for Bishop Perrin pupils, with different amounts of funding attached. These are:*

- *Children who are recorded as having free school meals (FSM) or have had FSM or at any time in the previous six years (Ever 6 FSM) £1,455*
- *Children who are looked after (LAC) and children who were in the care of English or Welsh local authority immediately before adoption or leaving on a special guardianship order or child arrangement order (Post LAC) £2530*
- *Children whose parents are serving in the armed forces or have served in the past six years (Ever 6 service): £335*

*Schools are charged with using Pupil Premium funding to 'close the gap' between the attainment of those children from disadvantaged backgrounds and those living in families with incomes above the low-income threshold. Some of the funding is used to offer support to those pupils who are at a disadvantage compared to their peers even if they are not eligible for a free school meal. Schools are free to spend the Pupil Premium Grant as they see fit but must ensure that it benefits this group of children.*

*At Bishop Perrin our aim is that all children in receipt of Pupil Premium will:*

- *make at least expected progress in relation to targets and their peers (three points progress over the year using our internal assessment tracking system)*
- *receive additional teaching support either during school hours or outside of school hours as appropriate*
- *reach an acceptable level of attendance (above 96%+)*
- *reduce any lateness when attending school to maximise routines and learning*
- *be able to cope with the social, emotional and behavioural expectations at school and be nurtured to have a positive sense of self*
- *benefit from financial support for educational visits, Breakfast Club, school journeys and swimming*
- *have access to a range of opportunities at school including after extra-curricular clubs and whole school workshops run by visitors with financial support provided as required*

### **Our strategy:**

*Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:*

- *Quality Teaching (including professional development)*
- *Targeted Academic Support (including interventions and one to one support)*
- *Wider Strategies (including behaviour approaches, breakfast clubs, trips and attendance)*

## **Challenges**

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

| <b>Challenge number</b> | <b>Detail of challenge</b>  |
|-------------------------|---|
| 1                       | <p>Our assessment data and ongoing observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures and the disruption caused to education as a result of Covid-19, to a greater extent than for other pupils. These findings are supported by <a href="#">national studies</a> (EEF, 2022). This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Low attainment and slow progress rates made by pupil premium / disadvantaged children are evidenced in ongoing summative assessments. The children have gaps and misconceptions and find it difficult to retain / recall prior knowledge.</p> <p><b>Our data also confirms that fewer pupil premium pupils achieve a greater depth level in Reading, Writing and Maths and in all three areas (the combined measure) – which has also been highlighted as a whole school trend.</b></p> |
| 2                       | <p>Through termly assessments, observations, and discussions with pupils, data suggests that disadvantaged pupils generally have greater difficulties with spelling than their peers. This negatively impacts their development in English.</p> <p><b>Attainment in spelling is an issue with the majority of PPG pupils.</b></p>   |
| 3                       | <p>Our attendance data over the last academic year indicates that the attendance average among disadvantaged pupils has been lower than the average for their peers. This has been exacerbated by continued necessary absence owing to Covid-19 measures.</p> <p>In 2022-23 13.6% of PPG children at Bishop Perrin School were 'persistently absent' attending fewer than 90% of sessions over the course of the academic year. 59% have attended less than the 96% attendance expectation stipulated by the government and the 96.2% attended by the wider school population.</p> <p><b>Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress.</b></p>  |

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| 4 | <b>Disadvantaged children can miss out on extra-curricular experiences</b> and special opportunities like workshops and trips due to financial pressures faced by parents and families in the current context. In 2022-23, 13.6% of disadvantaged children did not attend any clubs; 54.5% of PPG children did not attend a club every term; 36.4% attended for two terms and 18.2% percent attended for only one term. Of the clubs attended, 28% were clubs run by school which are more affordable. |
| 5 | <b>Some pupils need to develop their organisational skills, resilience and determination.</b> In addition, many children rely on adult support in class and are reluctant to 'have a go' due to fear of failure. There is a need to develop a growth-mindset attitude, meta-cognition skills and resilience so that disadvantaged pupils can take ownership of their learning and increase their independence.   |

