

Pupil premium strategy statement 2021-2022 and REVIEW APRIL 2022

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 (23.11.21)
School name	Holy Trinity CE Junior School
Number of pupils in school	341
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years – this is the first year of implementation
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022/ July 2022
Statement authorised by	Shirley Gruffydd
Pupil premium lead	Suzanne Robins
Governor / Trustee lead	David King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ <u>£104,127</u>
Recovery premium funding allocation this academic year	£ 20,900
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	£ 125,027

Part A: Pupil premium strategy plan

Vision: Exemplary education for all through God's amazing grace.

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.

Quality first teaching is at the heart of our approach and the curriculum is built to support vocabulary development, retrieval and retention. Implicit in the intended outcomes detailed below, is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We believe in implementing strategies with attention to detail to ensure quality and embedded practice. Senior leaders, curriculum leaders and class teachers scrutinise data to see if there are any targeted areas or trends that require greater support throughout the year. This will influence further development and adaptations to the PPG strategy over time.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially 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 socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils 2021- 2022.

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Progress scores of the disadvantaged (where available) show that our disadvantaged children make less progress in maths than their peers and nationally from their starting points.
2	Internal assessments indicate poor fluency in reading (in the lowest 20% of readers) which results in poor comprehension. Internal (and external where available) assessments shows that the reading attainment of the PP children is below those who are non PP across the school.
3	Assessments, observations, and discussions with pupils indicate vocabulary gaps among many disadvantaged pupils. Poor understanding of vocabulary leads to poor reading comprehension and lower standards in writing, particularly for children with EAL. This impacts attainment from starting points in reading and writing.
4	Our assessments, referrals and observations indicate that the wellbeing, emotional literacy and behaviour of our disadvantaged children need support, impacting their attainment.
5	Our attendance data over the last 2 academic years indicates that attendance among disadvantaged pupils has been between 3.97% - 5.93% lower than the others. 33.71% - 57.14% of disadvantaged pupils have been 'persistently absent' compared to 11.57%- 24.93% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils.	Reading attainment rises from starting points within all PP cohorts. Year 6 PP attainment is in line with national PP attainment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths attainment rises from starting points in all PP cohorts. Year 6 PP attainment is in line with national PP attainment.
Improved writing attainment for disadvantaged pupils at the end of KS2	Writing attainment rises from starting points in all PP cohorts. Year 6 PP attainment is in line with national PP attainment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall attendance rate for all pupils being no less than 96%, and the attendance

	<p>gap between disadvantaged pupils and the others no more than 2%.</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
To achieve and sustain wellbeing, behaviour and emotional literacy for all pupils in school, particularly the disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys Data from targeted interventions in data from ELSA and Kick London. Feedback from learning walks and observations (internal and external)

Activity in this academic year 2021- 2022

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Please note:

- Targeted interventions have start and end data to measure impact.
- Grouping of children, and number of children targeted, may vary across the year following assessment.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,266.98

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review April 2022
<p>Purchase of standardised diagnostic assessments in reading and maths (NFER)</p> <p>Purchase of accelerated reader to diagnose ZPD, track progress and target support.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>EEF</p> <p>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:</p>	1,2,3	<p>NFER assessments allow us to track and target those children who need intervention. All staff are proficient in reading the data. Data is discussed at year group meetings and PPM and provision is then adjusted.</p> <p>Accelerated reader offers an additional data measure to target children. Training time has been afforded to teaching staff. The programme continues to be embedded in the summer term. Staff report that pupil engagement has improved because of the programme.</p> <p>Reading attainment data for PP cohorts in all year groups has increased.</p>
<p>Staff CPD</p> <p>We are part of the LA Maths Hub. This will enhance our curriculum and further develop teaching and learning across the school. We will ensure teacher release time to embed new elements in school</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p>	1,2,3,4	<p>Training for accelerated reading has continued termly. Subject leaders have trained support staff in targeted reading strategies and will train volunteers in the Summer term.</p> <p>Significant staff training has been led for teachers in planning for maths mastery. Teachers have been given time to plan for forthcoming maths</p>

