

# Pupil premium strategy statement – updated for 2022/23 – updated for 2023/24

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Holland Park Primary
Number of pupils in school	421 (2021/22) <b>421 (2022/23)</b> <b>419 (2023/24)</b>
Proportion (%) of pupil premium eligible pupils	27% (114 pupils – 2021/22) <b>29.5% (124 pupils – 2022/23)</b> <b>27.9% (117 pupils – 2023/24)</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2024/25
Date this statement was published	December <b>2021</b>
Date on which it will be reviewed	September <b>2022/23/24</b>
Statement authorised by	Matthew Moseley
Pupil premium lead	Andrea Blyth
Governor / Trustee lead	Carol Carlsson Browne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£ 146,500 (2021/22)</b> <b>£ 171,740 (2022/23)</b> <b>£ 170,235 (2023/24)</b>
Recovery premium funding allocation this academic year	<b>£ 15,660 (2021/22)</b> <b>£ 17,980 (2022/23)</b> <b>£ 16,968 (2023/24)</b>

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<p>£ 20,000 (2021/22)</p> <p>£ 0 (2022/23)</p> <p>£ 0 (2023/24)</p>
<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£ 182,160 (2021/22)</p> <p>£ 189,720 (2022/23)</p> <p>£ 187,203 (2023/24)</p>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, attain at least age-related expectations while making good progress against prior attainment in all subjects.

We strive to ensure that every pupil has access to a broad and balanced curriculum (including cultural capital and extra-curricular activities). Ultimately, through full engagement and attendance, all pupils will benefit from having good mental health and well-being.

Quality First Teaching remains central to this approach and a highly effective range of pastoral support aims to ensure that all pupils are able to access this high-quality teaching. This has the greatest impact on closing the gap between disadvantaged and non-disadvantaged pupils.

Working within wider school development plans, this plan is also key to addressing gaps that have arisen as a result of the Covid-19 pandemic and the educational recovery that pupils require. Again, QFT is integral to supporting pupils to close these gaps while targeted support will focus on those that have been worst affected, including non-disadvantaged pupils.

A robust, responsive, diagnostic and analytical approach to assessment drives a tiered approach of research driven interventions; and this, coupled with high quality CPD for staff, ensures that pupils at Holland Park are supported to excel and are ready for the next phase of their educational journey.

### **Key Principles at Holland Park**

In putting this plan into action, we:

- understand the importance of ensuring all day-to-day teaching meets the needs of each learner
- foster strong relationships built upon trust and mutual respect
- make sure support staff are highly trained and understand their role in helping pupils to achieve
- ensure a designated senior leader has a clear overview of how the funding is allocated and the difference it is making to outcomes for pupils
- recognise that this is a whole school approach and is the responsibility of all members of staff
- use achievement data frequently to check whether interventions are working
- never confuse eligibility for the pupil premium with low ability
- ensure that early intervention is initiated at the point when need is first identified

