

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bramhope Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	6.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published/Updated	Published Sept 2023 Updated Sept 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rachel Colbourn
Pupil premium lead	Richard Street
Governor / Trustee lead	Jonathan Allchin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,120
Recovery premium funding allocation this academic year	£0
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	£28,120

Part A: Pupil premium strategy plan

Statement of intent

Principles:

- High-quality teaching is at the heart of our approach. We ensure that teaching and learning opportunities meet the needs of all pupils, irrespective of their background or the challenges they face.
- Effective spending of education recovery funding will seek to address the needs of all pupils to help them meet age-related expectations.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Intent:

- Pupils in EYFS eligible for PPG make high rates of progress in phonics, reading and communication and language from their starting points.
- Attainment in phonics, reading, writing and maths for pupils in KS1 eligible for PPG is at least in line with national averages for PPG pupils.
- KS2 progress and attainment rates in reading, writing and maths are at least in line with national averages for PPG pupils.
- Attendance rates for pupils eligible for PPG are at least in line with the national averages for PPG pupils.
- Ensure pupils eligible for PPG do not miss out on extra-curricular opportunities due to a lack of funding or difficulty accessing booking systems.
- Pupils eligible for PPG demonstrate good learning behaviours and show a sense of becoming life-long learners and citizenship. They can work competently individually and in groups to access their learning.

Implementation:

- The range of provision the school may consider, include:
 - Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
 - 1-1 support.
 - Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies.
 - Providing extra teaching hours to enabling pupils to achieve their learning goals sooner.
 - Acquiring effective materials aimed at raising standards.
 - Additional resources to target able children on FSM to achieve 'mastery' of their age-related expectations.
 - Setting up a wide range of extra-curricular clubs and other enrichment activities which provide opportunities to extend skills.
 - Additional funding for parents/carers to enable their child to access extra-curricular activities including residentials, school trips and before/after school clubs.
 - Providing additional nurture support to supplement a strong PSHE/RSE curriculum.
 - Workshops and events celebrating difference and diversity.

Challenges

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

Challenge number	Detail of challenge
1	<p>Awareness of Diversity and Culture</p> <p>Current data shows that 71.14% of pupils at the school had an ethnicity of white British. Despite the school becoming steadily more diverse*, most pupils are from a white British background. It is therefore important for the school to recognise its role in developing awareness and exposure to a wide range of different cultures and beliefs.</p> <p>*2022-23, 80.76% of pupils at the school had an ethnicity of white British. In 2021-22, 83.04%, and in 2020-21, 85.06%.</p>
2	<p>Communication, language and vocabulary:</p> <p>The Education Policy Institute report into Vulnerable Learners and Social Mobility (https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf) states that there is conclusive evidence to show that the extent to which children read with their parents, learn the alphabet and numbers, sing songs, play games and go on educational visits, is crucial for the development of skills that determine school attainment. These include reading, verbal and spelling abilities, and positive behaviour, well-being and enjoyment of school. EPI analysis shows that children eligible for the Pupil Premium start school at a level of development 4.3 months behind their more advantaged peers. Given that language is the foundation of learning and social interactions, the disparity in language development is especially significant. As a result, the school must consider additional support and provision for communication, language and vocabulary development.</p>
3	<p>Parental engagement</p> <p>US and UK studies show that low-income parents are much more likely to underestimate the impact they have on their child's cognitive development and learning – and therefore may be less likely to engage in reading, verbal and spelling abilities, and positive behaviour, well-being and enjoyment of school. The school must consider ways to engage parents positively in their child's education.</p>
4	<p>Social Psychological factors</p> <p>It is well established that so-called 'non-cognitive' factors influence how a child performs in school. The sense of alienation felt by disadvantaged children and young people in education has been well documented. Interview data from the last 20 years suggests that many continue to experience 'education as failure'. Research shows that young people from disadvantaged backgrounds report feeling a sense of isolation – from both the middle-class university environment as well as from their own community. From a young age, pupils are aware of social differences and of how they may be perceived differently because of them. Findings from experimental studies suggest that a sense of belonging is one of the most important determinants of whether an individual decides to enter, continue or abandon a pursuit. The relationship was found to operate through role model visibility: individuals from disadvantaged backgrounds and communities may be less aware of people with similar backgrounds who have progressed successfully through education.</p>