<p>and to support and share best practice with the maths leader and as colleagues.</p> <p>We are part of the ASD outreach training. We will train all staff in key techniques to support children with SEND. (Cognus)</p> <p>We are releasing 2 staff to attend research/ training project by Shirley Clark: positive feedback, assessment, cognitive learning.</p> <p>DHT is part of EEF research project for disadvantaged.</p> <p>Subject leaders attend relevant courses to keep abreast of government initiatives and best practice and feedback to colleagues.</p> <p>Year 6 staff attend SATs preparation courses.</p> <p>Key staff are released once a term to ensure they lead effectively in their subjects.</p> <p>ECT training</p> <p>Annual INSET schedule for class teachers allows us to review core subject teaching, books, and data outcomes termly.</p>			<p>units (summer term) in their year group teams.</p> <p>Additional time has been planned so that maths leader is supporting planning, building confidence and sharing expertise.</p> <p>Staff have attended maths hub training.</p> <p>All staff have received training in ASD. ASD strategies are in place across the school. Instances of children becoming unregulated have decreased.</p> <p>English leaders have supported half termly writing moderation across the school which has allowed teachers to look carefully at what the next steps are for children to progress.</p> <p>2 staff are completing Shirley Clark training and will feedback to the teaching staff in the summer term.</p> <p>Subject leaders are checking curriculum provision to ensure there are links for retrieval and vocabulary development.</p> <p>Teaching and learning observations show strength in vocabulary development and pupils can talk about how the teaching and learning helps them to improve. Lessons include linked retrieval in all subjects and staff have a good understanding of cognitive load.</p> <p>Interventions are high quality and staff and children can talk about progress.</p>
<p>Maths leader to create an additional maths group for year 6 maths lessons to allow the cohort to be taught in smaller groups.</p> <p>We have analysed the needs of our year 6 cohort and have identified that the maths leader teaching 20 (8 of who are PP) children daily, as an additional teacher, will improve the teaching and learning for all as class sizes will be reduced.</p> <p>Children who are working towards ARE, or achieving at the lower end of ARE will have additional support in the fluency and application part of the lesson.</p> <p>Children working at the higher end</p>	<p>EEF(+2)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>	<p>1</p>	<p>Mock SATs projected PP outcomes for maths in year 6 are equal to outcomes at KS1 at the EXS but dropped at GDS.</p> <p>Children targeted for GDS received tutoring but did not make enough progress to get to GDS. Absences were a factor.</p> <p>NFER data shows that all PP children made progress but it wasn't enough to move between bands. All PP non SEN children met EXS.</p> <p>Cohort outcomes in maths are equal to KS1 outcomes at GDS and EXS.</p>