## Challenges

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

Challenge number	Detail of challenge <i>(N-D = Non-disadvantaged, D = Disadvantaged)</i>
1	<p><b>School data indicates there is a school-wide issue with vocabulary and oracy – this disproportionately impacts on disadvantaged pupils.</b></p> <p>Previous Reception Baseline Assessments show that for Communication &amp; Language, 80% of N-D pupils are on track for meeting the ELG compared to 50% of D pupils.</p>
2	<p><b>Too many children are not able to read age-appropriate texts with fluency and prosody.</b></p> <p>Internal figures for reading outcomes at the end of Key Stage 2 (2022) were below 2022 national average figures for all pupils (63% compared to 74%). There was a significant gap between N-D and D pupils.</p> <p>The percentage of pupils achieving the expected standard in the KS1 Phonics Screening Test has fallen below the 2019 national average figures. There was no significant gap between N-D and D pupils.</p>
3	<p><b>Since lockdown, attainment in writing has fallen below national expectations affecting children's ability to communicate effectively across the curriculum.</b></p> <p>At the end of Key Stage 2 (2022) attainment in writing was below 2022 national average figures for all pupils (52% compared to 69%). There was a significant gap between N-D and D pupils.</p>
4	<p><b>A disproportionate number of disadvantaged pupils receive support for SEMH issues or have Social Care involvement when compared to non-disadvantaged pupils.</b></p> <p>46% of D pupils receive support for SEMH issues and other learning needs from the Pastoral Team. This includes Nurture support, family liaison and learning mentor. 5% have or have recently had social care involvement.</p>
5	<p><b>A disproportionate number of disadvantaged pupils have SEND when compared to non-disadvantaged pupils.</b></p> <p>22% of D pupils have SEN compared 11% of N-D pupils</p>
6	<p><b>Too many pupils are achieving below the national average in maths with particular weaknesses identified in vocabulary and the ability to reason.</b></p> <p>Maths outcomes at the end of Key Stage 2 (2022) were below national average figures for all pupils (62% compared to 71%). There was a significant gap between N-D and D pupils.</p>
7	<p><b>Low attendance rate and high persistent absenteeism amongst disadvantaged pupils when compared to non-disadvantaged pupils.</b></p> <p>Figures for persistent absenteeism (i.e. &lt;90% overall attendance) show that 30% of D pupils are PA compared to 9% for N-D. Figures for the whole school population are above national figures (13%).</p>
8	<p><b>Some pupils have poor learning behaviours.</b></p> <p>Internal assessments, pupil voice and observations indicate many pupils' have poor learning skills. This disproportionately affects D pupils and was exacerbated further during periods of school closure (lockdown).</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
Improve oracy, language skills and vocabulary for all pupils (particularly disadvantaged pupils)	<p>Internal monitoring indicates improved oracy and vocabulary in all year groups. By the end of the academic year, the gap between N-D and D pupils in Reception for Communication &amp; Language is narrowed by 15%.</p> <p>Internal moderation includes learning walks, book study, pupil perception and ongoing formative assessment.</p>
Improve reading attainment for all pupils (but particularly disadvantaged pupils)	<p>KS2 reading outcomes are at least at national average by 2024/25. With a 3% increase in pupils at the expected standard each year.</p> <p>KS1 reading outcomes are at least national average by 2024/25. With a 3% increase in pupils at the expected standard each year.</p> <p>The gap between N-D and D pupils has closed by 2024/25 with a 6% reduction each year.</p> <p>Pupil and parent voice show that pupils are enthusiastic about reading and internal monitoring highlights improvements in fluency for all pupils.</p>
Improve phonics outcomes for all pupils (but particularly disadvantaged pupils)	<p>Phonics outcomes by 2024/25 will be at least 90% with an increase of at least 5% per year.</p> <p>Internal monitoring shows that pupils are able to apply phonics strategies and that reading books are closely matched to their phonics level.</p> <p>Parents/carers of D pupils are engaged in supporting their children with phonics learning at home.</p>
Improve writing attainment for all pupils (but particularly disadvantaged pupils)	<p>KS2 writing outcomes are at least at national average by 2024/25. With a 6% increase in pupils at the expected standard each year.</p> <p>KS1 writing outcomes are at least national average by 2024/25. With a 3% increase in pupils at the expected standard each year.</p> <p>Internal monitoring shows a significant improvement in the application of basic writing skills by all pupils.</p>
Improve maths attainment for all pupils (but particularly disadvantaged pupils)	<p>KS2 maths outcomes are at least at national average by 2024/25. With a 5% increase in pupils at the expected standard each year.</p> <p>KS1 maths outcomes are at least national average by 2024/25. Gap between N-D and D pupils will have closed by 2024/25 (14% per year)</p>

