

Pupil premium strategy statement

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	Ditton Lodge Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	9.79%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2 year/3 years
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Melanie Moore, Headteacher
Pupil premium lead	Mrs Amanda Banks, SENDCo
Governor / Trustee lead	Mrs Lisa King, Governor lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,725
Recovery premium funding allocation this academic year	£3,402
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,127

Part A: Pupil premium strategy plan

Statement of intent

Ditton Lodge Primary School is a vibrant and happy school with a hardworking, enthusiastic and dedicated staff team. We have a very well established and experienced senior leadership team and a school ethos of together we succeed as lifelong learners.

Our intention at Ditton Lodge Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

For us, early intervention is key and we are focusing on language development with a clear emphasis on vocabulary, oracy and reading. 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 at Ditton Lodge Primary 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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

Challenge number	Detail of challenge
1	Speech, language and communication skills are poor throughout the school: we are helping children through the early identification and intervention through the use of Speech and Language assessments. We will be embedding the vocabulary units from the CUSP curriculum which aims to improve the oracy and vocabulary skills of pupils across the school.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Pupils are not resilient learners and they have poor self-esteem: we support pupils through whole school initiatives such as training for all staff on understanding trauma and the impact of Adverse Childhood Experiences (ACEs) on children. We offer more targeted support to pupils through the use of our Emotional Literacy Support Assistant (ELSA).
4	Independent learning skills are not embedded and pupils' self-regulation is poor in relation to both cognition and emotions: we expect our teaching assistants and teachers to apply principles embedded in the Education Endowment Foundation (EEF) research when supporting learners. We are helping children to develop independent learning skills by ensuring that learning walls are used effectively in all classrooms across the school.
5	Parental confidence in supporting pupils with their learning at home: we offer interventions as well as other targeted cohorts as required, and information sessions for parents prior to national assessments.
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths.
7	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils. Speech, language and communication skills are secure throughout the school. Pupils will be able to articulate their thoughts, needs and learning confidently, by drawing on a wide vocabulary bank.	Children speak clearly to adults and their peers. Children use good language. Pupils communicate clearly with confidence. Ambassadors can confidently talk to visitors. Children answer in full sentences. Pupils will learn and retain subject specific vocabulary (Tier 2 and 3) across all areas of the curriculum, evidencing breadth and depth of understanding.

	<p>Reading sits at the heart of a language rich curriculum, engendering a life-time love of books.</p> <p>Pupils will leave the primary phase of their education with an extensive bank of vocabulary that will support the successful transition to secondary school.</p> <p>From starting reception, high quality NELI intervention will be in place with early assessment of those in need.</p>
Improved reading attainment among disadvantaged pupils.	<p>Introduction of Sounds Write in Reception and KS1</p> <p>Increase in Phonics screen in Year 1.</p> <p>Increase in reading and consequently writing at expected standard and Greater Depth in Year 2.</p>
Pupils are resilient learners with good self-esteem.	<p>Children follow the Ditton Lodge High 5.</p> <p>Children have good behaviours for learning.</p> <p>Children confidently approach the curriculum and have strategies in place if they are unsure what to do.</p> <p>Behaviour is good.</p>
Pupils are independent with good self-regulation skills.	<p>Children have good behaviour for learning.</p> <p>Children follow the school's behaviour and relationships policy.</p>
Parents can confidently support their children at home.	<p>Parents are confident and are involved in their child's learning.</p> <p>Parents understand phonics in KS1 and the school's calculation policy.</p> <p>The website has useful information for parents.</p> <p>Google classroom provides a supportive role for parents.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

Aim	Target	Target date
<i>Progress in Reading in KS2</i>	<i>Achieve above national average progress scores in KS2 Reading (>0)</i>	<i>July 2023</i>
<i>Progress in Writing in KS2</i>	<i>Achieve above national average progress scores in KS2 Writing (>0)</i>	<i>July 2023</i>
<i>Progress in Mathematics in KS2</i>	<i>Achieve above national average progress scores in KS2 Maths (>0)</i>	<i>July 2023</i>
<i>Progress in Phonics in Year 1</i>	<i>Achieve at least national average expected standard in PSC</i>	<i>July 2023</i>
<i>KS1 attainment</i>	<i>Achieve above national average for combined Reading, Writing, Maths at the end of KS1</i>	<i>July 2023</i>

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: £ 2,916

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed CUSP for Reading and Writing across the school.	<p>Unapologetic ambition for all students across the curricular diet.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/success-for-all?utm_source=/projects-and-evaluation/projects/success-for-all&utm_medium=search&utm_campaign=site_search&search_term=success</p> <p>https://educationendowmentfoundation.org.uk/news/eeffblog-improving-literacy-in-key-stage-2</p>	1, 2 and 6
Implement Sounds Write in Reception and KS1.	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/success-for-all?utm_source=/projects-and-evaluation/projects/success-for-all&utm_medium=search&utm_campaign=site_search&search_term=success</p>	1, 2 and 6
Co-operative learning approach to promote excellent behaviour for learning	<p>All staff are consistent in using collaborative learning techniques eg hand up=all listening, 1...2...3... transition, think - pair -share, team points and random reporter feedback.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/success-for-all?utm_source=/projects-and-evaluation/projects/success-for-all&utm_medium=search&utm_campaign=site_search&search_term=success</p> <p>https://fft.org.uk/fft-sfa-coop-learning/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1, 2, 3 and 4
Explicit vocabulary teaching across the curriculum using the Curriculum with Unity Schools Partnership (CUSP) curriculum	<p>Vocabulary Module training</p> <p>Training with Alex Bedford</p> <p>Planning scrutiny</p> <p>Lesson observations</p>	1

