

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
School name	Abbot Alphege Academy
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 – 22 2022 – 23 2023 - 24
Date this statement was published	December 2022
Date on which it will be reviewed	30 <sup>th</sup> September 2023
Statement authorised by	LGB
Pupil premium lead	Caroline Ford
Governor / Trustee lead	John Bullen (Governor) Belinda Deery (Trustee)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40.165 (based on October 21 census numbers and subject to adjustment for fewer pupils)
Recovery premium funding allocation this academic year	£3402 (School Led Tutoring Grant)
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	£43,567

## Part A: Pupil premium strategy plan

### Statement of intent

Abbot Alphege Academy commits to working collaboratively and collectively with schools across The Partnership Trust to eliminate the disadvantaged gap. We commit to working collegiately to share our successes and challenges, and to support decision making across the Trust by sharing evidence from our work.

Our main intent is to support our disadvantaged learners to be in the best possible place to access learning and to succeed academically, thus impacting positively on their life chances. We see this as a fundamental moral responsibility of everyone in our school and we make it our business to be deliberately bothered about our disadvantaged learners.

During the period of this strategy plan, we will focus on the key challenges that are preventing a number of our disadvantaged pupils from attaining well; oral language, writing, fluency in number, and attendance at school and access to wider opportunities. Our approach is to be pre-emptive and responsive to learners' individual needs and is rooted in our assessment, not assumptions about the impact of disadvantage.

Intelligent analysis of both hard and soft data, including our observations of our learners, enables us to identify attainment gaps and barriers to achievement. This strategy then aims to address these gaps and help deliver excellent outcomes for our disadvantaged learners, ensuring all of our learners are challenged, and intervening early to support those learners who need it.

We work hard to develop effective relationships with families and focus on those children who need us most.

We also work hard to continually improve our practice and the quality of our teaching, supporting this through evidence based training, reflective practice and coaching.

### Challenges

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

Challenge number	Detail of challenge
1	Our assessments, discussions and observations show that progress has been negatively affected most markedly in writing in many year groups across the school due to the periods of school disruption.
2	Assessment and observation indicates that oral language in Reception and Year 1 is lower than previously for all children, and particular low for some disadvantaged learners. This has been exacerbated during disruption to schooling, where many

	children missed large parts of preschool and social provision where these skills would have been developed.
3	For some disadvantaged learners, fluency in number is a challenge and is a barrier to the achievement of expected standards in maths, in some year groups.
4	Attendance and punctuality for a significant minority of disadvantaged learners impacts on their academic success. This links to some low levels of engagement with a small number of our families.
5	A small but significant number of disadvantaged learners have been heavily impacted in terms of their social and emotional development due to disruption in their schooling, and the effects of this continue to be seen. It is crucial that these learners are fully engaged with the school and need additional support (including financial) to enable them to access all that school has to offer. This is a principle of equity for all.

## 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
<p>Writing standards are improved for all, and especially disadvantaged learners across the school.</p> <p>There is no gap between the outcomes for disadvantaged learners and others in writing.</p>	<p>Standards of writing are improved across the school, with a particular focus on:</p> <p>YR and Y1– transcription, especially developing strength for writing and stamina, is improved for all learners, high quality phonics teaching impacts on outcomes in writing;</p> <p>Y2 and LKS2 – composition – especially the ability to construct individual quality sentences, and a series of quality sentences is improved for all learners;</p> <p>UKS2 – text structure and embedding grammatical knowledge in writing is improved for all learners.</p>
<p>Increased levels of oral language competence in Reception and Year 1, so that all children can fully access the taught curriculum.</p>	<p>NELI Programme is well implemented for all learners who need this support in Reception;</p> <p>NELI Exit Assessments show positive impact of the programme;</p> <p>Confidence in oracy is improved in KS1;</p> <p>The impact on phonics, reading and writing outcomes is clear, with outcomes at least in line with the National Average at the end of KS1;</p> <p>There is no gap between the outcomes for disadvantaged learners and others in reading and writing.</p>