<p>of ARE or at GDS will be challenged in reasoning and problem solving.</p>			
<p><i>Maths leader to work within year 4 to pre- teach lesson knowledge.</i> <i>UPS teacher to support year 4 maths planning.</i></p> <p><i>Autumn term:</i> In year 4, targeted children have 30 mins daily pre teaching before the lesson, following the pre teaching planning format from maths hub.</p> <p>Maths leader supports maths planning (PPA) in year four to ensure progression and challenge from year 3.</p> <p>We analysed the needs of our year 5 cohort. Children scored poorly in the end of unit tests in place value and the four operations when in year 4. Maths leader targets these children 4 times weekly for 30 mins to specifically teach these units so that children close gaps.</p>	<p>Maths Hub research proves that a teacher pre-teaching lesson content support maths mastery model, assigning confidence, raises attainment.</p>	<p>1</p>	<p>All year groups have been afforded time and support for maths planning and are continuing to build skills and confidence in planning for maths mastery.</p> <p>Pre teaching in year 4 showed impact in the Autumn term and data has improved for PP children.</p> <p>COVID affected staffing in the Spring term which impacted the additional support for PP children in year 5. There have been significant changes on roll for PP children in year 5 and attainment at EXS has dropped.</p> <p>Summer term, targeted PP children are receiving tutoring from the maths leader in the summer term which should move them into EXS as data indicates that are close to the boundary.</p> <p>Summer term, this cohort will also be supported by the maths leader in daily maths lessons through reduced class sizes.</p> <p>Maths leader has time planned to support year 5 teachers in maths planning for new units.</p>
<p>Children use their own chrome book to support their learning</p> <p>We want our pupils to be able to continue their learning at home. We ensure children have the equipment to access applications to support maths and English learning, as well as develop their knowledge across all other areas of the curriculum.</p> <p>All these platforms are used within school so the pupils are familiar with them already.</p> <p>Accelerated reader TTRS Doodle maths My maths Spellzone <i>Kahoot</i></p>	<p>EEF Evidence: using Technology for students, where learners use programmes or applications designed for problem solving or open-ended learning; Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching.'</p>	<p>1,2,3</p>	<p>Doodle maths data shows that PP children in year 3 and year 4 are closing gaps in learning. We are moving to Doodle maths across the school in September.</p> <p>Accelerated reader has increased children's engagement in reading. Data is tracking progress and staff are receiving ongoing training.</p> <p>Reading attainment data is strongest across the school. PP reading data has improved in years 3 and 4 from starting points. Year 5 PP data matches KS1 outcomes.</p> <p>Kahoots are used in foundation subjects to aide retrieval.</p> <p>TTRS supports retention and a version of this will be used in the summer term for targeted intervention.</p> <p>Spellzone is improving outcomes for the children who engage with it.</p>

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

Budgeted cost: £ 50,342.72

Please note:

- Targeted interventions have start and end data to measure impact.
- Grouping of children, and number of children targeted, may vary across the year following assessment

Activity	Evidence that supports this approach		Review April 2022
<p>Year 3: Phonics booster groups for targeted children (STA and phonics teacher led)</p> <p>Year 3: MATHS: Lowest attaining children targeted to work on identified gaps in place value and the four operations. (maths leader)</p> <p>Year 5 READING: WCR booster: targeted children benefit from targeted WCR booster- vocab, comprehension, think alouds- so that they can access the WCR lessons. (STA, TA led)</p> <p>Year 6: WCR booster: children benefit from targeted WCR booster- vocab, comprehension, think alouds- so that they can access the WCR lessons (TA led)</p>	<p>EEF +5 Phonics: involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language.</p> <p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher 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>	1, 2, 3	<p>All children who are receiving additional phonics support have made progress from starting points. The progress is not yet enough to move into EXS. They have made progress in fluency and sight vocabulary. Groups have been adjusted for the Summer term in accordance to the data.</p> <p>Targeted maths for the lowest attainers continues. The data shows progress from start and end points but they are not EXS.</p> <p>Reading boosters have fed into the cohort reading attainment improvements. Vocabulary development was targeted and measured through start and end points. Children can talk about the vocabulary that they learnt.</p> <p>Boosters have been adjusted according to the data for Summer term.</p> <p>Targeted times table intervention is being trialled in the summer term. Support staff received training from the maths leader.</p>
<p>All classroom learning support staff (STAs and TAs) are assigned the lowest 20% of readers for targeted reading intervention.</p> <p>This is 1:1 intervention 3 x weekly for ten minutes a time. It focuses on improving fluency, vocab and comprehension.</p>	<p>EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p> <p>EEF Evidence 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often</p>	2, 3	<p>Support staff have received continued training in targeted reading. It has included a focus on vocabulary development. Monitoring shows that children have improved fluency, including videos of the children. Children can talk about how they have improved their reading. They can remember new vocabulary that they have been taught and some are using the vocabulary in their writing.</p> <p>Children are making progress moving through ZPD. (accelerated reader)</p> <p>Those working below A.R.E have made progress. Three children in year three are significantly below A.R.E. One has an EHCP.</p>

