



## Pupil premium strategy statement 2024-27

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data 2024-25	Data 2025-26	Data 2026-27
Number of pupils in school	338	307	
Proportion (%) of pupil premium eligible pupils	41% (137 pupils)	43% (133 pupils)	
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-2027		
Date this statement was published	December 2024	December 2025	
Date on which it will be reviewed	October 2025	November 2025	
Statement authorised by	Local Academy Board	Local Academy Board	
Pupil Premium Lead	Annie Tanner	Charlotte Pierce	
Governor/Trustee Lead	Di Ryan	John Lucas (Interim)	

### Funding overview

Detail	Amount 2024-25	Amount 2025-26	Amount 2026-27
Pupil premium funding allocation this academic year	£192,400	£196,950	



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Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0	£0	
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£192,400	£196,950	



## Part A: Pupil premium strategy plan

### Statement of intent

At Glenleigh Park, our intent for all pupils is that they are able to learn in a safe and happy environment regardless of any potential barriers. Through our pupil premium strategy, we have identified that high quality teaching; targeted academic support and the use of wider strategies will enable us to ensure progress for all including those children identified as being disadvantaged. The key principles that underpin our plan are carefully aligned with our school improvement plan and the existing practices within the school.

Our aim is for children identified as disadvantaged to attend school in line with those children who are not. This includes a reduction in the persistent absence of children who are identified as disadvantaged. We know that attendance has a significant impact on children's progress and attainment therefore this is a key aim of this strategy.

We will continue to ensure that every child has access to a rich and varied reading curriculum that allows them to develop word reading, fluency and comprehension as we believe that reading allows children access to all areas of the curriculum and readies them for the 'next step' in their education. In addition, we also know that language development and word acquisition are key skills to enable children to develop a wide range of skills both academically and socially which is why we have a focus on this aspect through our pupil premium strategy.

For the last three years, we have seen an increase year on year in requests for support for social, emotional and mental health needs. These aspects have a huge impact on children's ability to feel regulated and able to access learning. We are committed to ensuring that support for these areas continues through our highly trained Emotional Literacy Support Assistants (ELSA) particularly for our children who are identified as being disadvantaged.



## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance challenges</b> Our attendance data over the last year indicates that attendance is improving, however, there still remains a gap between children who are classified as disadvantaged and those who are not. Data 2023-24: Attendance of non-pupil premium eligible was 95% Attendance pupil premium eligible was 91.8%
2	<b>Early language challenges</b> Assessments, observations and discussion with children indicate underdeveloped oral language skills and vocabulary gaps among many of our children particularly those who are classified as disadvantaged.
3	<b>Reading attainment challenge</b> Assessments indicate that there continues to remain a small gap in attainment for reading between children who are classified as disadvantaged and other children. Reception: gap of 4% in word reading End of KS1: gap of 5% in reading End of KS2: gap of 2% in reading Implementation of good quality, evidence-based programmes have closed the gap significantly over the past three years. These programmes now need to be sustained to continue with the improvement in reading for children classified as disadvantaged.
4	<b>Social, Emotional and Mental Health challenges</b> Parent and teacher requests for social, emotional and mental health support for children remain high. The demand for additional support for these areas, particularly anxiety means we have 51% (36/70) of the pastoral team caseload for 2023-24 being children identified as disadvantaged.

