

# Burrowmoor Primary School Pupil premium strategy statement 2022- 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Burrowmoor
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	38.9% (138 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kate Coates - EHT
Pupil premium lead	Marie Lucca - DHT
Governor / Trustee lead	David Hilton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,130
Recovery premium funding allocation this academic year	£0
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.	£191,130

## Part A: Pupil premium strategy plan

### Statement of intent

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

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

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

Our approach will be responsive to common challenges and individual needs, based on diagnostic assessment, not assumptions.

To ensure they are effective we will:

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

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure 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.

- In 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 any one time.
- We will ensure that all teaching staff are involved in the analysis of data and identification of pupils so that they are fully aware of strengths and weaknesses across the school.

#### Ultimate Objectives

- To narrow the attainment gap between our disadvantaged and non-disadvantaged pupils at national level and also with internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age related expectations at the end of Y6 to prepare them for success in the next stage in their academic journey.

## Challenges

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

Challenge number	Detail of challenge																																						
1	<p><b>Phonics and reading</b></p> <p>Children's current reading levels are generally below where they need to be. The phonics scheme implemented in April 2022 is have a good impact but catch up is still required for many children across the school.</p> <p>Reading curriculum is not embedded as yet and this means that not all children have accessed high quality texts throughout their time at Burrowmoor.</p>	<p>Our 2019 KS2 data shows that our disadvantaged pupils performed below average in all Core subjects.</p> <table border="1" data-bbox="1115 676 2051 1331"> <thead> <tr> <th></th> <th>School dis. pupils</th> <th>Local authority (non-dis. pupils)</th> <th>England (non-dis. pupils)</th> </tr> </thead> <tbody> <tr> <td>Number of pupils at the end of key stage 2</td> <td>19</td> <td>5501</td> <td>447479</td> </tr> <tr> <td>Progress score in reading (confidence interval)</td> <td>-6.2 (-9.1 to -3.4)</td> <td>0.6 (0.4 to 0.7)</td> <td>0.3 (0 to 0)</td> </tr> <tr> <td>Progress score in writing (confidence interval)</td> <td>-3.8 (-6.4 to -1.2)</td> <td>-0.5 (-0.7 to -0.3)</td> <td>0.3 (0 to 0)</td> </tr> <tr> <td>Progress score in maths (confidence interval)</td> <td>-7.4 (-9.9 to -4.9)</td> <td>0.1 (0 to 0.3)</td> <td>0.4 (0 to 0)</td> </tr> <tr> <td>Percentage of pupils meeting the expected standard in reading, writing and maths</td> <td>26%</td> <td>69%</td> <td>71%</td> </tr> <tr> <td>Percentage of pupils achieving a high standard in reading, writing and maths</td> <td>0%</td> <td>11%</td> <td>13%</td> </tr> <tr> <td>Average score in reading</td> <td>98</td> <td>106</td> <td>105</td> </tr> <tr> <td>Average score in maths</td> <td>99</td> <td>106</td> <td>106</td> </tr> </tbody> </table>			School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)	Number of pupils at the end of key stage 2	19	5501	447479	Progress score in reading (confidence interval)	-6.2 (-9.1 to -3.4)	0.6 (0.4 to 0.7)	0.3 (0 to 0)	Progress score in writing (confidence interval)	-3.8 (-6.4 to -1.2)	-0.5 (-0.7 to -0.3)	0.3 (0 to 0)	Progress score in maths (confidence interval)	-7.4 (-9.9 to -4.9)	0.1 (0 to 0.3)	0.4 (0 to 0)	Percentage of pupils meeting the expected standard in reading, writing and maths	26%	69%	71%	Percentage of pupils achieving a high standard in reading, writing and maths	0%	11%	13%	Average score in reading	98	106	105	Average score in maths	99	106	106
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2	<p><b>Maths</b></p> <p>Due to the reliance on a maths scheme, the coverage of the curriculum has been sporadic.</p> <p>As of September 2022, a new curriculum has been designed for our children, bespoke to us. This means that there is the appropriate coverage of content and teachers are being upskilled to deliver it well.</p>																																						