<p>Maths standards are improved for all, and especially disadvantaged learners across the school;</p> <p>Children show increased fluency with addition, subtraction, multiplication and division, and are able to apply this in their mathematical reasoning.</p>	<p>Number Sense and TTRS are in place and embedded into teaching and learning;</p> <p>Outcomes in maths are good for all learners and there is no gap between the outcomes for disadvantaged learners and others;</p> <p>Teaching strategies are improved and developed through Mastery Readiness work with the Boolean Hub.</p>
<p>Quality teaching for all so that all children, including disadvantaged learners, have access to exceptional teaching across the curriculum.</p>	<p><i>Walkthrus</i> and the Trust developed Quality Teaching Matrix, alongside the EEF 5 A Day approach are used to provide quality CPD for all teachers and HLTAs, linking areas of development to individual needs of classes;</p> <p>Coaching 15 is established for all teachers and HLTAs, and supports them in making positive incremental improvements in their teaching over time;</p> <p>Subject Leaders are released to check on the quality of provision in their subjects across the school.</p>
<p>Attendance for all disadvantaged pupils is above 96%.</p> <p>Disadvantaged pupils arrive at school in good time every day.</p>	<p>Attendance Policy is absolutely clear and communicated to all families;</p> <p>Monthly attendance monitoring enables Head and Attendance Officer to identify any attendance issues early and intervene without delay;</p> <p>There is no difference between the attendance of disadvantaged pupils and others, with the expectation that this is above 96% for all.</p>
<p>Children are supported to be emotionally regulated and ready to learn</p>	<p>ELSA Trained member of staff this year (SENDCo to enable her to cascade strategies to others and develop this work with TAs);</p> <p>ELSA strategies are used to support children and impact on their successful access to the curriculum, and on their academic achievement;</p> <p>SENDCo leads the work on Zones of Regulation, supporting children weekly who need additional small group intervention to be emotionally regulated in school, and so are ready to learn. This impacts on their academic outcomes;</p> <p>The Haven (an in school resource base) is used effectively to help children develop their emotional regulation and supports their readiness to learn.</p>

<p>There is a high level of participation in extracurricular opportunities from disadvantaged learners, and affordability is not a barrier for this participation.</p>	<p>Disadvantaged children are able to participate in:</p> <ul style="list-style-type: none"> <li>• Sporting events, including coaching;</li> <li>• Trips and visits, including residential visits;</li> <li>• Peripatetic music lessons;</li> <li>• After school opportunities, where there is a charge.</li> </ul> <p>There is equity for all children; Participation rates among disadvantaged children are in line with all others.</p>
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## 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: £ 12,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Walkthrus</i>, EEF 5-a-Day and Trust quality teaching matrix – CPD for all teachers and HLTAs supporting high quality teaching for all</p>	<p>At the heart of <i>Walkthrus</i> are evidence based approaches based on the work of:</p> <p>Barak Rosenshine (2010) <i>Principles of Instruction</i></p> <p>Willingham (2009) <i>Why Students Don't Like School</i></p> <p>Shimamura (2018) <i>A Whole Brain Learning Approach for Students and Teachers</i></p> <p>Dylan Willam (2005) <i>Embedded Formative Assessment</i></p> <p>Ron Berger (2003) <i>An Ethic of Excellence</i></p> <p>EEF 5-a-Day approaches are also evidence based and our Trust Quality Teaching Matrix is also based on this work.</p>	<p>1, 2, 3</p>
<p><i>Coaching 15</i> – Short, regular classroom visits, focusing on key principles of pedagogy, followed by a coaching conversation and a small, actionable step for improvement.</p>	<p><a href="https://blog.irisconnect.com/uk/coaching-for-teachers-coaching-for-teaching.pdf">https://blog.irisconnect.com/uk/coaching-for-teachers-coaching-for-teaching.pdf</a></p> <p><a href="https://www.ambition.org.uk/blog/what-instructional-coaching/">https://www.ambition.org.uk/blog/what-instructional-coaching/</a></p> <p>Andy Buck (2020) <i>The Basic Coaching Method</i></p> <p>There is a wealth of evidence that points to instructional coaching for teachers as an effective tool for improvements in the quality of teaching overall.</p>	<p>1, 2, 3, 5</p>