## 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.



	<b>Intended outcome</b>	<b>Linked to challenge</b>	<b>Success criteria</b>
A	To improve and sustain attendance for all children particularly those identified as disadvantaged	1, 2, 3	<p>Improved and sustained high levels of attendance by 2026-27 demonstrated by:</p> <ul style="list-style-type: none"><li>• The overall attendance percentage for the year continues to improve for our children identified as disadvantaged to be in line or above national figures for the same group.</li><li>• The percentage of persistently absent children to be below national and not more than 5% different than non-disadvantaged peers.</li></ul>
B	Improved oral language skills and vocabulary amongst all children who are identified as disadvantaged	2, 3	<p>Improved oral language skills by the end of academic year 2026-27 demonstrated by:</p> <ul style="list-style-type: none"><li>• Pupils in receipt of pupil premium who have been referred to speech and language therapy (SALT) meeting outcomes on their programmes.</li><li>• Pupils in receipt of pupil premium with an additional level of need making progress through early language interventions.</li><li>• Pupils throughout the school showing good use of key vocabulary from the wider curriculum when speaking and writing.</li></ul>
C	To sustain the quality reading curriculum to ensure continued growth in attainment for children identified as disadvantaged	2, 3	<p>By the end of academic year 2026-27:</p> <ul style="list-style-type: none"><li>• At least 80% of reception children who are identified as disadvantaged achieve word reading early learning goal.</li><li>• At least 80% of children in year 1 who are identified as disadvantaged pass their phonics screener.</li><li>• At least 80% of children at the end of KS1 who are identified as disadvantaged achieve the age-related standard in reading.</li></ul>



			<ul style="list-style-type: none"><li>At least 80% of children at the end of KS2 who are identified as disadvantaged achieve the age-related standard in reading.</li></ul>
D	To achieve and sustain improved wellbeing for all pupils in our school, particularly our children who are eligible for the pupil premium grant	1, 4	<p>Sustained high levels of wellbeing by 2026-27 demonstrated by:</p> <ul style="list-style-type: none"><li>Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li><li>A sustained uptake in the participation in enrichment activities, particularly among disadvantaged pupils.</li><li>A continued reduction in pupil-on-pupil incidents particularly involving children classified as disadvantaged.</li></ul>
E	To continue to develop the mental health offer in school to enable all children, particularly those classed as disadvantaged, to feel mentally healthy	1, 4	<p>Sustained high levels of good mental health by 2026-27 demonstrated by:</p> <ul style="list-style-type: none"><li>Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li><li>Uptake of services offered through school to families.</li><li>Confident and happy children.</li></ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 121,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching for all pupils in all classes	EEF guide to pupil premium – tiered approach. Teaching is identified as the top priority including focused CPD	2,3



Reading Recovery teacher to support all reading teaching in KS1	EEF – teaching and learning toolkit identifies reading comprehension strategies as having high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction.	2,3
Phonics lead teacher given additional time out of class to develop practice in RWInc across all staff	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2,3
TAs invited and paid to stay at staff meetings	EEF tiered approach – Regular CPD opportunities are provided to all staff to sustain and enhance development of reading and maths, including opportunities for peer evaluation and support.	2,3,4
Termly pupil progress meeting	Teachers and TAs need to be aware who in their class needs additional support or focused group work.	2,3
Ongoing training for the wellbeing curriculum to ensure consistency for all children	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): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	2,3,4
Children access stage not age daily teaching for both reading and phonics	Data from previous three years shows an increase in the number of children reaching ARE and passing the phonics screener both in Y1 and retakes due to this approach.	2,3
Staff training in relation to oracy provided by English lead to ensure staff are consistently and appropriately developing this in their classroom	There is a strong evidence base that suggests oral language teaching, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and language development: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	2,3



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

Budgeted cost: £ 43,121

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sports events promoted and offered to pupils in receipt of pupil premium  Access to clubs and events – targeted towards pupils in receipt of pupil premium  Residential and curriculum trip costs reduced for pupils in receipt of pupil premium	Enrichment activities offer children a context for learning and a stimulus to trigger their enjoyment and interest in school. (Ofsted focus on building cultural capital and developing children knowledge)	1,4
SALT (speech and language therapist) one day a week to offer targeted support for identified caseload children as well as support TA intervention delivery  Speech and language therapist to support TAs in delivering speech and language interventions	EEF research states that - one to one therapy (tuition) is very effective at improving pupil outcomes. One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas (speech and language)  Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	2
Fresh Start TA continues intervention programme in UKS2	Fresh Start to be used as part of planned intervention programme in year 5 and year 6. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	3



