

Pupil premium strategy statement – Coundon Primary

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--------------------------------------------------------------------------------------------------------|--------------------------------|
| Number of pupils in school | 471 (including nursery 505) |
| Proportion (%) of pupil premium eligible pupils | 14.06% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2024 – July 2027 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Natasha Maude and Joshua Tooby |
| Pupil premium lead | Joshua Tooby |
| Governor / Trustee lead | Glenn Hartwell |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £111,000 |
| Recovery premium funding allocation this academic year | |
| Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024. | £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 | £111,000 |

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body at Coundon Primary School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs. We believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use resources available to help them reach their full potential.

Coundon Primary is committed to meeting the needs of every pupil at the school and providing the best possible outcome for all. We have high aspirations and expectations for every single pupil, whatever their needs and abilities, and teach a creative inclusive, and enriched curriculum that helps each child reach his or her full potential. Our vision is to develop well-rounded, confident and responsible individuals who aspire to achieve their full potential. We do this by providing a welcoming, happy, safe and supportive learning environment encompassing respect, responsibility, resilience and kindness. Our intention is that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. Thus, excellent teaching and leadership is part of everyday life at Coundon, underpinned by collaborative respectful working and learning relationships by all. As a result, all children will leave our school happy and driven to become the very best version of themselves.

When considering the use of Pupil Premium funding Coundon Primary School has considered the context of the school and the challenges faced in the community, alongside relevant research. Common barriers to learning for disadvantaged children at Coundon Primary could be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. In some cases, there may also be complex family situations that prevent children from flourishing. High-quality teaching is at the heart of what we do, focusing on areas in which disadvantaged pupils require the most support. Coundon Primary focuses on support at an individual level where possible, whilst ensuring that all pupils will benefit. We aim to 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. We ensure that the Pupil Premium Lead and Assessment Lead analyses data regularly and coordinates support where needed; alongside this, subject leaders are aware of identified pupils. Using data analysis and pupil progress meetings the needs of identified children are discussed with relevant staff and targets are considered.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background. Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read and write fluently and with good understanding to enable them to access the breadth of the curriculum

- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Focus on attendance to ensure children are in school to access the learning
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences
 - Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom
- Work together with families to ensure parents feel able to support their child/children with their education.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Academic Progress and Outcomes - Assessments, observations, and discussions with children indicate that attainment at Age-Related Expectations (ARE) in Reading, Writing and Maths is below the national for Pupil Premium children. This is particularly acute in Writing where the gap between Pupil Premium and Non-Pupil Premium is the largest. This means the quality of classroom teaching; data tracking and small group tuition are key to improving outcomes for our Pupil Premium children. Spelling has been identified as an area of concern which can hold children back from making progress in writing. We will be reviewing all statutory spelling requirements alongside our RWI Spelling to ensure rapid progress and an impact on writing outcomes. Writing attainment is lower for pupils eligible for PP than for other pupils. |
| 2 | Internal and external assessments indicate that Maths Attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |

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| 3 | <p>More frequent SEMHL support Our assessment observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to incidents recorded on CPOMs. These challenges particularly affect disadvantaged pupils including their attainment. Teacher referrals or support for SEND remain relatively high, with many of our PP children included on our SEND register and receiving additional provision.</p> <table> <tr> <td>Y1-Y6</td><td>KS2</td></tr> <tr> <td>All pupils SEN 23%</td><td>All pupils SEN 27%</td></tr> <tr> <td>Pupil Premium SEN 47%</td><td>Pupil Premium SEN 55%</td></tr> </table> | Y1-Y6 | KS2 | All pupils SEN 23% | All pupils SEN 27% | Pupil Premium SEN 47% | Pupil Premium SEN 55% |
| Y1-Y6 | KS2 | | | | | | |
| All pupils SEN 23% | All pupils SEN 27% | | | | | | |
| Pupil Premium SEN 47% | Pupil Premium SEN 55% | | | | | | |
| 4 | An increase in PP+ who present with emotional and social difficulties. | | | | | | |
| 5 | <p>Attendance and Punctuality concerns. In 2022/23 IDSR indicates that FSM pupils' absence was in the highest 20% of similar pupils nationally. School leaders identified this and have targeted improvement with the attendance of FSM pupils now significantly above peers nationally.</p> <p>We wish to sustain this and will consistently track to ensure it does not impact on disadvantaged pupils' progress.</p> | | | | | | |
| 6 | Our disadvantaged children have limited life experiences which impacts on their understanding of the curriculum and well-being. | | | | | | |