<p><i>Writing</i> – Develop the consistent provision and quality teaching across the school through introducing:</p> <ul style="list-style-type: none"> <li>• Handwriting scheme that supports development of early writing;</li> <li>• A school wide, consistent approach to writing that supports all children and uses evidence based approaches (e.g. sentence stacking);</li> <li>• Participating in Trust wide writing training;</li> <li>• English leader observing and supporting teachers with high quality teaching of writing;</li> <li>• Expectation that all children will be able to read and spell 40 high frequency words by the end of Year 1.</li> </ul>	<p><a href="https://www.gov.uk/government/publications/what-is-the-research-evidence-on-writing">https://www.gov.uk/government/publications/what-is-the-research-evidence-on-writing</a></p> <p>This research paper indicates the areas that struggling writers need specific support with, e.g. explicit, scaffolded writing instruction, targeted instruction in word, sentence and paragraph level work, good links with reading, developing writing for meaning and communicative effect, and cognitive strategies including modelling (which links to work beginning on sentence stacking).</p> <p>Research evidence has found that the following approaches are effective in teaching writing in primary and secondary schools (What Works Clearinghouse, 2012; Gillespie and Graham, 2010; Andrews et al, 2009; Graham et al, 2011; Santangelo and Olinghouse, 2009):</p> <p>Teach pupils the writing process;  Teach pupils to write for a variety of purposes;  Set specific goals to pupils and foster inquiry skills;  Teach pupils to become fluent with handwriting, spelling, sentence construction, typing and word processing;  Provide daily time to write;  Create an engaged community of writers.</p>	<p>1</p>
<p><i>Maths</i> – develop the provision and quality teaching across the school through:</p> <ul style="list-style-type: none"> <li>• Further work on developing our White</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	<p>3</p>

<p>Rose approach, ensuring that Flashback 4s are used in lessons;</p> <ul style="list-style-type: none"> <li>• Embedding <i>Number Sense</i> across the school to support with mathematical fluency in KS1 and interventions in KS2;</li> <li>• Working with the Boolean Hub to develop Mastery Readiness.</li> </ul>	<p>These reports indicate some key recommendations that are part of the White Rose and Number Sense approaches:</p> <ul style="list-style-type: none"> <li>• Developmental progressions;</li> <li>• Dedicated time for maths daily;</li> <li>• Extended mathematical discussions with children;</li> <li>• Development of mathematical vocabulary;</li> <li>• Use of manipulatives and visual representations;</li> <li>• Regular, appropriate assessment is used continuously;</li> <li>• Teach strategies of solving problems;</li> <li>• Develop pupils' independence and motivation (number fluency supports this and <i>Number Sense</i> focuses on this);</li> <li>• Use tasks and resources the challenge and support (White Rose units of work provides the structure for this);</li> <li>• Structured interventions for additional support (<i>Number Sense</i> in KS2).</li> </ul>	
<p><i>Phonics and Early reading</i> – embed the new phonics approach that focuses on the early and fast acquisition of phonics knowledge; ensure all new staff are trained in our scheme; resource the scheme and ensure our reading scheme matches our phonics scheme; continue working with Mangotsfield Hub; hand over leadership of phonics and early reading to the English Leader, phasing this over time.</p> <p>All children, by the end of KS1, should be able to read and write the first 40 high frequency words.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	<p>1, 2</p>

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

Budgeted cost: £13,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School led tutoring</i> – Provide small group tutoring for every eligible child.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>EEF findings indicate that small group tutoring can have an impact of an additional 4 months of progress, especially if it is targeted at pupils’ specific needs. It is recommended that small group tuition is considered as part of a strategic approach to improve outcomes for disadvantaged learners.</p>	1, 3
<p><i>NELI Programme</i> – implement our second year of the NELI programme, ensuring that all children have support to develop their early oracy skills.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Some good in school evidence of impact from the first year, but curtailed due to school closure. Second year of running this without interruption will enable us to fully evaluate effectiveness.</p>	2
<p><i>Interventions and one to one support (NELI, Number Sense and Phonics Keep Ups)</i> – recruit additional TA hours to provide additional intervention support and ensure that all children who need this support are able to have it.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>If deployed effectively, TAs can have a positive impact on learner outcomes.</p> <p>TAs will deliver structured interventions in which they have been trained as research shows that this has the most impact.</p>	1,2,3

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



Budgeted cost: £18,124

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p><i>Attendance</i> – hold monthly attendance reviews and regular attendance surgeries focused on PP children.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p> <p>This evidence review is currently in progress.</p> <p><a href="https://www.gov.uk/guidance/improving-school-attendance">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p><i>ELSA</i> – train a key member of staff in ELSA in order to cascade strategies to other members of the team to implement</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Lockdown has had a disproportionate impact on a small number of children who need to develop their emotional literacy in order to be able to access the curriculum successfully. There is extensive evidence that suggests that supporting children with social and emotional development in childhood impacts positively on their life chances.</p>	5
<p><i>Zones of Regulation</i> – provide support for pupils who need help with emotional regulation and being ready to learn; this support to be provided by specialist</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><i>Approaches which focus on self-management and those involving role play or rehearsal are associated with greater impact.</i></p> <p>Targeted interventions have a positive (+4 months) impact on learning, especially when sessions are frequent and provision is over a period of time.</p>	5