	School assessments, observation and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges can affect disadvantaged pupils, including their attainment.
5	<p>Financially disadvantaged:</p> <p>The Education Policy Institute report into Vulnerable Learners and Social Mobility (https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf). It highlighted that disadvantaged pupils are less likely to gain a wide a range of experiences due to a lack of social and cultural capital as a result of financial constraints within the household.</p>
6	<p>Attendance</p> <p>In 2021-2022, the percentage of disadvantaged pupils accounted for 2% (7 pupils) of the school population at Bramhope Primary School. Attendance data for 2021-2022 indicated that the gap in persistent absentees between disadvantaged and non-disadvantaged pupils was 21.54%.</p> <p>In 2022-2023, the number of disadvantaged pupils at Bramhope increased to 5.4% (20 pupils), mainly through the EYFS cohort. Attendance data for the academic year shows that the gap in persistent absentees increased from the previous year to 60.34%.</p> <p>In 2023-2024, the number of disadvantaged pupils increased to 7.26% (30 pupils). Attendance data for the academic year shows that whilst the percentage of disadvantaged pupils who were persistently absent fell from the previous year (30.77% for disadvantaged pupils) *, there remains a significant gap in persistent absence between disadvantaged and non-disadvantaged pupils (29.5%).</p> <p>It is vital that the school recognises this gap and addresses the issue with positive impactful measures.</p> <p><i>*Note this is still below the national average of 35.7%.</i></p>

Intended outcomes

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

Intended outcome	Success criteria
All disadvantaged pupils have exposure to a wide range of different cultures and beliefs. (1/2/3/4)	<ol style="list-style-type: none"> 1. All disadvantaged pupils have access to a wide range of high-quality texts that celebrate different cultures and beliefs. 2. All disadvantaged pupils engage in the school's personal development experiences plan. 3. The school's Equality, Diversity and Inclusion working group ensure that pupils from disadvantaged backgrounds continue to form an integral part of

	strategic planning to enhance the school's EDI curriculum.
All disadvantaged pupils have access to high quality Teaching and Learning in a broad and balanced curriculum. Timely and appropriate interventions ensure all disadvantaged pupils achieve age-related expectations. (1/2/4)	<ol style="list-style-type: none"> 1. Disadvantaged pupils in KS1 & KS2 continue to access a broad and balanced curriculum that engages and inspires them. 2. 100% of disadvantaged pupils achieve age-related expectations in reading, writing and maths; and make good progress from their starting points. This will be evidenced through qualitative data including: subject monitoring, learning walks, book scrutiny, school reports, parent surveys and pupil voice.
All disadvantaged pupils demonstrate accelerated progress in speech and language development right at the beginning of EYFS so that all pupils meet age-related expectations by the end of EYFS. (2)	<ol style="list-style-type: none"> 1. Disadvantaged pupils in EYFS make rapid progress in phonics, reading and Communication and Language with 100% of disadvantaged pupils achieving age-related expectations in these areas.
All disadvantaged pupils make good progress from their starting points and at least make age-related expectations in phonics, reading, writing and maths by the end of each academic year. (2/3/4)	<ol style="list-style-type: none"> 1. 100% of disadvantaged pupils pass the Year 1 phonics screening test by the end of Y2. 2. 100% of disadvantaged pupils achieve age related expectations in Reading, Writing and Maths.
All disadvantaged pupils receive timely and effective support to cater for their social, emotional and mental health needs enabling at least good learning behaviours (2/4)	<ol style="list-style-type: none"> 1. 100% disadvantaged pupils can access rapid pastoral support for a wide range of issues. 2. Pupil voice demonstrates that pupils have a range of strategies to aid their social and emotional skills as well as supporting their mental health. 3. For specific children, CPOMS incidents and post-baseline assessments following pastoral interventions demonstrate an improvement in social, emotional and mental health needs.
All disadvantaged pupils will receive the same experiences of school run activities that are provided for non-disadvantaged pupils. The financing of such activities will not be a barrier to their involvement. (5)	<ol style="list-style-type: none"> 1. All disadvantaged pupils who have barriers in experiencing cultural capital including accessing extra-curricular activities, will receive some financial support to enable them to take part in such activities. 2. 100% of disadvantaged pupils will attend school trips and residentials organised by the school. 3. School data shows an increasing number of disadvantaged children taking part in extra-curricular activities.
The attendance gap between disadvantaged and non-disadvantaged pupils decreases. Additional support is provided for parents to	<ol style="list-style-type: none"> 1. The overall attendance gap, as well as the gap in persistent absence between

ensure their child has similar, if not higher, attendance rates than non-disadvantaged pupils. (6)	disadvantaged and non-disadvantaged pupils, is negligible.
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Activity in this academic year (2024-2025)

