

# Pupil premium strategy statement – Fenstanton Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Fenstanton Primary School
Number of pupils in school	283
Proportion (%) of pupil premium eligible pupils	56.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 years - 2021/2022 to 2023/2024
Date this statement was published	4.12.2023
Date on which it will be reviewed	December 2024
Statement authorised by	Gillian Roberts, Headteacher
Pupil premium lead	Laura Woodham, Deputy Headteacher
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 273,150
Recovery premium funding allocation this academic year	£ 28,891.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£302,041.25

# Part A: Pupil premium strategy plan

## Statement of intent

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

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
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1	A significant number of pupils are entering the school at Reception with a baseline in speech and language and school readiness significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school.
2	The percentage of children eligible for pupil premium at age related expectations for reading when they enter the school and move on into Year 1 is low. This continues to impact attainment as they move up through the school with higher order comprehension skills (inference, evaluating etc.) identified as a particular barrier to higher attainment higher up the school.
3	There is a significant vocabulary gap that impacts children's ability to achieve at greater depth.
4	A significant number of pupils are not able to access enriching extra-curricular activities outside of school.
5	A significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school
6	Families in our communities face a number of additional pressures (e.g. housing, high mobility, financial, food poverty etc.) that can be barriers to providing the support they would like to provide to their children in school
7	Whole school attendance continues to be an area for school improvement. Percentage of persistently absent pupils is above national.

## 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
Improved speech, communication and language skills for pupils in EYFS. The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.	<p>Tracking of speech and language groups evidences high levels of accelerated progress.</p> <p>Increasing number of pupils achieve Communication and Language ELG at the end of the EYFS</p> <p>Increasing number of children achieve GLD at the end of the EYFS</p> <p>Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day.</p> <p>Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.</p>
Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations. The gap in attainment for reading closes as the children move up the school. Children leave our schools as fluent readers with a love of reading.	Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation from Year 1 and the gap closes as the children move up through the school.

	End of key stage data reflects an increasing number of children leaving Year 6 at age-related expectation for reading, moving towards 90% of children achieving ARE.
Higher percentage of children eligible for pupil premium are achieving at greater depth. The vocabulary gap is closed allowing children to confidently access a greater range of texts and broaden their learning experiences.	Through learning walks, monitoring visits and books looks, it is evidenced that:  Children access a broad and balanced curriculum with access to a wide range of experiences and language;  Children have access to a vocabulary-rich environment that supports language development;  Children are exposed to excellent models of language and are encouraged to express themselves articulately in full sentences.
All pupils in our schools have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences.	Evidence in books, lesson observations and pupil interviews demonstrate the impact of these enrichment opportunities on pupil outcomes and engagement.
Pupils with social and emotional barriers to their learning are able to access all areas of the curriculum. They are focused, show good learning behaviours during lessons and make good progress.	Early identification of pupils who require additional, or specialist support to address their SEMH needs.  Access to small group teaching e.g. DH/ SENCo teaching group, boosters in year 6, small group nurture group.  Evidence in books, lesson observations and pupil interviews demonstrate the impact of this support on pupil engagement and outcomes.  Reduced incidents of behaviour incidents and disruption taking place in the classroom.
Attendance for all pupils, including disadvantaged pupils improves and is in line with national. Percentage of pupils who are deemed persistently absent decreases and is in line with national standard.  A significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school	Three weekly monitoring of attendance shows that whole school attendance is improving  SAP meetings in partnership with EWO, take place with PA pupils' parents/ carers and as a result pupil attendance (and punctuality) improves consistently over time.  Pupil attendance is in line with national standard.  Persistent absentee rate decreases and is in line with national standard.