<p>TA in The Haven, a resource base within school for SEND pupils.</p>		
<p>Ensure that ALL pupils are able to access a wide range of extra-curricular opportunities; ensure that money is never a barrier to full participation in the wider curriculum of the school.</p>	<p><a href="#">An Unequal Playing Field report.pdf</a></p> <p>Although this report is based around secondary students, there are some key findings here which support using PP funding to ensure that disadvantaged children have access to the same opportunities as their more affluent peers, as much as is possible. This develops cultural capital for our disadvantaged learners and provides <b>equity</b> of opportunity. In order to be able to provide these opportunities, it is <b>vital</b> that we provide some funding from our Pupil Premium Grant.</p>	<p>5</p>

**Total budgeted cost: £43,381**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

<b>Intended outcome (By the end of the 3 year Strategy)</b>	<b>Progress made in Year 1</b>
<p>Writing standards are improved for all, and especially disadvantaged learners across the school.</p> <p>There is no gap between the outcomes for disadvantaged learners and others in writing.</p>	<p>We look at outcomes for our disadvantaged pupils as a whole group across the school as numbers in some year groups are very low, so this gives us a more general view of how our work impacts outcomes for these learners.</p> <p>In writing, there is a -20% between our disadvantaged pupils and outcomes for all pupils.</p> <p>It is clear that there is some way to go in order to close this gap during the period of this strategy. The gaps were smaller during the previous year, however, as a relatively new and changing school, it should be noted that the disadvantaged pupil cohort changed significantly during this time, more than doubling over the year. It should also be noted that, of the 23 disadvantaged pupils in the summer of 2022, only 11 of these children had been with us since Reception and, indeed, five were new to the school during that year. This makes comparisons with the previous year's disadvantaged gap statistically unreliable due to the changing nature of this cohort. This will be an ongoing challenge for us as we have seen our pupil numbers drop significantly as a large proportion of families opt for local independent schools, and the transient nature of much of the housing in the school's locality means that some children are with us for a short amount of time, as well as new children joining us frequently.</p>

	<p>This will be a challenge in the coming year as well, as our numbers of disadvantaged learners are likely to, again, change.</p> <p>Writing remains a significant area for improvement in this three year strategy.</p>
<p>Increased levels of oral language competence in Reception and Year 1, so that all children can fully access the taught curriculum.</p>	<p>In reading, there is a -19% between our disadvantaged pupils and outcomes for all pupils.</p> <p>NELI programme was used to assess all children in Reception on entry.</p> <p>Assessments showed that there were no children who required the NELI programme in its entirety. TA time was used to support two EAL Learners to ensure that all children were able to successfully access the curriculum.</p> <p>TA time was also used to support children in Year 1 who were falling behind in phonics, as this year group are underachieving and a cause for concern.</p> <p><b>Phonics outcomes for disadvantaged learners</b></p> <p>Year 1 (6 children)</p> <p>Expected Standard 17%</p> <p>Of the five disadvantaged children who were working below the expected standard for phonics, 4 pupils have SEND.</p> <p>No Year 2 pupils needed to retake the phonics check.</p>
<p>Maths standards are improved for all, and especially disadvantaged learners across the school;</p> <p>Children show increased fluency with addition, subtraction, multiplication and division, and are able to apply this in their mathematical reasoning.</p>	<p>Number Sense and TTRS are in place and are becoming embedded into teaching and learning, and we will revisit this again in this academic year;</p> <p>75% of children across the school achieved age related expectations at the end of the year. For our disadvantaged learners, this was 64%, so there remains a gap of 11%.</p> <p>Teaching strategies are improved and developed through Mastery Readiness work with the Boolean Hub. This work has started at the beginning of this academic year.</p>