	Internal monitoring shows a significant improvement in pupils using key mathematical vocabulary to expand reasoning skills.
To achieve and sustain improved social and emotional well-being for all pupils (but particularly disadvantaged pupils)	<p>Sustained high levels of social and emotional wellbeing from 2024/25 are demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil perception, parent surveys and teacher observations</li> <li>• a significant reduction in the number of referrals to the pastoral team</li> <li>• a significant increase in the participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To improve attendance for persistent absentees with particular focus on those that are disadvantaged pupils	<ul style="list-style-type: none"> <li>• Overall figures for PA are in line with national averages by 2024/25.</li> <li>• The gap between N-D and D for PA is reduced by at least 5% per year.</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: **£41,000 (2021-22)** **£50,000 (2022-23)** **£55,000 (2023/24)**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p><b>2021/22</b> - Recruit Unqualified Teacher to provide high quality release time for teachers to undertake lesson study and other development work in key areas –</p> <ol style="list-style-type: none"> <li>1. Metacognition and self-regulation</li> <li>2. Reading comprehension</li> <li>3. Oracy and Vocabulary development</li> </ol>	<p>There is extensive evidence that all 3 targeted areas are low cost, high impact for learning outcomes:</p> <ul style="list-style-type: none"> <li>• Metacognition - <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></li> <li>• Reading comprehension – <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></li> <li>• Oracy and Vocab development – <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></li> </ul>	1, 2, 3, 8
<p><b>2021/22</b> <b>2022/23</b> - Cover release time for identified teachers to attend high quality CPD Reading Course (Lyons Hall)</p>	<p>Extensive research shows that quality comprehension strategies have a high impact on all pupils and particularly disadvantages pupils</p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></li> </ul>	2
<p><b>2021/22</b> <b>2022/23</b> - Cover and training costs for the Research Schools Network CPD for Key Stage 2 staff to improve practice in literacy - oracy, vocabulary and reading</p>	<ul style="list-style-type: none"> <li>• Reading comprehension – <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></li> <li>• Oracy and Vocab development – <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></li> </ul>	1, 2
<p><b>2021/22</b> - Purchase high quality whole school CPD linked to teaching spelling</p>	<p>With respect to writing, poor spelling ability has been hypothesized to impair the composition process by taxing cognitive resources and interfering with higher order skills that are needed to produce well-written prose (Graham, 1999). Accordingly, if pupils have difficulties with spelling, they may then be impaired in developing broader writing skills. (Graham et al, 2002 - <a href="https://doi.org/10.1037/0022-0663.94.4.669">https://doi.org/10.1037/0022-0663.94.4.669</a>)</p>	4

<p><b>2021/22</b>  <b>2022/23</b>  <b>2023/24</b> - Cover release time for Phonics Lead to coach and ensure high quality delivery of phonics across the school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>3</p>
<p><b>2021/22</b>  Train staff in retrieval practice and fluency for arithmetic. Release maths leader to coach and carry out joint practice.</p>	<p>There is some evidence to show the impact of retrieval practice on learning (Dunlosky at al, 2013; Bjork and Bjork, 2011; Weinstein et al, 2018)</p>	<p>6</p>
<p><b>2021/22</b> - Purchase match funded phonic resources to support the approved phonics programme.</p>	<p>Phonics   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>3</p>
<p><b>2021/22</b>  <b>2022/23</b>  <b>2023/24</b> - Purchase high quality books for all age groups and curriculum areas to promote engagement with reading and comprehension across the curriculum.  <b>Particular focus on high quality non-fiction books to support the curriculum.</b>  <b>Aim is to ensure there is a wide range of texts linked to the pupils' phonics levels at all ages.</b></p>	<p>Reading comprehension –  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2</p>
<p><b>2022/23</b>  <b>2023/24</b> - Purchase regular coaching for teachers and leaders in classroom pedagogy and cognitive science to improve quality first teaching and learning.</p>	<p>Hargreaves and O'Connor (2018) 'Conceptual Framework of Collaborative Professionalism for School Improvement'</p>	<p>1, 2, 3, 6, 8</p>
<p><b>2022/23</b>  <b>2023/24</b> - Purchasing devices (eg. chromebooks, tablets, visualisers) that improve ability to explain and</p>	<p>EEF 'Using Digital Technology to Improve Learning'</p>	<p>1, 2, 3, 6, 8</p>