Phonics tutoring 1:1 for all children not at expected level (provided by teacher and TA)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>	2,3
ELSA ongoing training for trained pastoral assistants	Social emotional support to enable children to 'be ready to learn'	4
Reading Recovery teacher to provide ongoing support for TA in BRP	Evidence based interventions used to improve reading attainment	3

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

Budgeted cost: £27,887

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team deployed to support identified pupils in relation to wellbeing and behaviour	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	4
Family support workers to complete 'in the moment' intervention with children and families experience SEMH challenges  Coffee mornings across the year to support families and engage parents in training to better understand children's needs	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">working together to improve school attendance</a>	4
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to</a>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1



<u>improve school attendance.</u>  This will involve training for Attendance Officer to develop and implement new procedures, regular meetings with DSL and HOS in relation to attendance and liaison with Team around the school and setting (TASS) and meetings with parents		
Contingency fund for arising issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified including enabling children to access off site visits and visitors as well as enrichment opportunities.	All

**Total budgeted cost: £192,400**

### Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
Accelerated Reader	Renaissance
White Rose Resources	White Rose Maths
Times table Rockstars	Maths Circle Ltd
Fresh Start	Ruth Miskin
Speech and language link	Speechlink Multimedia Ltd
Daily Supported Reader	Hackney Learning Trust
Destination Reader	Hackney Learning Trust
Mastery in Number	NCETM
Better Reading Partners (BRP)	Education Works
Karate	SAMA
Time to Dance	Funk Fusion
Multi-sports & Crafts	Skilltek Sport
Rock Steady	Rock Steady



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## Part B: Review of the previous academic year (2024-25)

### Outcomes for disadvantaged pupils

#### **Intended outcome A: To improve and sustain attendance for all children particularly those identified as disadvantaged**

Our attendance data over the last year indicates that attendance overall is improving, with 2024-25 being 94% and in line with national attendance data however there still remains a gap between children who are classified as disadvantaged and those who are not as well as the year on year percentages not yet showing the impact of the ongoing work.

*Data 24-25:*

Attendance of non-pupil premium eligible was 96% (2023-24 - 95%)

Attendance pupil premium eligible was 91% (2023-24 - 91%)

We appointed a new Attendance Officer partway through term 5 in the academic year and she has worked hard to build the relationships with the families. She has received training from the Trust lead for attendance and has been proactive in looking at trends, particularly around children who are late, which if after register closes, means it is classed as an unauthorised absence and impacts with child's attendance.

We have been sending more praise when children come out of persistently absent and also continue to incentivise attendance through termly rewards and mentions.

A wide range of clubs and personal development opportunities including, JOLF, Boogie Bounce, Rock Steady and a number of extra-curricular club opportunities have run this academic year. Children in receipt of the pupil premium grant have been prioritised for spaces and the school has managed to subsidise these clubs and activities to make them more affordable. These opportunities have raised excitement for the children and considered a wider range of interests to encourage good attendance as well as personal development.

#### **Intended outcome B: Improved oral language skills and vocabulary amongst all children who are identified as disadvantaged.**

Our private speech and language therapist (SALT) has written 10 programmes that were bespoke for children who are entitled to pupil premium funding during this academic year. She has also delivered training to enable these programmes to be delivered to a high standard. We used one specifically identified TA to receive this support and training to enable the programmes to be high quality and pitched appropriately.

Children have accessed speech and language link interventions with TA as appropriate across all year groups. Most children accessing these interventions have made progress however some



children have then needed a further referral for more assessment or different programmes due to their higher level of need.

RWInc tutoring has been targeted towards children in receipt of the pupil premium grant to ensure that they make accelerated progress where necessary to achieve the pass mark in the phonics screener as well as go on to be strong readers. This is underpinned by good oral language skills and repetition, has supported progress for children in their speaking skills.

**Intended outcome C: To sustain the quality reading curriculum to ensure continued growth in attainment for children identified as disadvantaged**

*Outcomes of statutory assessment for pupils in receipt of pupil premium 2024-25*

EYFS: 38% of our pupils in receipt of pupil premium in reception achieved GLD.