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: £14,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc full phonics, reading and writing scheme for EYFS – Y3 including specific interventions from Y3 – Y6.</p> <p>RWI Talk through Stories reading comprehension and vocabulary development programme for EYFS to Year 2.</p> <ul style="list-style-type: none"> Initial CPD, training and coaching for new staff. Ongoing CPD and coaching for experienced staff. Monitoring and Support. 	<p>EEF- Teaching and Learning Toolkit.</p> <p>Evidence shows that phonics programmes have high impact (+5 months) for relatively low cost.</p>	1,2,4
<p>Training, coaching and monitoring time for curriculum leads to develop their subject and ensure the curriculum meets the needs of all disadvantaged pupils. Supply costs to cover classes.</p>	<p>Sutton Trust- Investing in high-quality teaching is the most effective way to improve the attainment of pupils.</p>	1,2,4
<p>Embedding the school's dialogic talk program. Training, coaching and monitoring teaching staff. Resources and supply costs.</p>	<p>Education Endowment Foundation (2017)</p> <p>Classroom talk, social disadvantage and educational attainment: raising standards, closing the gap (the CPRT/UoY Dialogic Teaching Project)</p> <p>https://www.york.ac.uk/media/educationalstudies/documents/research/Eval%20in-house%20interim%20report%20COM-LETE.pdf</p>	1,2,4

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

Budgeted cost: £7,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc Interventions for EYFS to Year 6.</p> <ul style="list-style-type: none"> -Early phonics intervention. -Fast Track phonics intervention. -FreshStart Phonics intervention. <p>RWI Talk through Stories reading comprehension and vocabulary development interventions for EYFS to Year 2.</p> <p>Part funding.</p>	<p>EEF- Teaching and Learning Toolkit.</p> <p>Evidence shows that phonics programmes have high impact (+5 months) for relatively low cost.</p> <p>Reading comprehension strategies have very high impact (+6 months) for relatively low cost.</p> <p>Oral language interventions have very high impact (+6 months) for relatively low cost.</p> <p>Teaching assistant and small group tuition have moderate impact (+4 months) for relatively low cost.</p>	<p>1,2,4</p>
<p>Mathletics subscription for children to access at home. Part funding.</p> <p>Times table Rockstars subscription for children to access at home. Part funding.</p>	<p>Mathletics is independently proven to significantly improve levels of attainment and progress (University of Oxford).</p> <p>https://www.teachwire.net/uploads/products/9-reasons-your-school-should-be-using-Mathletics-a-business-case.pdf</p> <p>Mathletics and TT Rockstars are proven to increase parental engagement.</p>	<p>4</p>
<p>Accelerate progress, closing the attainment gap.</p> <p>Gaps in learning identified and targeted through quality first teaching and targeted interventions.</p> <p>Part funding for subscriptions and staffing costs.</p> <p>Example targeted interventions:</p>	<p>EEF- Teaching and Learning Toolkit.</p> <p>Evidence shows that phonics programmes have high impact (+5 months) for relatively low cost.</p> <p>Reading comprehension strategies have very high impact (+6 months) for relatively low cost.</p> <p>Oral language interventions have very high impact (+6 months) for relatively low cost.</p>	<p>2,3</p>

<p>Pre teach</p> <p>Precision teaching</p> <p>Lexia</p> <p>Alpha to Omega</p> <p>Mathletics</p> <p>Nessy Fingers</p> <p>Will use EEF toolkit, FFT to identify any further interventions required</p>	<p>Teaching assistant and small group tuition have moderate impact (+4 months) for relatively low cost.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase the breadth and depth of school reading books.</p> <p>Part funding of library and class reading books from ethnically and socially diverse and under-represented backgrounds.</p>	<p>Research Evidence on Reading for Pleasure (DfE, 2012). The Sutton Trust: ‘Children who are read to gain a higher amount of pleasure from reading.’; ‘Children who are taught about diversity daily will have a more rounded understanding of the world around them.’</p> <p>EEF- Teaching and Learning Toolkit.</p> <p>Reading comprehension strategies have very high impact (+6 months) for relatively low cost.</p> <p>Oral language interventions have very high impact (+6 months) for relatively low cost.</p>	1,2,3,4
<p>Provide financial support to disadvantaged pupils where the financing of activities represents a barrier to accessing the same activities in school as non-disadvantaged pupils.</p>	<p>Sutton Trust- Schools should focus on ensuring a wider range of their pupils develop a broad array of non-academic skills, through both classroom strategies and extra-curricular enrichment activities such as debating, cultural visits and volunteering.</p>	3,4,5