model teaching of new ideas. Highlight how experts think and demonstrate what they do. Increase the quantity and quality of practice that pupils undertake. Supplementing retrieval and retention of learning.		
<b>2023/24</b> – Cover and release time costs for CPD on metacognition – research triads to use lesson study approach to develop pedagogy and share best practice.	<b>EEF – Metacognition and self-regulation</b> Evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.	1, 2, 3, 6, 7, 8
<b>2023/24</b> – cover to release of skilled practitioner to facilitate YARC reading assessments for lowest 20% of readers in each class. Forensic analysis of results will lead to highly targeted interventions.	<b>EEF – Reading comprehension strategies</b> Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.	2, 3, 6

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

Budgeted cost: **£6,780 (2021-22)** **£32,500 (2022/23)** **£50,000 (2023/24)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>2021/22</b> <b>2022/23</b> <b>2023/24</b> - Purchase PIXL – a learning platform which provides quality resources and assessment and tracking tools to support in school tutors with quality group and 1:1 support. The platform supports highly focussed feedback. Tutoring covers English and Maths.	There is extensive evidence that one to one tuition can have a significant impact on progress for disadvantaged pupils. One to one tuition   EEF (educationendowmentfoundation.org.uk) The platform supports highly specific feedback through diagnostic tools and there is extensive evidence that feedback is one of the most effective strategies for enabling the progress of disadvantaged pupils. Feedback   EEF (educationendowmentfoundation.org.uk)	1, 2, 5

<p><b>2021/22 - 25%</b>  <b>2022/23 – 40%</b>  <b>2023/24 – 75%</b> towards funding for tutoring from the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils</p>	<p>The evidence suggests that tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  One to one tuition   EEF (educationendowmentfoundation.org.uk)  And small group tuition  Small group tuition   EEF (educationendowmentfoundation.org.uk)</p>	2, 4, 5
<p><b>2022/23</b>  <b>2023/24</b> - Increase access to speech and language therapist (Communicate) in order to support more pupils identified with SLCN.</p>	EEF 'Communication and Language Approaches'	1
<p><b>2022/23</b>  <b>2023/24</b> - Train identified LSAs to further supplement S&amp;L support by delivering targeted interventions for pupils with SLCN. <b>ELKLAN training (2 x L3 and 2 x L4 practitioners). Communication Friendly Setting Award.</b></p>	EEF 'Communication and Language Approaches'	1
<p><b>2022/23</b>  <b>2023/24</b> - Training for teachers and support staff in the '5 a-day' approach with particular focus on flexible grouping.</p>	EEF 'Special Education Needs in Mainstream Schools'	1

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

Budgeted cost: **£134,380 (2021/22)** **£107,000 (2022/23)** **£82,200 (2023/24)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>2021/22</b>  <b>2022/23</b>  <b>2023/24</b>- Salary for Learning Mentor, Family Liaison, <b>Pastoral HLTA</b> and Pupil Behaviour &amp; Well-being Lead</p>	<p>There is some evidence that behaviour and SEMH interventions have a moderate impact for relatively low cost.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	6, 7

<p>Worker to support behaviour interventions and wider pastoral work (including attendance)</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><b>2021/22 (Project delayed until 2022/23 due to potential grounds and drainage maintenance on proposed site)</b>  Contribution to establishing a Nurture garden and nurture base  <b>Project has been deemed unviable due to condition of grounds.</b></p>	<p>There is clear evidence that nurture groups are having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning within a mainstream class.  <a href="https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools">https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools</a></p>	<p>6,7</p>
<p><b>2021/22 2022/23</b> - Engage parents in maths and English learning at home through workshops and home school documents around fluency and prosody, oracy, vocabulary and reasoning in maths.</p>	<p>There is extensive evidence to suggest that oral interventions have a significant impact on the progress of disadvantaged pupils:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  There is evidence to suggest parental engagement has a high impact on learning outcomes:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>5</p>
<p><b>2021/22 2022/23 2023/24</b> - Developing the outdoor environment with play equipment and opportunities to support outdoor learning.  Developing children as playleaders to support the quality of play and relationships in the playground. Staff will also have training in play-leading.  Support new Forest Schools Co-ordinator to enable outdoor learning experiences for all children and targeted</p>	<p>Outdoor learning research papers report that the various outdoor learning activities have positive effects on all their various outcomes, e.g., attitudes, beliefs, interpersonal and social skills, academic skills, positive behaviour, re-offending rates and self-image.</p> <ul style="list-style-type: none"> <li>• (<a href="https://outdoor-learning-research.org">outdoor-learning-research.org</a>)</li> </ul>	<p>1,2,6,7</p>