## 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: £118,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Group Reading in place for all children in Reception and Year 1 in addition to any other children reading below turquoise book bands in y2-6.</p> <p>Coordination, monitoring and support for this programme is carried out by Deputy Heads.</p>	<p>Following Ofsted framework, children in reception and KS1 read decodable books linked to their phonic stage and the sounds they have been taught in class.</p> <p>There is weekly monitoring of this reading provision and teaching, including monitoring of pupil outcomes to ensure pupils are making progress and where not, that appropriate intervention is in place</p> <p>Reading leads carry out monitoring and deliver CPD so that all staff involved in the teaching of reading are using key strategies and resources and there is a consistent approach</p> <p>Termly SIA visits and support from NLE also monitor impact of the teaching of reading</p>	2,6
<p>Phonics teaching is embedded which follows Little Wandle Letters and Sounds Revised SSP programme and staff implement the programme using the resources consistently. Whole school CPD implemented. CPD is ongoing.</p>	<p>Little Wandle Letters and Sounds Revised SSP programme is validated by the Department for Education.</p> <p>Reading leads are involved in monitoring and delivering CPD so that all staff involved in the teaching of reading are using key strategies and resources and a consistent approach</p> <p>SIA visits and support from NLE also monitor impact of the teaching of reading across the school</p>	2,6
<p>Destination Reader programme in place from Year 2 upwards throughout the school</p>	<p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes.</p> <p>This programme has been embedded and progress in books and children's effective engagement in and enjoyment of reading has been evidenced. There have been external visits to objectively audit the implementation and impact of the provision.</p>	2,6
<p>Implementation of Cornerstones Curriculum</p>	<p>Cornerstones curriculum is a creative and thematic approach to learning that meets the</p>	1,2,3,5

from September 2022 so that pupils access a broad and balanced curriculum where there is clear progression of skills and knowledge from EYFS to Year 6.	requirements of the Education Inspection Framework, (Ofsted updated 2022). It is knowledge- rich and is adapted to meet the needs of our pupils/ schools.	
Subject Leaders in post support strategic provision across all subjects to ensure access to a broad and balanced language-rich curriculum for all learners. Deputy Headteacher and Assistant Headteacher also provide coaching and mentoring to support provision of broad and balanced curriculum.	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	3,6
Specialist whole class music teaching for all pupils. Specialist music teachers run weekly singing assemblies for all pupils.	Access to high quality music teaching has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas e.g. maths, English etc. Singing assemblies also support children's language acquisition and development.	1,3,4
Specific CPD planned for and delivered to support teachers to understand and address the impact on learning/progress of social and emotional difficulties as well as environmental pressures.	Class teachers and support staff report an increase in the impact of social and emotional difficulties on children's ability to access the curriculum, make progress and therefore meet their full potential. This is in line with national trends. There is a national and local agenda to reduce the number of exclusions and ensure that all pupils are prepared for lifelong learning.	5,6
Nurture UK - Individual staff trained and delivering a specific Nurture programme to ten Year 5 children 4 afternoons a week  Nurture UK – whole staff training received to develop and implement a whole school nurturing culture and ethos  Assistant Headteacher and Subject Leader for behaviour and personal development accessing CPD focused on achieving National Nurturing Schools status	Nurture UK childhood Boxall Profile is used for the early identification of SEMH needs, measuring the impact of daily Nurture group on children's SEMH and wellbeing. Boxall Profile completed at the start of the programme and then at end of each term to track their progress.  Whole school Behaviour Policy updated to reflect nurturing principles and pastoral / relational approaches	5
Creative Culture Club - 5 weekly creative sessions for up to 12 pupils identified through pupil review meetings, feedback from parents/ carers, and members of the inclusion team. Focus was on 1x vulnerable pupil group and 1x Year 6 girls transition group.	Creative Culture Club is an Arts Award accredited 5-week course for children and young people. Small group sessions focus on creativity, wellbeing and reflective practice, delivered by tutors with over 20 years of experience to help young people achieve creative freedom. A range of art mediums are covered including clay, mosaic, sculpture, painting and design.	5