3	<p><b>Supporting the Mental Health of pupils</b> All children across the school, including those who are disadvantaged, show need for consistent strategies to support their mental health following Covid and its impact on their social skills and self-confidence.</p>
4	<p><b>Behaviour strategies and training</b> Analysis of our internal behaviour logs and MyConcern show a higher percentage of disadvantaged than non-disadvantaged pupils whose behaviour is impacting on their own learning and that of others.</p>
5	<p><b>SEMH</b> SEMH needs for some disadvantaged children are negatively impacting upon their learning and that of peers.</p>
6	<p><b>Cultural capital – ‘opening up the world to our children and families’</b> Many disadvantaged children within our school do not have access to opportunities that will support their development within the wider world. They access our trips and enrichment activities.</p>
7	<p><b>Attendance for disadvantaged children and those with an additional Special Educational Need.</b> Attendance for disadvantaged children, particularly those with multiple disadvantages, continues to be below non-disadvantaged peers. Time lost from absence impacts upon children’s access to the curriculum and opportunities to develop positive relationships in school.</p>

## Intended outcomes

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

	Intended outcome	Success criteria
Reading	<ul style="list-style-type: none"> <li>All staff to receive training to ensure secure subject knowledge in the pedagogy of teaching reading at all stages.</li> <li>Data in all phases for phonics and reading to be in line with or above National levels.</li> <li>Improved engagement with parents to lead to more consistent levels of reading at home.</li> </ul>	<p>Phonics data will be broadly in line with national average.</p> <p>Learning walks/observations will show a consistent approach to the teaching of reading.</p> <p>Parents are engaging in school-led sessions.</p> <p>Data will show reduction in the gap between PP and non-PP children.</p> <p>Data will show that more PP children receiving funding will reach national levels of attainment.</p>

Maths	<ul style="list-style-type: none"> <li>• CPD to be in place to ensure staff subject knowledge is secure in all aspects of teaching mathematics.</li> <li>• Outcomes in all phases for Maths will be at or above national expectations.</li> <li>• The curriculum will meet the needs of all children.</li> </ul>	<p>Learning walks/observations will show a consistent approach to the teaching of Maths.</p> <p>Data will show reduction in the gap between PP and non-PP children.</p> <p>Data will show that more PP children receiving funding will reach national expectations.</p>
Behaviour	<ul style="list-style-type: none"> <li>• Children will feel safe during break and lunch times in school, enjoy their free time and make friends.</li> <li>• Children will play and communicate with their peers in a positive environment.</li> </ul>	<p>Reduction in behaviour logs.</p> <p>Pupils' responses to behaviour surveys to demonstrate improvements in culture of safety in all areas of school.</p> <p>Parent views reflect positive change.</p> <p>Fewer concerns relating to inappropriate language and behaviour recorded.</p>
	<ul style="list-style-type: none"> <li>• Identify need and develop appropriate support and provision to enable children with SEMH needs to fully access the curriculum.</li> </ul>	<p>Children will be in class and accessing the curriculum.</p> <p>Children receiving the appropriate support in school to support their needs.</p> <p>Children will have appropriate external help (where necessary).</p>
Mental Health	<ul style="list-style-type: none"> <li>• Staff will be trained to recognise and support children with their mental health needs.</li> <li>• Children will have access to resources that will allow them to understand their feelings, self-regulate and achieve their dreams with feelings of positive self-worth.</li> </ul>	<p>Children will know who to speak to about their mental health.</p> <p>Children will be able to articulate their feelings within a safe space.</p> <p>Staff will be able to provide children with strategies that support their management of their emotional well-being in school.</p>
Enrichment	<ul style="list-style-type: none"> <li>• Children's learning experiences will be widened through supporting access to visits, visitors, clubs and extra-curricular opportunities.</li> <li>• Children will have a greater understanding of the world in which they live.</li> </ul>	<p>All children will be able to access extra-curricular experiences including those who are disadvantaged.</p> <p>Increased participation in after-school clubs.</p> <p>Increased knowledge of experiences that lends itself to in-class learning.</p>

Attendance	<ul style="list-style-type: none"> <li>Attendance for disadvantaged children will improve to enable them to access the full curriculum and make/maintain positive relationships.</li> <li>Review protocols and systems aimed at improving attendance.</li> </ul>	<p>Improved attendance figures for disadvantaged children to be in line with national.</p> <p>Reduction in persistent absence (PA) by at least 10% overall with specific focus on PP children.</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

Budgeted cost: £46,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on: <ul style="list-style-type: none"> <li>The teaching of reading at all stages in all phases.</li> <li>How plan a reading lesson and a sequence of lessons effectively.</li> <li>Maths subject knowledge.</li> <li>How to structure a maths lesson with appropriate scaffold and challenge.</li> <li>Weekly support from LA Advisor in maths and English for one term.</li> </ul> £15,000K	<ul style="list-style-type: none"> <li><a href="#">Dfe</a> The Reading Framework</li> <li>Recommendations from <a href="#">EEF</a> Effective professional development guidance.</li> <li>EEF English and Maths <a href="#">EEF</a> Education guidance reports.</li> <li>Need for secure mathematical subject knowledge: <a href="#">NCETM Mastery explained.</a></li> </ul>	1 & 2 – Phonics, reading and maths.