<p>intervention for identified pupils.</p> <p>Further development of outdoor provision to ensure it can be used all year round. Identification of key times during the year when alternative provision is needed for identified pupils.</p>		
<p><b>2022/23</b>  <b>2023/24</b> - Subsidise educational visits to increase opportunities and experiences for learning and cultural capital.</p>	EEF toolkit on life-skills and enrichment	1, 7, 8
<p><b>2022/23</b> - Increase the range of extra-curricular clubs and activities available and ensure all pupils have access to these opportunities. This will increase engagement to learning and increase experiences for pupils.</p>	EEF toolkit on arts participation and supporting pupils to take part in sports clubs.	1, 7, 8
<p><b>2022/23</b> - Develop rolling food bank to support pupils and families in order to ensure pupils are able to concentrate fully and are ready for learning.</p>	EEF has independently evaluated the Magic Breakfast programme	8

**Total budgeted cost: £ 182,160 (2021/22) £ 189,500 (2022/23) £187,200 (2023/24)**

## 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 2021 to 2022 academic year.

#### **2021/22**

##### **Year 6**

Disadvantaged pupils achieved at broadly the same rate as non-disadvantaged in reaching the higher standard for reading. The progress gap between D and N-D children in reading also closed significantly to 1.29 when compared to 2019 data. A disproportionate percentage of mobile pupils (i.e. pupils that joined the school after key stage 1) 62.5% were D (10 out of 16 pupils).

##### **Year 5**

There were no significant gaps between the achievements of D and N-D pupils in reading, writing or maths at the expected or at the higher standard.

##### **Year 4**

D pupils achieved better than their N-D peers in achieving the expected standard in reading, in writing and in maths.

##### **Year 3**

D pupils achieved better than their N-D peers in achieving the expected standard in reading and in writing. There was no significant gap between the achievements of D and N-D pupils in maths at the expected standard.

##### **Year 2**

D pupils achieved better than their N-D peers in achieving the expected standard in reading and in writing. There was no significant gap between the achievements of D and N-D pupils in maths at the expected standard. There was also no significant gap between D and N-D achieving the expected standard in the Year 1 Phonics Screening Test (taken in Dec '21 due to lockdown).

##### **Year 1**

There were no significant gaps between the achievements of D and N-D pupils in reading, writing or maths at the expected standard. There was also no significant gap between D and N-D achieving the expected standard in the Year 1 Phonics Screening Test.

#### **2022/23**

##### **Year 6**

Gaps between D and N-D pupils narrowed significantly in achieving at the expected standard when compared to 2021/22 results (gap reduced by 17% in reading, 19% in writing, 9% in maths and 18% for those achieving RWM combined). At the higher standard, D pupils outperformed N-D pupils in maths.

##### **Year 5**

At the expected standard, D pupils outperformed N-D pupils in reading, writing and maths.

##### **Year 4**

At the expected standard, D pupils outperformed N-D pupils in writing, with no significant gap (i.e. <10%) in reading and maths.

##### **Year 3**

**Year 2**

At the expected standard there was no significant gap (i.e. <10%) between N and N-D pupils in maths. High proportion of D pupils (33%) with 80% of those pupils also having SEND support.

**Year 1**

## 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*

<b>Programme</b>	<b>Provider</b>
PiXL	
Lexia	
TTRS	
WellComm	