<p>Additional breakfast club provision providing access to a free, healthy breakfast for disadvantaged pupils at the start of the school day.</p> <p>PA pupils are targeted in order to improve attendance and outcomes for pupils, (access to a free breakfast and physical activity for a six-week period).</p>	<p>Our breakfast provision will be supported by National School Breakfast Programme from January 2022. The NSB Programme is funded by the Department for Education and run by Family Action to support schools in England to provide children with a healthy breakfast at the start of the school day.</p>	<p>1,2,3,4,5,6,7</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £118,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Independent speech and language therapist team employed by our federation of schools. Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children e.g. Chatterbugs groups in EYFS; development of communication friendly environments; parent workshops and programmes; staff training etc.</p>	<p>Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.</p>	<p>1</p>
<p>SEN practitioners on each site support the independent speech and language therapist team in the development and implementation of universal services to improve speech</p>	<p>As above. The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.</p>	<p>1</p>

and language outcomes for all children.		
Specific CPD planned for and delivered to ensure HLTA and TA interventions are evidence-based and directly impact pupil outcomes.  Key members of the inclusion team attend external CPD training to be able to access and disseminate best practice.	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes.  Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g. Lego-therapy, HeadFirst,	1,2,3,6
Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO and Deputy Headteachers.	Children facing the most complex barriers to their learning should be taught by the most qualified. SENCOs and deputy headteachers are all outstanding classroom practitioners prior to appointment into role.	1,2,3,6
Targeted HLTA and TA support in class and for focused interventions	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes.  Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g. Lego-therapy, HeadFirst, FRIENDS.	1,2,3,6
Little Wandle phonics keep up intervention/ support for groups and individuals across the school (EYFS to KS2).	Little Wandle Letters and Sounds Revised SSP programme is validated by the Department for Education.	1,2,3
Purchase of high-quality texts including decodables, home readers for pupils in EYFS and KS1 and book banded books and book corner books to support delivery of high-quality reading provision.	Impact of access to high quality texts on pupil engagement, language development, reading and writing outcomes.  Impact of using phonically decodable texts alongside quality first phonics teaching as focus strategy to improve reading outcomes.	2, 3,4,6
Speech Bubbles- weekly 1-hour sessions for targeted pupils in KS1 identified as having difficulty with social interaction.	Speech Bubbles is an evidence-based drama programme for identified pupils in KS1. Speech Bubbles aims to develop pupils' confidence, communication and interaction skills through storytelling and drama. Sessions are led by a drama practitioner/ Speech Bubbles Specialist and a member of school staff. Subsidised by the Walcott Foundation.	1,2,3

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

Budgeted cost: £59,145



<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Analysis of attendance every 3 weeks with follow up SAP meetings, weekly punctuality charts and monitoring letters as appropriate.	DfE - Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.	1,2,3,4,5,6,7
Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to access e.g. curriculum trips, residential trips, theatre workshops, art workshops, subsidised enrichment programme during the school holidays including family and adult learning opportunities etc.	A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.	4,5,6
DfE Senior Mental Health Lead training accessed by HT to increase knowledge and awareness of mental health needs and improve whole school wellbeing (pupils, staff and parents/ carers).	DfE is funding this training and encouraging schools to identify and train a senior mental health lead, to develop a whole school approach to mental health and wellbeing, to better promote and support the mental wellbeing of pupils, and staff, and make best use of existing resources.	1,2,3,4,5,6,7
Partnership with Future Men for a full-time project worker across all the sites in the federation.	Transition from Year 6 to secondary school has been identified as a particularly vulnerable time for a number of pupils. Evidence-based programme and approach to prevent incidents of exclusion, anxiety, school refusal etc.	5
Specialist HLTA (behaviour and SEMH needs) provides targeted support and intervention for identified pupils with behaviour and SEMH needs and those who might be at risk of exclusion.	SEMH needs have increased, particularly following the partial closure of schools. SEMH needs impact on pupils' behaviour and their ability to access the curriculum and make progress. Our HLTA is deployed to support individuals and small groups and is also deployed to support in classes when on site at Fenstanton where the need is identified.	5,6
Detailed and comprehensive programme of CPD for all staff (teaching and support staff) across the whole federation drawing on internal and external expertise to share and implement best practice for maximum impact on pupil progress and outcomes.	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	1,2,3,6
Dedicated Family Services Officer role on each site to support families to support their children to achieve best possible outcomes.	Importance of holistic view to addressing social and emotional barriers to children's learning.	6,7