	support is based on a clearly specified approach which teaching assistants have been trained to deliver.		Summer term focus has shifted for many children to focus more on comprehension as fluency has improved.
<p>Teaching assistants supported targeted children in core subjects. This includes PP and SEND target children.</p> <p>Support staff meet half termly with teachers to evaluate learning and progress for their targeted children.</p> <p><i>Small group support in core lessons: TA and STA assigned to a year group to support learning in core lessons</i></p>	<p>EEF- Teaching assistants add value to what teachers do. . . help pupils develop independent learning skills and manage their own learning. They provide support at the right time, use open ended questions, give the least amount of help first to support the pupils' ownership of the task.</p>	1 , 2 , 3	<p>Based on internal Spring data</p> <p>Reading: (Year 3 and 4 no KS1 data)</p> <p><u>Year 6:</u> PP attainment reading data sustained from year 5. Five children are currently working below their KS1 result. Cohort attainment is above KS1 results.</p> <p><u>Year 5:</u> PP attainment matches KS1 outcomes. Cohort reading attainment has dropped slightly (there has been significant pupil fluidity in this cohort.)</p> <p><u>Year 4:</u> PP attainment improved from year 3. Cohort reading attainment has improved.</p> <p><u>Year 3:</u> PP attainment improved from entry. Cohort reading attainment has improved.</p> <p>Writing:</p> <p><u>Year 6:</u> PP attainment similar to KS1 outcomes, two children are working below their KS1 results. Cohort attainment improved.</p> <p><u>Year 5:</u> PP attainment matches KS1 outcomes (1 PP child has no KS1 data.) Cohort attainment improved from KS1 (7 children do not have KS1 data.)</p> <p><u>Year 4:</u> PP attainment improved from end of year 3. Cohort attainment has improved.</p> <p><u>Year 3:</u> PP attainment same as on entry. Progress can be seen in books. Cohort attainment has improved.</p> <p>Maths</p> <p><u>Year 6:</u> PP attainment sustained from KS1. Cohort attainment similar to KS1 outcomes</p> <p><u>Year 5:</u> PP attainment significantly lower than KS1 results. Cohort attainment below KS1 results.</p> <p><u>Year 4:</u> PP attainment improved from end year 3. Cohort attainment improved from end of year three.</p> <p><u>Year 3:</u> PP attainment improved from entry. Cohort attainment similar to entry.</p>

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

Budgeted cost: £30,417.3

Activity	Evidence that supports this approach		Review April 2022
Mentoring is delivered to targeted children via Kick London staff. Targets are set with the child and reviewed half termly.	<p>EEF (+2)</p> <p>In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p>	4	13 children have received mentoring this academic year. This has improved behaviour in the classroom, has supported attendance improvements and has improved behaviour on the playground.
Kick London support play for each year group. Their targeted support ensures that	<p>EEF Evidence 'Behaviour interventions seek to improve attainment by reducing</p>	4	Support in Autumn term was across the whole key stage. For LKS2, it enabled children to be able to play team games in a group without the