## 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  |
|---|---|
| <p>1. Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior attainment standards.</p> <ul style="list-style-type: none"> <li>To ensure all pupils are given the opportunity to consolidate basic skills.</li> <li>To ensure children who have fallen behind receive targeted high-quality intervention.</li> <li>To embed and sustain a reading culture that ensures all pupils read regularly and develop a love of books.</li> </ul> | <ul style="list-style-type: none"> <li>All disadvantaged children make their expected progress from previous key stage results. In some cases, pupils will make greater than expected progress</li> <li>Pupils' spelling, handwriting, reading and arithmetic skills are stronger and lead into better assessment results in reading, writing and maths.</li> <li>Targeted support staff and class teacher interventions support learning effectively enabling pupils to achieve their potential.</li> <li>Children make at least their expected progress in reading. Children are reading every day and enjoy reading.</li> <li>The library is being used by all classes to promote reading. Guided reading and daily story time is happening every day in all classes.</li> <li>Children who are not being read with regularly at home are supported to practise their reading skills at school particularly in early reading development.</li> </ul> |
| 2. Disadvantaged pupils develop their spelling skills to meet their intended progress. Pupils achieve a higher level of success in weekly   | <ul style="list-style-type: none"> <li>Pupils are aware of their spelling needs/gaps and are addressing them with support from teachers.</li> </ul>   |

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|---|--|
| spelling tests which then translates into their written work.   | <ul style="list-style-type: none"> <li>• Pupils' weekly tests scored are improved.</li> <li>• Written work shows fewer spelling errors and pupils feel much more confident in their spelling abilities reflected in summative assessments.</li> <li>• GPS results are at similar level to peers.</li> </ul>  |
| 3. Attendance is on par with non-PPG pupils and national average of 96%.  | <ul style="list-style-type: none"> <li>• Disadvantaged pupils will match or exceed national averages for attendance for non-disadvantaged pupils (96+%).</li> <li>• Monitoring of attendance by Headteacher and Finance and administration officer in collaboration with Education Welfare officer, brings about an increase in PP pupils' attendance and a decrease in persistent absence.</li> </ul> |
| <p>4. Some pupils need to develop their organisational skills, resilience and determination. In addition, many children rely and adult support in class and are reluctant to 'have a go' due to fear of failure.</p> <p>To ensure that disadvantaged pupils have emotional resilience and a positive mindset.</p> | <ul style="list-style-type: none"> <li>• Pupils are organised and ready to learn.</li> <li>• Pupils have developed and understand what growth mindset is and can apply to their learning.</li> <li>• Pupils take risks and enjoy challenge.</li> <li>• Children enjoy school and can cope with making mistakes/facing setbacks.</li> </ul>   |
| 5. Children have had a range of experiences from extra-curricular clubs to school trips and workshops to build their cultural capital.  | <ul style="list-style-type: none"> <li>• Pupils have a well-rounded school experience having taken part in a diverse range of activities through the curriculum and through extra-curricular activities.</li> <li>• They will have a greater love for learning and school and many will be inspired by these experiences.</li> </ul>   |

## 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: £ 4700

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Teachers attend effective practise network meetings each term<br>High quality CPD is planned for and delivered as part of the annual SEDP and reviewed to develop practise from SIP training 2021-2023 | High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1). (taken from EPI study)   | 1, 2                          |
| Use of standardised tests to keep track of pupil progress and regular review as part of pupil progress meetings to adapt and develop interventions   | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>  | 1, 2                          |
| Teaching and Learning Assistant (TLA) hours and distribution of support staff takes place according to skill and experience to meet need across the school   | Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support. EEF toolkit +4 months<br><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> | 1, 2, 4                       |