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 |
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| To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in KS1 & KS2. | <p><u>Mathematics</u></p> <p>Improved teaching of Maths across the school through embedding the teaching for mastery in Mathematics.</p> <p>PUMA tests are undertaken each term.</p> <p>Data analysed by Maths's lead and leadership team with gaps in learning identified.</p> <p>Maths's 'Shine' interventions support those identified children across the school who are falling just below expected standards in one or more areas of learning within mathematics.</p> <p>Numeracy interventions are well resourced to support closing the gaps.</p> <p>Pupils eligible for PP who are also identified as having SEND make measured progress against their targets.</p> <p>Pupils eligible for PP show accelerated progress in maths in all year groups.</p> <p>PP children attending 'Catch up' Maths classes after school from Years 2 – 6. Introduction of 'Learning by Questions.'</p> <p>Work on growth mind-set and increasing pupil knowledge of how they learn (metacognition) has enhanced pupils in taking greater ownership of their learning</p> |

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| <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in KS1 & KS2.</p> | <p><u>Writing</u></p> <p>Pupils eligible for PP have access to the ‘Write Stuff’ to develop key writing skills.</p> <p>Teachers have clarity around the ‘mechanics of the teaching of writing whilst ensuring the ‘emotive magic and creativity’ is nurtured in pupil’s style.</p> <p>Pupils eligible for PP show accelerated progress in writing in all year groups.</p> <p>Pupils eligible for PP who are also identified as having SEND make measured progress against their targets.</p> <p>PP children have a bank of vocabulary to incorporate into their written work.</p> <p>PP children attending ‘Catch up’ Spag classes after school from Years 2 – 6.</p> <p>Baseline of statutory spellings across the school.</p> <p>Work on growth mind-set and increasing pupil knowledge of how they learn (metacognition) has enhanced pupils in taking greater ownership of their learning</p> |
| <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in KS1 & KS2.</p> | <p><u>Reading</u></p> <p>Books facilitate success, so children enjoy and make progress in their reading.</p> <p>At the early stages of learning to read, reading materials are closely matched to reader’s phonics knowledge.</p> <p>Struggling readers have targeted books that have age-appropriate visuals and subject matter but more accessible text, so children are motivated as well as able to start reading and making progress. Phonics assessments identify those pupils who require additional interventions to close gaps.</p> <p>Interventions are evident across the school to address underperformance.</p> <p>Pupils eligible for PP pass phonics screening and make significant progress in phonics knowledge in year one.</p> <p>Targeted intervention groups to address fluency in reading using ‘Shine’.</p> <p>Those pupils underperforming in phonics in key stage two will also access ‘Fresh Start Recovery Programme’ (Read, Write Inc) Engaging ‘Buddy Sessions’ involving older pupil premium readers mentoring younger pupil premium readers.</p> <p>The introduction of ‘100 books to read before leaving Year 6’ reading challenge, with the aim of supporting and promoting reading for enjoyment for all our pupils. The challenge showcases the top 100 fiction books all children should read before leaving primary school as suggested by TES and the National Association for the Teaching of English. All books purchased and available in our school library.</p> <p>The bottom 20% of readers have improved in reading attainment across the school.</p> <p>Work on growth mind-set and increasing pupil knowledge of how they learn (metacognition) has enhanced pupils in taking greater ownership of their learning</p> |