<p>children have positive playtimes and so return to class regulated and ready to learn.</p> <p>Teaching assistants are also deployed to support play at lunchtime, depending on the needs of the children.</p>	<p>challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning'</p>	<p>need for adult intervention. Targeted children have been supported with their regulation and are able to use calming measures. Behaviour incidents have reduces.</p> <p>Children in UKS2 continue to need targeted support, particularly in the longer play sessions to avoid conflict. Behaviour incidents have reduced since targeted support in place. This enables all of the class to return to learning with minimal disruption.</p>																												
<p>ELSA supports children who may have experienced trauma, bereavement or anxiety. Targets are set with the teachers, child and parents and are reviewed half termly.</p>	<p>EEF Evidence 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4 ELSA has supported children with bereavement, trauma, children who are looked after, children who have a social worker assigned and those with anxiety.</p>																												
<p>Use of office employee to track and monitor attendance and punctuality of pupils and support SLT to engage families to improve attendance.</p>	<p>We can't improve attainment for children if they aren't actually attending school.</p> <p>NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>4, 5 High attendance has been challenging this academic year, especially in the Spring term, due to COVID.</p> <p>Attendance has been monitored and processes have been followed to try to improve attendance.</p> <table border="1" data-bbox="1066 1469 1487 1641"> <thead> <tr> <th>Persistent absence</th> <th>Autumn 2021</th> <th>Spring</th> <th>Sep – now</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>32.76%</td> <td>27.37 %</td> <td>30%</td> </tr> <tr> <td>Whole School</td> <td>16.52%</td> <td>26.99 %</td> <td>16.53%</td> </tr> </tbody> </table> <table border="1" data-bbox="1066 1688 1487 1935"> <thead> <tr> <th>Attendance</th> <th>PP</th> <th>Whole School (inc PP)</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Autumn Term</td> <td>91.7%</td> <td>94.14%</td> <td>2.44%</td> </tr> <tr> <td>Spring Term</td> <td>88%</td> <td>92.40%</td> <td>4.4%</td> </tr> <tr> <td>Sep - Apr</td> <td>90.1%</td> <td>93.4%</td> <td>3.3%</td> </tr> </tbody> </table>	Persistent absence	Autumn 2021	Spring	Sep – now	PP	32.76%	27.37 %	30%	Whole School	16.52%	26.99 %	16.53%	Attendance	PP	Whole School (inc PP)	Difference	Autumn Term	91.7%	94.14%	2.44%	Spring Term	88%	92.40%	4.4%	Sep - Apr	90.1%	93.4%	3.3%
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Support to fund a % of total cost of school trips for FSM children.	To allow equal access to enrichment activities we will support a percentage of the total cost of a trip for children registered for FSM. This builds disadvantaged children's life experiences.	4	Ongoing
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Total budgeted cost: £ 125.027

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 2020 to 2021 academic year.

(see 2020- 2021 review on website)

PP children meeting Age Related Expectations (judgements based on NFER standardised tests) compared to non PP children.

Reading	Year 3 Cohort 2020	Year 4 Cohort 2019	Year 5 Cohort 2018	Year 6 Cohort 2017
Pupil premium	39% (7:18)	79% (11:14)	61% (11:18)	57% (12:21)
Non Pupil Premium	80% 57:71)	79% (56:71)	80% (57:71)	87% (60: 69)
Difference	-41%	=	-19%	-30%
PPG NON SEN	50% (7:14)	78% (7:9)	100% (10:10)	85% (11:13)

MATHS	Year 3 Cohort 2020	Year 4 Cohort 2019	Year 5 Cohort 2018	Year 6 Cohort 2017
Pupil premium	44% (6:18)	57% (8:14)	63% (12:19)	57% (12:21)
Non Pupil Premium	71% (51:72)	73% (52:71)	80% (56:70)	84% 58:69)
Difference	-27%	-16%	-17%	-27%
PPG NON SEN	57% (8:14)	44% (4:9)	100% (10:10)	77% (10:13)

Writing: Based on Teacher Assessment

WRITING	Year 3 Cohort 2020	Year 4 Cohort 2019	Year 5 Cohort 2018	Year 6 Cohort 2017
Pupil premium	28% (5:18)	50% (7:14)	47% (9:19)	52%
Non Pupil Premium	72% (51:71)	65% (46:71)	68% (48.71)	83%
Difference	-44%	-15%	-21%	-31%
PPG NON SEN	36% (5:14)	67% (6:9)	80% (8:10)	77% (10:13)

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
1:1 tutoring First Space maths (cohort 2017 and 2018) Spring term, summer term 2020-2021	tutoring First Space maths