Creative Arts Therapy team to deliver specialist support for children with social and emotional health needs and also support with delivery of CPD (newsletters, training etc.)	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Creative Arts Therapy provision in our schools targets these children.	5
Chill-out provision at lunchtime and mentoring/transition groups run by TAs and HLTAs.	Key times of the day and key times in the school year can be particularly difficult for some children to manage. By providing transition and preventative support at these times for pupils, as well as support for pupils to develop their social, emotional and play skills, they are better equipped and able to engage in the curriculum and their learning.	5
Consultant support for bespoke needs-led PSHEE curriculum development based on recommendations from PSHEE association as well as a cross-federation needs analysis to support whole-school social and emotional well-being. Consultant support targeted to support new teachers, ECTs, whole-school training and target classes with high level of need. Consultant works on projects identified specific to the school e.g. reducing down bullying.	Evidence-base from a range of research as referred to by PSHEE Association.	5
Pupil leadership teams including a high number of pupils eligible for pupil premium drive strategic action planning for the school	Evidence-base of the impact of pupil empowerment on attainment and engagement.	5,6
Participation in the National School Breakfast Programme, offering grab and go bagel provision for all pupils before school which also aims to target punctuality.	The National School Breakfast Programme (NSBP) is funded by the Department for Education and delivered by Family Action to support schools in England to provide children with a healthy breakfast at the start of the school day. The programme will run from July 2021 to July 2024 providing schools with up to 3 years of support to run a successful breakfast provision.	5,6,7
Free breakfast club spaces for targeted PA pupils whose attendance and punctuality continue to be a cause for concern, which is impacting on their progress and outcomes	DfE - pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.	1,2,3,4,5,6,7

**Total budgeted cost: £302,041.25**

## **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 2022 to 2023 academic year.

## Pupil Outcomes

Due to the disruption caused by the COVID- 19 pandemic, schools are not required to publish their Key Stage 2 results for 2022. DfE have confirmed that performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.

We have analysed the performance of our disadvantaged pupils using end of key stage statutory tests as well as our internal data.

KS2 - In reading at the expected standard, at Fenstanton, pupil premium pupils performed less well than non-pupil premium pupils, (65%, versus 84% respectively), which represents a gap of 19%. This trend is similar for Writing (TA); 51% versus 84% and for Maths;41% versus 68%. When compared to other schools nationally, our pupil premium pupils' attainment in reading, writing and maths at the end of KS2 was below the national standard. For RWM combined, school results are 27% achieving the expected standard compared to 65% nationally.

16% of pupil premium pupils achieve the higher standard at Fenstanton, however this is below national standards. No pupil premium pupils achieved the higher standard in Writing (TA), Maths or RWM combined at Fenstanton. Therefore, our monitoring and targeting of intervention to close gaps and ensure that all pupils reach the expected standard in reading, writing and maths continues to be an area of focus.

### Key Stage 2 - Reaching expected standard (%)

	Cohort	Reading Test			Writing TA			Maths Test			RWM combined		
		School Results (%)	National Non PP* 2022	Difference	School Results (%)	National Non PP* 2022	Difference	School Results (%)	National Non PP* 2022	Difference	School Results (%)	National Non PP* 2022	Difference
All Pupils	56	71%	80%	-9%	63%	75%	-13%	50%	78%	-28%	41%	65%	-24%
Non PP	19	84%	80%	4%	84%	83%	1%	68%	78%	-10%	68%	65%	3%
PP	37	65%	80%	-15%	51%	83%	-32%	41%	78%	-37%	27%	65%	-38%
Within School Gap		-19			-33			-28			-41		