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| Enhance pupil's cultural capital by providing breath of experiences. | <p>Curriculum is balanced and carefully sequenced and the creative curriculum allows opportunities for cultural development.</p> <p>Embed understanding and knowledge through a thematic approach; including enhancement of pupil's long-term memory through the way we teach and our curriculum design.</p> <p>Range of experiences organised through curriculum 'Wow' days. Strong links with Warwick University to increase aspirations for further education. Through pupil voice; pupils eligible for PP are able to discuss aspirations for their future</p> <p>All visits are subsidised for pupils eligible for PP for enhancement of the curriculum and learning.</p> |
| To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations. | <p>Attendance is closely monitored by the senior leadership team and attendance officer.</p> <p>Pupils are identified who are falling behind National will be discussed by the Attendance Team.</p> <p>Welfare issues are dealt with swiftly to minimise impact on children's learning.</p> <p>Overall PP attendance improves in line with 'other' pupils.</p> <p>Attendance is recognised through weekly celebration Assemblies and termly Governor Assemblies.</p> |
| To improve overall behaviour in line with school values. | <p>Challenging behaviour is supported with a tailored support package to meet individual needs.</p> <p>PP with special educational, emotional or behavioural needs are treated fairly and with respect, with a strong emphasis on improving behaviour and ensuring that they feel included and respected at school.</p> |
| Support pupils eligible for PP with SEMH needs to reduce impact on learning | <p>Fully operational inclusion team, including a learning mentor, SENCO and inclusion support staff.</p> <p>Identification and plans in place to support children (including support from Learning Mentor)</p> <p>Support from SEMHL; observations lead to identified strategies and resources to support positive learning behaviours.</p> <p>Pupil's mental health and well-being is positive; having a strong emphasis on emotional literacy, building resilience and nurturing mental health supporting the negative impact school closure has on well-being.</p> <p>Staff fully understand the 'Thrive' approach in supporting emotional and social development of our pupils.</p> |
| Families are supported with parenting; signposting food banks, housing and referrals | <p>Learning Mentors work with families to ensure appropriate support is in place.</p> |

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: £40 700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>The Write stuff approach to teaching writing.</p> <p>Inset for all Teachers & Teaching Assistants.</p> <p>Whole school moderation and lesson observations.</p> <p>Monitoring of teaching, planning support and live coaching.</p> <p>Provide additional after school writing classes targeting under performance identified within the Pupil Progress meetings.</p> | <p>September 2024 we will be continuing to teach writing across the school from Years 2 (once completed RWI Phonics programme) – Year 6, using the ‘Write Stuff Approach’ to ensure that there is a consistent approach to the teaching of Writing.</p> <p>Teachers will be using the Jane Considine English Unit Plans to ensure that children are exposed to high quality texts and an ambitious, skills based English curriculum in order to raise attainment in Writing.</p> <p>The Write Stuff, created by Jane Considine, is a system that will sharpen the teaching and learning of writing within the classroom. It is research informed and practically applies evidence into effective best bets for improving writing outcomes.</p> <p>Teachers will be guided through the rationale and approaches to ensure that they have a deep understanding of the processes they can follow to become <u>more effective teachers of writing</u>.</p> <p>https://www.janeconsidine.com/jane-considine-TWS-online-training</p> | 1 & 3 |
| <p>CPD ‘Hooked on Books’ delivered by Jane Considine</p> | <p>To raise standards in reading across the school, we are going to adopt a ‘book talk’ approach to teaching reading by implementing Jane Considine’s ‘Hooked on Books’.</p> <p>Once staff have had chance to internalise the new approach and any additional resources needed have been ordered, we will then begin to teach this approach during our guided reading lessons.</p> <p>This approach will be delivered to all pupils once they have completed the RWI phonics scheme</p> <p>https://www.janeconsidine.com/hooked-on-books-online-training</p> | 1 & 3 |