<p>Embedding the teaching of Tier 2 and Tier 3 vocabulary across KS1 and KS2</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</p>	
<p>Explicit vocabulary teaching across the curriculum using the Curriculum with Unity Schools Partnership (CUSP) curriculum</p> <p>Embedding the teaching of Tier 2 and Tier 3 vocabulary across KS1 and KS2</p>	<p>Vocabulary Module training Training with Alex Bedford Planning scrutiny Lesson observations</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</p>	<p>1</p>
<p>Ensuring that all pupils are accessing Quality First Teaching through appraisal, coaching, pupil progress meetings and staff CPD delivered by senior and middle leaders and the Unity Research School.</p> <p>Ensure staff feel confident and happy to deliver quality teaching in terms of vocabulary, reading, writing and developing the whole child's social & emotional self</p>	<p>All teachers to have termly appraisal meetings, and all support staff to have biannual meetings, with targets linked to the School Improvement Plan.</p> <p>All teachers to have termly pupil progress meetings and coaching sessions linked to their classroom practice and/or leadership responsibilities.</p> <p>Senior and middle leaders to deliver weekly CPD for teachers and weekly CPD for TAs.</p> <p>All staff to attend PD days as appropriate, including trust-wide PD day led by Unity Research School.</p> <p>High quality research-based professional development opportunities for all teaching staff</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 3, 4 and 6</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>New Maths lead appointed</p> <p>We will fund Maths leader 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>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:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1 and 6</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Training with Sounds Write</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 5 and 6</p>

<p>Development of subject leaders to ensure high quality teaching and planning across all subject areas and staff retention</p>	<p>Programme of in-house training linked to CUSP curriculum for core and foundation subjects. Subject Leads to work with Trust leads and take part in reviews across the academic year to review and evaluate rate of progress.</p> <p>iAbacus to be used as an evaluation tool to strengthen judgements and action planning</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership?utm_source=/guidance-for-teachers/leadership&utm_medium=search&utm_campaign=site_search&search_term=leadership</p>	<p>1 and 2</p>
<p>Improve the quality of social and emotional learning.</p> <p>Introduce PSHE Jigsaw across the school.</p> <p>Social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>FFF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3 and 4</p>

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

Budgeted cost: £5,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions, such as PiXL, Success@arithmetic and keep up and catch up Sounds Write</p>	<p>Senior leaders, teachers and TAs to deliver PiXL therapies and intervention programmes during the school day (outside of English and maths lessons) in order to accelerate the progress of targeted pupils towards the expected standard and the expected standard in greater depth.</p> <p>https://www.pixl.org.uk/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?utm_source=/education-evidence/guidance-reports/early-maths&utm_medium=search&utm_campaign=site_search&search_term=maths%20inter</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=maths%20inte</p>	<p>5 and 6</p>

<p>Sounds Write interventions : Keep up and Catch up introduced.</p>	<p>Children will all go into KS2 being able to read fluently. Children will pass the Year 1 Phonics Screening. Reception children will be KS1 ready. Every interaction is an intervention. Early intervention matters.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>5 and 6</p>
<p>Post-teaching across the school</p>	<p>TAs to deliver post-teaching in afternoons in order to address misconceptions from English and maths lessons that morning, under the direction of teachers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>5 and 6</p>
<p>Pre-teaching across the school</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>5 and 6</p>
<p>Targeted reading interventions</p>	<p>Senior leaders, teachers and TAs to deliver intervention sessions in order to accelerate the progress of targeted pupils towards the expected standard and the expected standard in greater depth.</p> <p>KS2 tutoring to begin before and after school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years?utm_source=/education-evidence/guidance-reports/literacy-early-years&utm_medium=search&utm_campaign=site_search&search_term=reading</p>	<p>5 and 6</p>
<p>Booster sessions for KS2 pupils for English and Maths</p>	<p>Senior leaders, teachers and TAs to deliver weekly booster sessions in order to accelerate the progress of targeted pupils towards the expected standard and the expected standard in greater depth.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years?utm_source=/education-evidence/guidance-reports/literacy-early-years&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics?utm_source=/guidance-for-teachers/mathematics&utm_medium=search&utm_campaign=site_search&search_term=maths</p>	<p>5 and 6</p>
<p>Nuffield Early Language Intervention (Neli) in EYFS and Year 1</p>	<p>Improved vocabulary, speaking and communication – Early intervention the key to future success</p>	<p>1, 2, 5 and 6</p>

	https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	
Booster sessions for KS1 pupils for phonics	Senior leaders, teachers and TAs to deliver phonics interventions for KS1 children with gaps in their phonemic knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 5 and 6
Personalised curricular for specific children	Teachers to plan personalised curricular for children with EHCP https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=send	5 and 6
Speech and Language interventions for language development in EYFS and Key Stage 1	TAs to deliver Speech and Language interventions daily Training from Anna Knowles Resources provided by Anna Knowles Support from Veronica Casey as part of EHCP objectives. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 5 and 6
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	5 and 6