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|---|---|---------|
| <p>Employment of specialist teacher for English / phonics / spelling</p> <p>Employment of specialist teacher for Maths</p>  | <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF toolkit +4 months</p> <p><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>   | 1,2     |
| <p>Embedding of fluency in number approaches across the school – NCETM Mastering Number in EYFS and KS1 and a wider school approach to multiplication tables in KS2</p> | <p>Quality first teaching for all. Introduction and embedding of Maths Mastery key values principles and use of high quality online software to support teachers' CPD and children's recall of multiplication tables.</p> <p>EEF toolkit: feedback (+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>   | 1, 2    |
| <p>Collaborative learning – using a mixed group approach where disadvantaged pupils work with higher ability pupils.</p>  | <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work. EEF toolkit +5 months</p> <p>Some collaborative learning approaches put pairs, groups or teams of mixed attainment to work in competition with each other in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and cooperative learning involving many different kinds of organisation and task</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> | 1, 2, 4 |

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

Budgeted cost: £ 18 500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Beanstalk 1:1 Reading interventions to support children in their reading progress | One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons. EEF toolkit +5 months<br><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>  | 1,2                           |
| Small group maths interventions   | One to one / small group tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons. EEF toolkit +5 months<br><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><br><br>This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. EEF toolkit +4 months<br><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> | 1                             |
| Specialist spelling/phonics small group interventions                             | Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. EEF toolkit +4 months  | 1, 2                          |



|   |   |      |
|---|---|------|
|   | <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>   |      |
| Daily reading 1:1   | <p>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. In addition, pupils from the local secondary school read regularly with key children. The role can also include administrative support. EEF toolkit 4+ months</p> <p><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> | 1, 2 |
| Use of Wordshark programme for low attaining spellers                   | Technology can offer a means for lower ability, special educational needs and disadvantaged young people to access intensive support and catch up with their peers (EEF toolkit 2019)   | 1, 2 |
| Use of Timestables Rockstars programme for low attaining mathematicians | Technology can offer a means for lower ability, special educational needs and disadvantaged young people to access intensive support and catch up with their peers (EEF toolkit 2019)   | 1, 2 |
| Use of Mathletics programme for low attaining mathematicians            | Technology can offer a means for lower ability, special educational needs and disadvantaged young people to access intensive support and catch up with their peers (EEF toolkit 2019)   | 1, 2 |
| Nuffield Early Language intervention                                    | <p>Improving spoken language skills in young children around the time that they start school. On average, children with better language skills also have better literacy skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p>   | 1, 2 |

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

Budgeted cost: £ 10 545

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Promotion of growth mindset in class – use of display and referring to during lessons</p> <p>Teacher workshop on metacognition and how to implement in class</p>  | <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components: cognition – the mental process involved in knowing, understanding, and learning metacognition – often defined as ‘learning to learn’; and motivation – willingness to engage our metacognitive and cognitive skills. EEF toolkit +7 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> | 4, 5                          |
| <p>Wellbeing Week strategies embedded across the year and Wellbeing Officer to be a regular source of support for PPG children, referring to MHST as appropriate</p> <p>Programme of parent coffee mornings for mental health including building resilience to be developed</p> <p>Recently reviewed behaviour policy is well-implemented with children supported in their emotional regulation at every stage</p> | <p>Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years. Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school. Children with better attention skills experience greater progress across the four key stages of schooling in England. Those who are engaged in less troublesome behaviour also make more progress and are more engaged in secondary school</p> <p>(taken from DfE report 2012)</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, 4, 5                       |
| Teaching and Learning Assistants to undergo ongoing training and   | Social and emotional learning (SEL) interventions seek to improve pupils’   | 1, 3, 4                       |