<p>Support from outstanding practitioner to include CPD for all staff on:</p> <ul style="list-style-type: none"> <li>Rationale and importance of fidelity to the phonics scheme of Floppy's Phonics.</li> <li>Teaching and accurate assessment for learning.</li> </ul> <p>Introduction of effective interventions for reading across the school. Training to be given and allocation of TAs to different year groups.</p> <p>£30K (CK)</p>	<ul style="list-style-type: none"> <li>EEF evidence phonics: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></li> </ul>	1 – Phonics and reading.
<p>Extra Floppy's Phonics books to support home reading.</p> <p>£1.5k</p>	<ul style="list-style-type: none"> <li>EEF teaching and learning toolkit <a href="#">Parental engagement.</a></li> </ul>	1 & 6

## Targeted academic support

Budgeted cost: £107,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Internal nurture provision to be re-established to support children's access to the curriculum, removing barriers to learning. Provision to involve 3 members of staff.</p> <p>£58.5K</p>	<p><a href="#">EEF One-to one tuition evidence.</a></p>	3, 4 & 5
<p>PIRA &amp; PUMA assessments undertaken to provide standardised outcomes with clear national comparison to support accurate assessment and analysis of gaps.</p> <p>£3.5K</p>	<p><a href="#">EEF Evidence Review</a> (Attainment in Literacy, Maths and Science)</p>	1 & 2

Interventions and 1:1 mentoring to be led by a specialist teacher. Children to be identified through diagnostic assessments. £10.5k	EEF research on small group tuition: <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>  <a href="#">EEF One-to one tuition evidence.</a>	1 & 2 – Phonics & Reading, Maths.
Ladybird (SEMH) support including training, resourcing and staffing for these therapies and sessions. - Cookery classes - Art therapy - Lego therapy - Lego League - Mindfulness £10k	EEF <a href="#">Meta-cognition and self-regulation.</a> EEF <a href="#">Reducing class sizes</a> EEF <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> EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3, 4 & 5
S&L interventions for identified children led by a designated and trained SALT TA 4 x weekly. £24.5K	EEF S&L <a href="#">Oral Language interventions</a>	1,2 & 6

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

Budgeted cost: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training x 2 members of staff and associated costs of course, release time, supply etc. £3.5k	EEF evidence for the teaching of emotional literacy and the language of socio-emotional need. <a href="#">EEF Improving social and emotional learning in schools.</a>	3
Kite Award – administration fee, release time, supply costs etc. £4k	<ul style="list-style-type: none"> <li>Ofsted Education Inspection Framework 2022- Evaluating personal development judgements: <i>These include how the school: ensures an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, and where no discrimination exists, for example in respect of wider opportunities for pupils</i></li> </ul>	3, 4 & 5

Access to wraparound facilities to support attendance for targeted PA children. (Cost and Staffing) £15k	DfE updates led by Local Authority Team. <a href="#">Working together to improve school attendance</a>	7
STEPS training for all staff £3.5k	EEF research: <a href="#">Behaviour Interventions</a> EEF <a href="#">Improving behaviour in schools evidence review</a>	4
Access to events and trips. £7.5k	Opening up the world to our children and families. EEF <a href="#">Aspiration interventions</a>	6
Attendance support – LA advisory time, release time for staff to attend training and meetings. £3k	<a href="https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf">https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</a>	7

**Total budgeted cost: £190,000 with £1,130 left as contingency.**

## 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.

Aim	Outcome			
Wider curriculum enables disadvantaged pupils to have the same social and cultural capital experiences as all children.	A new curriculum has been developed to show progressive knowledge and skills across subjects and year groups. Enrichment activities have been built into every subject area to broaden children's experiences and deepen their knowledge and understanding of the world around them. This continues to evolve and is bespoke to our school and locality.			
Improve behaviour	Internal provision is in place to support children with highest level of need. There is a greater identification of need and use of strategies to support them. Staff have received training on the therapeutic STEPS approach to behaviour management but this is not yet embedded in all areas and additional training is required. Behaviour in class has been more consistent. The behaviour of a minority of children still needs to be addressed.			
Improve progress in reading, writing and maths.	<b>Subject Area</b> 46 children	<b>ARE % for Burrowmoor</b> 46 children	<b>GD % (based on 110 scaled score) for Burrowmoor</b>	Progress seen in all areas when compared to 2019 results, particularly in reading. <b>Year 6 PP – 18 children</b> Reading ARE+ 47.37% Writing ARE+ 42.11% Maths ARE+ 31.48
	Reading	76.01 (51) ↑	21.74 (19) ↑	
	Writing	78 (72) ↑	13 (14) ↓	
	Maths	63.04 (53) ↑	6.52 (7) →	