<p>Providing financial support where possible and appropriate for:</p> <ul style="list-style-type: none"> -musical instrument tuition opportunities. -visitors and workshops -trips, including residentials -after school sports clubs 	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/aspiration-interventions</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</p>	
<p>The school will provide parental workshops on a range of ways to help their child academically and socially.</p> <p>Part funding- resource and staffing costs.</p>	<p>EEF- Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF- Teaching and Learning Toolkit.</p> <p>Extensive evidence shows that parental engagement programmes have a moderate impact (+4 months) for a relatively low cost.</p>	3,6
<p>Proactive and supportive response in tackling persistent absence. Part funding- resource and staffing costs.</p> <ul style="list-style-type: none"> -Half termly attendance check for all pupils. -Weekly attendance checks for pupils who are persistently absent. -Clear process for tackling persistent absence: early identification; early communication and early support. -Maintain strong lines of communication and support for families. Parent support worker/pastoral lead. -Increase parental engagement and take-up of parent support workshops. 	<p>EEF- Rapid Evidence Assessment Attendance Interventions: March 2022 states the positive impact of schools who engage with parents to support and encourage their children to attend school.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1684345766</p> <p>EEF- Teaching and Learning Toolkit.</p> <p>Extensive evidence shows that parental engagement programmes have a moderate impact (+4 months) for a relatively low cost.</p>	6

<p>Pastoral support to support children's social, emotional and mental health.</p> <p>Parent workshops focusing on strategies to support children's mental health well-being- individual and group.</p> <p>Dedicated pastoral team to work 1:1 and in groups with children.</p> <p>Senior mental health training accessed by pastoral lead.</p> <p>Parent seminars – Thesan Coaching.</p> <p>All part funding.</p>	<p>EEF- Teaching and Learning Toolkit.</p> <p>Extensive evidence shows that metacognition and self-regulation strategies have very high impact (+7 months) for relatively low cost.</p> <p>Extensive evidence shows that parental engagement programmes have a moderate impact (+4 months) for a relatively low cost.</p> <p>Limited evidence shows that social and emotional learning has a moderate impact (+4 months) for very low cost.</p>	<p>6</p>
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Total budgeted cost: £28,120

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Success criteria	Outcomes
All disadvantaged pupils have exposure to a wide range of different cultures and beliefs. (1/2/3/4)	<ol style="list-style-type: none"> All disadvantaged pupils have access to a wide range of high-quality texts that celebrate different cultures and beliefs. All disadvantaged pupils engage in the school's personal development experiences plan. The school's Equality, Diversity and Inclusion working group ensure that pupils from disadvantaged backgrounds continue to form an integral part of strategic planning to enhance the school's EDI curriculum. 	<ol style="list-style-type: none"> Bookflix, library books and class readers all updated. 100% pupils engaged in personal development experiences plan. EDI group meetings termly.
All disadvantaged pupils have access to high quality Teaching and Learning in a broad and balanced curriculum. Timely and appropriate interventions ensure all disadvantaged pupils achieve age-related expectations. (1/2/4)	<ol style="list-style-type: none"> Disadvantaged pupils in KS1 & KS2 continue to access a broad and balanced curriculum that engages and inspires them. 100% of disadvantaged pupils achieve age-related expectations in reading, writing and maths; and make good progress from their starting points. This will be evidenced through qualitative data including: subject monitoring, learning walks, book scrutiny, school reports, parent surveys and pupil voice. 	<ol style="list-style-type: none"> Pupil voice can evidence pupil engagement. <ul style="list-style-type: none"> Phonics: 85.7% (6/7) of PP children passed the phonics screening in Y1. Year 2 Reading: 100% pupils achieved ARE (1/1) Year 2 Writing: 0% pupils achieved ARE (1/1) Year 6 Reading: 66.7% pupils achieved ARE (2/3) Year 6 Writing: 100% pupils are working towards ARE (3/3) Year 4 Multiplication Check: 0/2 pupils achieved a score of 20/25 or above. Year 2 Maths: 100% pupils achieved ARE (1/1) Year 6 Maths: 33.3% pupils achieved ARE (1/3)
All disadvantaged pupils demonstrate accelerated progress in speech and	<ol style="list-style-type: none"> Disadvantaged pupils in EYFS make rapid progress in phonics, reading and Communication and Language with 100% of 	<ul style="list-style-type: none"> 55.6% (5/9) of PPG pupils met ARE in listening and speaking in EYFS.