<p>Quality teaching for all so that all children, including disadvantaged learners, have access to exceptional teaching across the curriculum.</p>	<p>Quality of teaching in the school is improving and developing continually. Work on scaffolding has ensured that all children are appropriately supported to access their learning successfully. This work is moving on to using the Trust Quality Teaching Matrix, and will focus on the EEF Five a Day approach, specifically explicit instruction, scaffolding (as this area is so important with our very high numbers of SEND learners) and metacognition.</p> <p>We have continued to develop our curriculum to ensure a quality curriculum for all children with clear progressions of skills and knowledge, and this work is continuing in the current academic year.</p>
<p>Attendance for all disadvantaged pupils is above 96%. Disadvantaged pupils arrive at school in good time every day.</p>	<p>A new Attendance Policy is in place from November 2022, in line with DfE attendance guidance and changes to legislation.</p> <p>Monthly attendance monitoring took place across the year allowing us to intervene to support families early.</p> <p>Overall attendance in 2021/22 was lower than pre Covid years at 95%. Our disadvantaged pupils attended generally well, with an overall percentage 93%. There remains a small, but significant, group of PP children whose attendance is low and this impacts on the overall percentage. We work hard with the families for whom there remain barriers to good attendance.</p>
<p>Children are supported to be emotionally regulated and ready to learn</p>	<p>The ELSA trained member of staff (SENCo) has worked alongside TAs and teachers to develop their work on supporting children with their emotional literacy.</p> <p>ELSA strategies are used to support children and impact on their successful access to the curriculum, and on their academic achievement. Much of this work is now being carried out in The Haven, and this specialist base supports many children, including those who are vulnerable and/or disadvantaged;</p> <p>SENDCo leads the work on Zones of Regulation, supporting children weekly who need additional small group intervention to be emotionally regulated in school, and so are ready to learn.</p> <p>The Haven (an in school resource base) is used effectively to help children develop their</p>

	<p>emotional regulation and supports their readiness to learn.</p> <p>Our observations indicate that pupil behaviour, wellbeing and mental health were significantly impacted over the last two years, primarily due to COVID-19-related issues, and the ‘fall-out’ from this is still being felt. The impact was particularly acute for disadvantaged pupils, where 58% of all behaviour incidents in our school involved a disadvantaged child (30% involved one child who is currently being supported at Alternative Provision). We used pupil premium funding to provide wellbeing support for all pupils which, in turn, impacts on their academic progress. We recognise that this is an area of considerable development for us, hence the large spend from our Pupil Premium Grant planned for 2022-23 around positive approaches to behaviour and emotional regulation.</p>
<p>There is a high level of participation in extracurricular opportunities from disadvantaged learners, and affordability is not a barrier for this participation.</p>	<p>All disadvantaged pupils participated in at least one extra curricular activity.</p> <p>Where there was a cost, the school funded 50% of the cost.</p> <p>Three disadvantaged children were supported to access music tuition, and we supported with musical instruments as well.</p> <p>All disadvantaged children were funded for 50% of the cost of school trips, reducing the burden on families and ensuring that all children had equity of access to all additional activities, including our end of year residential for Year 6.</p>

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Walkthrus CPD programme	John Catt Educational Ltd <a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a>
White Rose Maths	Trinity MAT <a href="https://whiterosemaths.com/">https://whiterosemaths.com/</a>
Number Sense	Number Sense Maths Ltd <a href="https://numbersensematics.com/">https://numbersensematics.com/</a>
Times Tables Rock Stars	Maths Circle Ltd <a href="https://ttrockstars.com/">https://ttrockstars.com/</a>
Little Wandle Letters and Sounds Revised	Wandle Learning Trust <a href="https://www.littlewandlelettersandsounds.org.uk/">https://www.littlewandlelettersandsounds.org.uk/</a>
Letter Join	Green and Tempest Ltd <a href="https://www.letterjoin.co.uk/index.html">https://www.letterjoin.co.uk/index.html</a>
NELI	Nuffield Foundation
ELSA	<a href="https://www.elsanetwork.org/about/">https://www.elsanetwork.org/about/</a>
Zones of Regulation	Kuypers Consulting Ltd <a href="https://www.zonesofregulation.com/index.html">https://www.zonesofregulation.com/index.html</a>

## 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)

All of our school improvement work keeps disadvantaged children at its heart: if we do what works for our most vulnerable children, this benefits all children.

Our teacher appraisal objectives (including the Head teacher) have our disadvantaged learners in mind, with specific objectives linked to the progress of these learners.

We develop cultural capital for our disadvantaged learners through constant review of our curriculum, ensuring that additional opportunities are available for ALL pupils as they learn our curriculum.