Year 1 Phonics: 84% of pupils in receipt of pupil premium (16 children out of 19 in the cohort) in year 1 passed the phonics screener.

*Children in receipt of pupil premium:*

End of KS1 SATs

Reading: 71%

Writing: 53%

Maths: 59%

End of KS2 SATs

Reading: 77%

Writing: 65%

Maths: 65%

These outcomes for our children in receipt of pupil premium are all increases on the previous year however we want to continue to ensure we are closing the gap between our children in receipt of PP grant compared to those that are not. The use of RWInc phonics and DSR in Key Stage 1 have ensured this sustained progress for these children. The high-quality training and support that staff are provided with also ensures that the programme is delivered in the most supportive way.

**Intended outcome D: To achieve and sustain improved wellbeing for all pupils in our school, particularly our children who are eligible for the pupil premium grant.**

Emotional and mental health support for children has continued to be supported by our three Pastoral Support Assistants who all hold the Emotional Literacy Support Assistant (ELSA)



accreditation. 39 pupils in receipt of pupil premium have accessed support from our ELSAs and Parent Support Advisors across the year.

Staff continue to use and develop the 'Glenleigh Approach' to behaviour that encompasses aspects of the empowerment approach. Staff target their teaching of these lessons to children who are identified as requiring that additional support as outlined on the pupil premium provision sheets.

**Intended outcome E: To continue to develop the mental health offer in school to enable all children, particularly those classed as disadvantaged, to feel mentally healthy.**

We achieved the Healthy Schools Excellence Award.

Our ELSA trained Pastoral Assistants and Parent Support Advisors have supported a caseload of children for a range of difficulties relating to mental health and wellbeing. 39 pupils in receipt of pupil premium have accessed support from our ELSAs and Parent Support Advisors across the year.

Our Parent Support Advisors ran a series of workshops for parents and carers including Anxieties and Worries, Sleep and Challenging Behaviour.

We have worked closely with the Mental Health Support Team (MHST) who have facilitated 1:1 work with children as well as providing parent drop-ins. Four children who were eligible for PP accessed 1:1 support. The MHST also delivered a number of coffee mornings including an anxiety workshop and a 'tricky mornings' session.



### Activity in this academic year

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

#### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 122,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching for all pupils in all classes	EEF guide to pupil premium – tiered approach. Teaching is identified as the top priority including focused CPD	2,3
Whole Trust training on high quality teaching delivered three times per year		
<b>Reading Recovery teacher</b> to support all reading teaching in KS1  All teachers and TAs to receive ongoing training to teach DR and DSR	EEF – teaching and learning toolkit identifies reading comprehension strategies as having high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction.	2,3
<b>Phonics lead teacher</b> given additional time out of class to develop practice in RWInc across all staff. Also moved year 3 this year to consider those children who still require support with phonics in LKS2	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2,3
TAs invited and paid to stay at staff meetings  TA accessing maths specialist TA training.  All TA accessing RWInc and DSR training fortnightly to support practice	EEF tiered approach – regular CPD opportunities are provided to all staff to sustain and enhance development of reading and maths, including opportunities for peer evaluation and support.	2,3,4



New assessment schedule with NMM and Smart grade assessment tools to support teachers analysis of data and planning for next steps during termly pupil progress meeting	Teachers and TAs need to be aware who in their class needs additional support or focused group work.  No more marking to support assessment of writing and Smartgrade platform to provide question level analysis for assessments	2,3
Ongoing training for the wellbeing curriculum to ensure consistency for all children with updates beginning to be shared via the hub meetings	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): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	2,3,4
New Aurora Behaviour curriculum to be rolled out over the year to support also with children understanding their emotions	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): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	2,3,4
Children access stage not age daily teaching for both reading and phonics	Data from previous three years shows an increase in the number of children reaching ARE and passing the phonics screener both in Y1 and retakes due to this approach	2,3
ELSA supervision and retention of our three ELSA trained members of staff	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): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	2,3,4
Whole staff training on Speech and Language needs delivered by SALT termly	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	2