<p>language development right at the beginning of EYFS so that all pupils meet age-related expectations by the end of EYFS. (2)</p>	<p>disadvantaged pupils achieving age-related expectations in these areas.</p>	<ul style="list-style-type: none"> • 44.4% (4/9) of PPG pupils met ARE in reading in EYFS. • *4 PPG pupils not achieving ARE in these areas have SEND.
<p>All disadvantaged pupils make good progress from their starting points and at least make age-related expectations in phonics, reading, writing and maths by the end of each academic year. (2/3/4)</p>	<ol style="list-style-type: none"> 1. 100% of disadvantaged pupils pass the Year 1 phonics screening test by the end of Y2. 2. 100% of disadvantaged pupils achieve age related expectations in Reading, Writing and Maths. 	<ul style="list-style-type: none"> • Phonics: 85.7% (6/7) of PP children passed the phonics screening in Y1. • Year 2 Reading: 100% pupils achieved ARE (1/1) • Year 2 Writing: 0% pupils achieved ARE (1/1) • Year 6 Reading: 66.7% pupils achieved ARE (2/3) • Year 6 Writing: 100% pupils are working towards ARE (3/3) • Year 4 Multiplication Check: 0/2 pupils achieved a score of 20/25 or above. • Year 2 Maths: 100% pupils achieved ARE (1/1) • Year 6 Maths: 33.3% pupils achieved ARE (1/3)
<p>All disadvantaged pupils receive timely and effective support to cater for their social, emotional and mental health needs enabling at least good learning behaviours (2/4)</p>	<ol style="list-style-type: none"> 1. 100% disadvantaged pupils can access rapid pastoral support for a wide range of issues. 2. Pupil voice demonstrates that pupils have a range of strategies to aid their social and emotional skills as well as supporting their mental health. 3. For specific children, CPOMS incidents and post-baseline assessments following pastoral interventions demonstrate an improvement in social, emotional and mental health needs. 	<ol style="list-style-type: none"> 1. 100% pupils have access to this provision. 2. Pupil surveys from pastoral support is positive. 3. Post-baseline assessments evidence progress made. Reduction in incidents through CPOMS analysis.
<p>All disadvantaged pupils will receive the same experiences of school run activities that are provided for non-disadvantaged pupils. The financing of such activities will not be a barrier to their involvement. (5)</p>	<ol style="list-style-type: none"> 1. All disadvantaged pupils who have barriers in experiencing cultural capital including accessing extra-curricular activities, will receive some financial support to enable them to take part in such activities. 2. 100% of disadvantaged pupils will attend school trips and 	<ol style="list-style-type: none"> 1. 100% of disadvantaged pupils have received additional offers such as: Preloved uniform, PP place at clubs, Art Camp, Vegetable box, Christmas presents via PHGS, Supermarket vouchers, Assist with trips via support fund, scooters,

	<p>residential organised by the school.</p> <p>3. School data shows an increasing number of disadvantaged children taking part in extra-curricular activities.</p>	<p>Half term activity camps, swimming vouchers.</p> <p>2. 100% of disadvantaged pupils accessed school trips and residential organised by the school. 50% of pupils attended some form of school based extra-curricular activity.</p>
<p>The attendance gap between disadvantaged and non-disadvantaged pupils decreases. Additional support is provided for parents to ensure their child has similar, if not higher, attendance rates than non-disadvantaged pupils. (6)</p>	<p>1. The overall attendance gap, as well as the gap in persistent absence between disadvantaged and non-disadvantaged pupils, is negligible.</p>	<p>1. Attendance data for the academic year shows that whilst the percentage of disadvantaged pupils who were persistently absent fell from the previous year (30.77% for disadvantaged pupils) *, there remains a significant gap in persistent absence between disadvantaged and non-disadvantaged pupils (29.5%).</p> <p>*Note this is still below the national average of 35.7%.</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
Home Times table learning	TT Rockstars
Home maths programme	Mathletics
Dyslexia Programme	Alpha to Omega; Nessy
Reading/Spelling Programme	Lexia
Phonics Programme	RWI Phonics

Service pupil premium funding (optional)

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

Measure	Details
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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