|  |   |   |
|--|---|---|
| supervision for emotional wellbeing talking and drawing therapy (ELSA training and delivery)   | <p>decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</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>Attendance monitoring – Finance and Administration Officer to report to Headteacher when a child's attendance falls below 90% and take appropriate action to improve attendance including sharing data relating to the impact of time missed from school with parents e.g. **% equates to 1 phonics lesson per week for a year. In addition, subsidised places at Breakfast Club offered, school nurse referrals for repeated bouts of illness causing low attendance; designated time for staff to liaise with parents about attendance and regular checking in with families where children are absent and tracking the data to pick up patterns.</p> | <p>Government research shows that overall absence had a negative link to attainment, with every extra day missed associated with a lower chance of achieving</p> <p>See the DfE's <a href="#">Improving School Attendance</a></p>   | 3 |
| <p>PPG children attend a range of class trips and school journeys and are able to participate in clubs every term – PPG money is used to pay for these experiences and increase attendance at school journeys and clubs. PG children are taught to swim and given the opportunity to attend swimming lessons. PPG children have the opportunity to learn to play a musical instrument.</p>   | <p>Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal. As adults, cultural capital helps individuals to network with other adults who have a similar body of knowledge and experiences, and who in turn control access to high-paying professions and prestigious leadership roles, for example in government</p> <p><a href="https://culturallearningalliance.org.uk/what-is-cultural-capital/">https://culturallearningalliance.org.uk/what-is-cultural-capital/</a></p> | 5 |

**Total budgeted cost: £ 33 745**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The current PPG three year plan is due to end this academic year by which time we will have made progress towards the aims identified and then adapted each year. We utilised the funding to pay for therapeutic support for children, enhance provision for individual and small group work led by qualified and experienced teachers as well as increased the provision of wider opportunities for children from disadvantage backgrounds to increase participation in the wider curriculum.

In EYFS, Year 1, Year 2, Year 4 and Year 6 children are assessed at the end of the year via statutory assessments. This data, combined with our own assessments for Year 3 and Year 5 inform our professional judgements about children's progress.

Reception:

NELI intervention used to support children who were not on track to achieve the early learning goals. By the end of 2022-23, 50% of PPG children in Reception had achieved the ELG for communication and language and reading comprehension.

Year 1:

In Year 1 attainment for PPG children is broadly in line with non-PPG children. 100% of PPG children achieved the threshold for the phonics screening check, higher than the national average of 67% for disadvantaged children.

Year 2:

In reading, PPG children made better than expected progress but not quite as good progress as their non-disadvantaged peers in writing, maths and grammar. Nationally in reading, attainment increased from 51% to 54% for disadvantaged pupils and from 72% to 73% for other pupils. At Bishop Perrin School 100% of disadvantaged children achieved the expected standard.

In writing, attainment increased from 41% to 44% for disadvantaged pupils and from 63% to 65% for other pupils. At Bishop Perrin School 50% of disadvantaged children achieved the expected standard.

In maths, attainment increased from 52% to 56% for disadvantaged pupils and from 73% to 75% for other pupils. At Bishop Perrin School 50% of disadvantaged children achieved the expected standard.

Year 4:

PPG children made better than expected progress than their peers and 25% of PPG children scored more than 20 on the Multiplication Tables Check.

Year 6:

In summative end of year assessments, 25% of disadvantaged children achieved the expected standard in four key areas. No disadvantaged children achieved GDS. EXS and GDS for the combined measure is a focus for 2023-24.

*Wider opportunities:*

In 2022-23 13.6% of PPG children at Bishop Perrin School were 'persistently absent' attending fewer than 90% of sessions over the course of the academic year. 59% have attended less than the 96% attendance expectation stipulated by the government and the 96.2% attended by the wider school population.

Disadvantaged children can miss out on extra-curricular experiences and special opportunities like workshops and trips due to financial pressures faced by parents and families in the current context. In 2022-23, 13.6% of disadvantaged children did not attend any clubs; 54.5% of PPG children did not attend a club every term; 36.4% attended for two terms and 18.2% percent attended for only one term. Of the clubs attended, 28% were clubs run by school which are more affordable.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme                | Provider            |
|--------------------------|---------------------|
| Wordshark                | White Space         |
| White Rose Maths Mastery | White Rose Maths    |
| Power Maths              | TTS group           |
| Mathletics               | 3P Learning Product |
| Purple Mash              | 2Simple             |
| Timestable Rockstars     | Maths Circle Ltd    |