### Key Stage 2- Reaching higher standard

	Cohort	Reading Test			Writing TA			Maths Test			RWM combined		
		School Results (%)	National Non PP* 2022	Difference	School Results (%)	National Non PP* 2022	Difference	School Results (%)	National Non PP* 2022	Difference	School Results (%)	National Non PP* 2022	Difference
All Pupils	56	21%	32%	-11%	7%	16%	-9%	7%	27%	-20%	2%	9%	-7%
Non PP	19	32%	32%	0%	21%	16%	5%	21%	27%	-6%	5%	9%	-4%
PP	37	16%	32%	-16%	0%	16%	-16%	0%	27%	-27%	0%	9%	-9%
Within School Gap		-15			-21			-21			-5		

In 22-23, 77% of pupils achieved a Good Level of Development at the end of EYFS, compared to 67% nationally, which evidences the impact of strategic focus on EYFS over the last two years and evidence of our high-quality provision and support for pupils across the phase. Our Year 1 phonics screening check results show that 69% of pupils are working at the expected standard and pass the screening check at the end of year 1, compared to 79% nationally. However, this is an improvement on the standards achieved at the end of the previous academic year 2021-22, (58%). We are seeing the impact of implementation of Little Wandle synthetic phonics programme consistently across the school to support the teaching of phonics and early reading and we feel confident that we will

continue to see gains and progress translating in future years. In fact, there is already evidence of the impact of our approach to the teaching of reading, seen in our year 2 screening check results and in year data for year 1 pupils which are encouraging.

At the end of KS1, 69% of pupils reach the expected standard in reading, compared to 68% nationally, in writing 57% of pupils reach the expected standard, 60% is the national standard. In maths, 64% of our KS1 pupils reach the expected standard at the end of KS1, compared to 71% nationally. A continued focus on reading, writing, maths at the expected standard and provision for greater depth across all subjects at KS1 also needs to continue, particularly in writing and maths where the within school/ national gap is widest, (-3% and -7% respectively).

A number of factors impact on outcomes for pupils. There is high pupil mobility and with regard to inward mobility, there is a high proportion of EAL pupils joining the school.

Attendance continues to be a whole school focus and the school continues to work in partnership with parents/ carers and the Local authority in order to improve individual pupils' attendance and punctuality which will impact on our whole school attendance figure. Analysis of attendance data has highlighted that there are a number of factors which impact on our families, such as living in temporary accommodation outside the borough and high pupil mobility. This year, school prioritised free breakfast club pupils for identified PA pupils to support parents/ carers to improve pupil attendance.

Our Family Services Officer (FSO) input continues to be a valuable source of support to our pupils and their families. Our FSO continues to liaise regularly with Social Workers and Early Help Workers and attends review meetings, ensuring that accurate information from school is gathered and shared in a timely way. Support with managing and improving pupils' attendance is also a key area in which our FSO works with the school and parents/ carers.

In 22-23, our nurture group provision initially targeted pupils in Year 5, who graduated. Our work with Nurture UK and implementing nurture group provision has had a positive impact on individual pupils as they have developed their independence and self-confidence/ self-esteem. The provision has enabled pupils to generalise these skills beyond nurture group as they are able to access the full curriculum. Another key area of impact has been a reduction in fixed term exclusions across the school and for key pupils who access the provision. Boxall Profile assessment gave a clear indication of the impact of nurture group provision on our year 5 pupils. In January 2023, year 2 pupils were inducted for a period of nurture group intervention.

The school continues to develop its partnership working with external agencies to support pupils and their families. Partnerships include New Day Christian Centre, (food bank), Local Housing Trusts/ partnerships, High Trees, Your Story Mentoring. The school will continue to develop these partnerships in future academic years for the benefit of our pupils and families.

## 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
Destination Reader (DR) programmes of study	Hackney Learning Trust
Speech Bubbles	London Bubble Theatre Company
Creative Culture Club	Art4Space
Cornerstones Curriculum	Cornerstones Education
Little Wandle	
White Rose	
Times Table Rock Stars (Maths)	Maths Circle Ltd
Developing Experts (Science)	Developing Experts Ltd
Bookmark (Reading)	Bookmark Reading Charity

## 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)

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