Phonics in line with national average expected standard.	<p>2022 national – 76%</p> <p>Burrowmoor – 47% (Year 1) 82% (Year 2)</p> <p>The new phonics scheme will have a positive impact on data as early screeners in September suggest a rapid improvement already.</p>																																										
Achievement of GLD is in line with national figures.	<p>GLD 56.5%</p> <p>Average Total Points Score 30.9</p> <p>This is well-below where we want it to be and that is why we have focused our attentions on improving the EY provision.</p>																																										
Improved attendance	<p>Attendance remains a high priority for the school as there is still a gap between PP and non-PP children. New systems are in place with a member of SLT overseeing the process and procedures. There was a significant rise in PP numbers during 2021-22 showing an increased awareness and identification of need but this has impacted on attendance and illustrates further why attendance remains a challenge for the school.</p> <p>Summer 2021 Whole School attendance: 94.6%</p> <p>Period: 01/09/2020 AM to 21/07/2021 PM</p> <p><b>Whole School Percentages</b></p> <table border="1" data-bbox="551 943 1686 1018"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> <th>Late After</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>119</td> <td>92.38</td> <td>5.24</td> <td>2.38</td> <td>0.49</td> <td>0.45</td> </tr> <tr> <td>Not Pupil Premium</td> <td>350</td> <td>94.64</td> <td>3.56</td> <td>1.80</td> <td>0.24</td> <td>0.06</td> </tr> </tbody> </table> <p>Summer 2022 - Whole School attendance : 91.1%</p> <p>Period: 01/09/2021 AM to 20/07/2022 PM</p> <p><b>Whole School Percentages</b></p> <table border="1" data-bbox="551 1214 1675 1289"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> <th>Late After</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>161</td> <td>88.26</td> <td>8.12</td> <td>3.62</td> <td>2.05</td> <td>0.25</td> </tr> <tr> <td>Not Pupil Premium</td> <td>284</td> <td>92.16</td> <td>5.89</td> <td>1.95</td> <td>0.40</td> <td>0.03</td> </tr> </tbody> </table> <p style="text-align: right;"><b>2022 – 2023 First half term whole school attendance: 93%</b></p>		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	119	92.38	5.24	2.38	0.49	0.45	Not Pupil Premium	350	94.64	3.56	1.80	0.24	0.06		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	161	88.26	8.12	3.62	2.05	0.25	Not Pupil Premium	284	92.16	5.89	1.95	0.40	0.03
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	<p>Current data shows that the PP/Non PP gap is closing.</p> <p>Period: 01/09/2022 AM to 21/10/2022 PM</p> <p><b>Whole School</b> <span style="float: right;"><b>Percentages</b></span></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> <th>Late After</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td style="text-align: center;">142</td> <td style="text-align: center;">91.03</td> <td style="text-align: center;">6.78</td> <td style="text-align: center;">2.19</td> <td style="text-align: center;">3.14</td> <td style="text-align: center;">0.38</td> </tr> <tr> <td>Not Pupil Premium</td> <td style="text-align: center;">232</td> <td style="text-align: center;">94.22</td> <td style="text-align: center;">4.73</td> <td style="text-align: center;">1.03</td> <td style="text-align: center;">0.65</td> <td style="text-align: center;">0.08</td> </tr> </tbody> </table>								Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	142	91.03	6.78	2.19	3.14	0.38	Not Pupil Premium	232	94.22	4.73	1.03	0.65	0.08
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Improved parental engagement with children's learning.	<p>Parents have been welcomed back in to school through the reintroduction of class assemblies, art gallery shows and phonic workshops. A weekly newsletter has been introduced and the website has been overhauled and updated. Parent forums have been held and views taken on board when considering next steps for the school. Parent consultations have been held in school and learning in books has been shared and commented upon.</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
Maths Whizz	Whizz Education
Counselling	Blue Smile
NELI	Nuffield
Project X Code	Pearson
Thrive	Thrive Approach
PiXL – assessment and therapies	PiXL
Charanga Music	Charanga
Provision Map	SEND
MyConcern – Safeguarding	The Safeguarding Company

## Further information (optional)

Significant leadership and staffing changes within the school during the 2021-22 academic year have impacted on the delivery of the strategic plans in place. The situation is now stable and a new team is in place and addressing the clearly identified needs of the whole school.