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| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Catch up classes – Learning by Questions £3000</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> | 1, 2 & 3 |
| <p>To plan and deliver a whole school Maths enrichment activity. (Including Financial Literacy Workshops, National Maths Week England, Other themed maths days, Times Tables Rockstars competitions etc</p> | <p>To partake in a whole school Maths weeks and days highlighting the importance of Maths in the real world (Financial Literacy workshops delivered by Skint2mint in association with Coventry Building Society) skint2mint</p> | 1, 2 & 3 |
| <p>Management Time for Maths and English Leads</p> | <p>Use the gaps analysis so that the gaps in literacy and maths skills in pupils eligible for pupil premium.</p> <p>Leading staff to use assessment knowledge, shared by teachers to address gaps in learning and monitor these effectively.</p> | 1, 2, 3 & 4 |
| <p>Subject leaders to have time dedicated to evaluating data and considering next steps.</p> | <p>Curriculum Assessment days to allow subject leads to be released from teaching commitments to analyse data including data related to specific groups of children.</p> | 1, 2, 3 & 4 |

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| Pupil Progress Meetings | Pupil Progress Meetings focus on raising achievement and attainment of pupils eligible for pupil premium. Staff to have thorough knowledge of progress and identify strategies to accelerate progress | 1, 2, 3 & 4 |
| CPD for Learning Mentor linked to Attachment, Trauma etc To be able to support with emotional & social targets. In particular working with PP+ | CPD for learning Mentor to ensure upskilling takes place for emotional coaching & family support. | 4 |
| Support for parents of disadvantaged pupils for trips including the Yr4 & 6 residential. Support for parents of disadvantaged pupils with Music tuition. All PP children receive 6 free lessons (an instrument of their choice) in Year 5. If they enjoy and show promise school continue to pay across upper KS2. | All visits are subsidised for pupils eligible for PP for enhancement of the curriculum and learning. Enrichment opportunities | 6 6 |
| Phase Group HLTA's for core intervention support Pastoral and Inclusion Leads non-class-based time | Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' non-disadvantaged peers have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. Speech, language and communication underpin cognitive, emotional and social development and are crucial skills for learning and life. It is generally assumed that most development of speech and language happens in the early | 1, 2 & 3 |

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| | <p>years. However, development continues for all children and young people throughout school and into adulthood. Certain aspects of language develop during the older years: complex verbal reasoning, understanding and using figurative language, telling more involved stories and using increasingly sophisticated social communication skills. Socially, interactions become more complex and sophisticated as pupils mature and opportunities to practise speaking skills are paramount (ICAN 2011)</p> <p>55% of pupil premium children have SEND/ learning difficulties with some requiring high levels of care through EHCPs or My Support Plans.</p> <p>Confidence and resilience are also lacking for our disadvantaged learners, which can lead to poor self-regulation and adverse learning behaviours. Thus, impacting on teaching and learning outcomes.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium </p> | |
| <p>Use and implementation of RWI phonics scheme – virtual platform and CPD programme.</p> <p>In house training coaching.</p> <p>2 Development Days – RWI Consultant</p> | <p>Effective teaching of phonics is more effective on average than other approaches to reading (EEF 2018)</p> <p>The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read.</p> <p>This slows progress in subsequent years. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 1 & 6 |