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

Budgeted cost: £23,809

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3 and 4
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7

<p>Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>		
<p>Emotional Literacy Support Assistant (ELSA) for all pupils needing emotional mental health support</p>	<p>Five afternoons per week for ELSA to support targeted pupils under the direction of the SENDCo and Pupil Premium Lead, plus time for her to attend quarterly supervision meetings.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	<p>3 and 4</p>
<p>Subsidised trips and visitors</p>	<p>Parents can request support with funding for trips (including residential trips) and uniform if they are experiencing financial difficulties</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3 and 5</p>
<p>Subsidised sports clubs</p>	<p>Parents can request support with funding for clubs if they are experiencing financial difficulties</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3 and 5</p>
<p>Subsidised music tutoring</p>	<p>Parents can request support with funding for music lessons if they are experiencing financial difficulties</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3 and 5</p>
<p>Lunchtime clubs to support vulnerable pupils</p>	<p>ELSA to deliver lunchtime clubs inside.</p> <p>Sport's TA to deliver lunchtime clubs outside.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3 and 5</p>
<p>Motional Assessments based on Jaak Panksepp seven emotional systems</p>	<p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3181986/</p>	<p>3 and 5</p>

Total budgeted cost: £ 28,725

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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was on track in Year 6 in all key areas of the curriculum. The performance of disadvantaged pupils in Years 1-5 was lower in Reading, Writing and Maths.

Our assessment of the reasons for these lower outcomes in Years 1-5 points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of daily online teaching and online interventions led by TAs.

Although overall attendance in 2021/22 was lower, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was also higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Pupil Premium 2021-2022	
Aim	Outcome
All teachers to be teachers of SEND	All teachers aware of their duty of care to pupils with SEND. Teachers writing passports and compiling APDR. Teachers attending meetings with external professionals. Teachers recording their meetings with parents and professionals using CPOMS.
Embed White Rose Maths across the school	Training by Anna Tapper in September 2021 Staff training around Fantastic Four Staff training around My turn, our turn, your turn.
Introduce Motional across the school	All teachers have a log in and are trained in using Motional. Motional has been used successfully in 2021/22 to aid referrals for children and to gain EHCPs for three children across the school.
Train Sport's TA, Sam Smith	2021/22 saw Sam's second year as a TA. He has taken on part of the Sport's lead and is now completing his Level 4 TA course with a focus on Sport's leadership.
Embed NELI in Reception	This is our second year of NELI in Reception. Ros Wood is more confident in the delivery of the programme and we have seen good progress in Communication and Language for the children participating in the daily intervention.
Develop Subject leaders across the school	Subject leaders attend Unity training sessions. Subject leaders add evidence to their subject padlet. Subject leaders have a network of colleagues to liaise with.

	<p>Subject Leader's had the opportunity to meet on 1st July at USP training day.</p> <p>Subject leaders have opportunities to observe and monitor their books.</p> <p>Staff have had Book Study training and many have held a book study observed by Governors.</p> <p>iAbacus (Self-evaluation tool) is up and running for all Foundation subjects.</p>
Introduce CUSP Reading and Writing	<p>CUSP Reading and Writing has been welcomed by staff and pupils. It has improved Speech, Language and Communication across the school. It has helped to embed the use of vocabulary across the school.</p> <p>The curriculum provides a suite of core texts that will form the depth study for the academic year. These texts represent a promise from the school to every pupil that it serves of the literature that it is committed to studying throughout a pupil's school journey. These texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes is addressed across the Primary years. The literature spine has been harmonised with the wider curriculum, where appropriate.</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
White Rose Maths subscription	White Rose Maths
Motional Assessments	Motional
KS2 Sandwell Assessment	GL Assessment
Annual subscription to PiXL Primary	PiXL
Success for All	Success for All
Sounds Write	Sounds Write
Twinkl Subscription	Twinkl
CUSP	Unity School's Partnership
Curriculum Visions	Curriculum Visions
Phonics Tracker	Phonics Tracker
Digimaps for schools	Digimaps
CPOMS	CPOMS
No More Marking	Nomoremarking.com
Kapow	Kapowprimary.com
Cambridge PSHE Service	Cambridge LA
Charanga	Charanga.com
Rigolo	Oxford University Press
Tapestry	Tapestryjournal.com

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
<i>How did you spend your service pupil premium allocation last academic year?</i>	<i>Last academic year we had 1 service child in our school. The pupil premium allocation was spent on intervention time to fill the gaps in learning for these three girls to be at the expected standard or at greater depth in Reading, Writing and Maths.</i>
<i>What was the impact of that spending on service pupil premium eligible pupils?</i>	<i>Year 6 child – At greater depth in Reading and Writing. Without this intervention she would not have been.</i>