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

Budgeted cost: £ 44,621

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sports events promoted and offered to pupils in receipt of pupil premium  Access to clubs and events – targeted towards pupils in receipt of pupil premium  Residential and curriculum trip costs reduced for pupils in receipt of pupil premium	Enrichment activities offer children a context for learning and a stimulus to trigger their enjoyment and interest in school. (Ofsted focus on building cultural capital and developing children's knowledge)	1,4
Careers Hub school status obtained considering aspirations for all children. Focused delivery of a career aspirations club	Enrichment activities offer children a context for learning and a stimulus to trigger their enjoyment and interest in school. (Ofsted focus on building cultural capital and developing children's knowledge)  Enabling children to broaden horizons and to think about their futures and how to access that future gives more incentive to access school and the steps to achieve the goal	1,4
SALT (speech and language therapist) one day a week to offer targeted support for identified caseload children as well as support TA intervention delivery  Speech and language therapist to support TAs in delivering speech and language interventions	EEF research states that - one to one therapy (tuition) is very effective at improving pupil outcomes. One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas (speech and language)  Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking,	2



	<p>listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	
Fresh Start TA continues intervention programme in UKS2	<p>Fresh Start to be used as part of planned intervention programme in year 5 and year 6. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	3
Phonics tutoring 1:1 for all children not at expected level (provided by teacher and TA)	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p>	2,3
ELSA sessions delivered to children in receipt of PPG	<p>Social emotional support to enable children to 'be ready to learn'</p>	4
Reading Recovery teacher to provide ongoing support for TA in BRP	<p>Evidence based interventions used to improve reading attainment.</p>	3

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

Budgeted cost: £29,387

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team and family support work team deployed to support identified pupils in relation to wellbeing and behaviour	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	4
Family support workers to complete 'in the moment'	<p>The DfE guidance has been informed by engagement with schools that have</p>	1, 4



intervention with children and families experience SEMH challenges	significantly reduced levels of absence and persistent absence. <a href="#">working together to improve school attendance</a>	
Coffee mornings across the year to support families and engage parents in training to better understand children's needs		
Working with the Local Authority to deliver 'tricky mornings' support for parents	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">working together to improve school attendance</a>	1
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .  This will involve training for Attendance Officer to develop and implement new procedures, fortnightly meetings with DSL and HT in relation to attendance and liaison with team around the school and setting (TASS) and meetings with parents	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence  <a href="#">Supporting school attendance-EEF guidance</a>	1
Introduction of PowerBi dashboard and use of View Your Education Data (VYED) reports for attendance to enable the Attendance Officer to trace attendance at different levels and identify trends	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">working together to improve school attendance</a>  The data is up to date in PowerBi which allows appropriate in the moment intervention and letters to be sent.  <a href="#">VYED reports</a> give comparisons with similar schools and allow target setting and bench marking to happen for us to	



# Glenleigh Park Primary Academy

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	measure improvements and areas to develop	
Contingency fund for arising issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified including enabling children to access off site visits and visitors as well as enrichment opportunities. This still remains the case and is an important offer to enable equality of access for children in receipt of the PPG	All

**Total budgeted cost: £196,950**

### Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
Accelerated Reader	Renaissance
White Rose Resources	White Rose Maths
Times table Rockstars	Maths Circle Ltd
Fresh Start	Ruth Miskin
Speech and language link	Speechlink Multimedia Ltd
Daily Supported Reader	Hackney Learning Trust
Destination Reader	Hackney Learning Trust
Mastery in Number	NCETM
Better Reading Partners (BRP)	Education Works
Karate	SAMA
Time to Dance	Funk Fusion
Multi-sports & Crafts	Skilltek Sport
Rock Steady	Rock Steady
Junior Duke	Capable Kids
Boogie Bounce	Boogie Bounce
JOLF	Junior Golf