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

Budgeted cost: £22 912

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Reception teachers to carry out Wellcomm assessment as part of the EYFS Baseline Assessment to assess Reception children's speech and language ability; identifying problems before they become more serious, with intervention groups put into place for children who need support. | The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospital NHS Trust with the aim of providing easy to use support for children. Identifies gaps in use of language. | 1 & 6 |
| Purchase and implement Rising Stars – Progress in Understanding Mathematics Assessment | Rising Stars developed assessments through trial and reviews. Assessments identify gaps and appropriate interventions. | 2 |
| Extra SEMHL & CCT Behaviour support | Research-backed strategies for supporting teachers to manage challenging behaviours in the classroom (including practical ways of supporting pupils with special needs like autism, ADHD, FASD or attachment disorder) | 3, 4 & 6 |
| Supervision sessions from Relate for all the Inclusion Team/SMT | Research-backed strategies for supporting teachers to manage challenging behaviours in the classroom (including practical ways of supporting pupils with special needs like autism, ADHD, FASD or attachment disorder) | 3, 4 & 6 |
| Cover for additional hours of support for Inclusion | Internal interventions to ensure progress across the curriculum | 1, 2, 3 |
| Targeted language support | Speech therapist | 1 |
| Catch up interventions Years 2 to 6 | Before and after school sessions plugging gaps in learnings. | 1,2 & 3 |
| Pastoral Team Interventions | Lego Therapy, Emotional coaching, social groups | 3 & 6 |

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

Budgeted cost: £ 47 388

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Learning Mentor (salary) percentage of inclusion lead salary | A number of families of pupils eligible for pupil premium, find themselves in difficulty with housing, relationships, finance and parenting and require someone to support. | 3, 5 & 6 |
| All visits are funded for pupils eligible for PP for enhancement of the curriculum and learning. | Enhance pupil's cultural capital by providing breath of experiences. | 6 |
| Resources purchased to support speech and language and interventions where needed. | Age-appropriate resources to be purchased for speech and language activities. | 1, 3 & 6 |
| Breakfast Club | Evidence (Frontiers in Human Neuroscience) suggests beneficial effects of breakfast for on-task behaviour in the classroom. | 3 & 4 |
| <p>Rigorous monitoring of attendance linked to external support ensures that attendance levels are high.</p> <p>Embedding principles of good practice set out in the DfE's https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> | | 5 |

Total budgeted cost: £ 119 530 Part B:

Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment information for all pupil premium children at the end of the academic year 2023-24.

Non-PP above PP across all subjects and all year groups

Gap has reduced in Y1 Writing, Y2 All, Y3 Reading, Y4 Reading and Maths, Y5 All, Y6 Reading and Writing

YEAR 1: Percentage on track or above

| | Pupil Premium | Non Pupil Premium |
|---------|---------------|-------------------|
| Reading | 63 | 81 |
| Writing | 38 | 69 |
| Maths | 63 | 79 |

YEAR 2: Percentage on track or above

| | Pupil Premium | Non Pupil Premium |
|---------|---------------|-------------------|
| Reading | 55 | 72 |
| Writing | 36 | 53 |
| Maths | 64 | 77 |

YEAR 3: Percentage on track or above

| | Pupil Premium | Non Pupil Premium |
|---------|---------------|-------------------|
| Reading | 40 | 64 |
| Writing | 10 | 50 |
| Maths | 30 | 70 |

YEAR 4: Percentage on track or above

| | Pupil Premium | Non Pupil Premium |
|---------|---------------|-------------------|
| Reading | 29 | 63 |
| Writing | 18 | 30 |
| Maths | 35 | 69 |

YEAR 5: Percentage on track or above

| | Pupil Premium | Non Pupil Premium |
|---------|---------------|-------------------|
| Reading | 56 | 73 |
| Writing | 0 | 37 |
| Maths | 33 | 71 |

YEAR 6: Percentage on track or above

| | Pupil Premium | Non Pupil Premium |
|---------|---------------|-------------------|
| Reading | 60 | 68 |
| Writing | 33 | 59 |
| Maths | 33 | 70 |

This continues to be a focus for 2024-25

Attendance

In 2022/23 IDSR indicates that FSM pupils' absence was in the highest 20% of similar pupils nationally – however, school leaders had identified this and have targeted improvement with the attendance of FSM pupils now significantly above peers nationally.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------------------------|----------------|
| Wellcomm Screening Tool | GL Assessment |
| Read, Write Inc Phonics | Ruth Miskin |
| PUMA (Maths Assessments) | Rising Stars |
| SHINE (Maths Interventions) | Rising Stars |
| The Write Stuff | Jane Considine |