

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Newall Green Primary
Number of pupils in school	642
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	R.Perry, S. Rudd
Pupil premium lead	R. Perry, K. Mckenzie
Governor / Trustee lead	Lucy Yardley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 495 000
Recovery premium funding allocation this academic year School -led tutoring	£53 000 £53 000
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	£601 000

Part A: Pupil premium strategy plan

Statement of intent

At Newall Green Primary, our intention is for all our children to have the same opportunities and experiences regardless of their background or the challenges they face.

With the rising cost of living and the missed education through COVID, it is vital that we act to try reduce the gap between rich and poor and prevent gaps in learning from widening.

Strategy Plan

We will ensure that:

- All teaching staff are involved in the analysis of data and identification of groups of children who are not meeting age related expectations through Pupil Progress meetings, so that they are fully aware of strengths and weaknesses across the school.
- All pupils receive daily high-quality teaching and teaching and learning opportunities meet the needs of all the pupils.
- 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 and 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.

Our ultimate aim is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils and for all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6. Newall Green Primary works hard to ensure all children achieve their full potential. To ensure our strategies and interventions have maximum effect and impact for identified groups of children, we monitor the impact of this additional funding upon the progress made over time by our PP learners. The role of the Governors is also to monitor the impact of the additional funding for disadvantaged pupils and their progress over time.

Disadvantaged learners are supported in the following ways:-

- 1-1 or small group targeted academic teaching to enable pupils to catch up.
- Read Write Inc extra tuition sessions.
- Additional learning support/resources in class.
- Subsidised activities, educational visits and residential trips so ensuring children have first-hand experiences to use in their learning in the classroom.
- Access to a School Counsellor.
- Support the funding of specialist learning software.
- To extend PE provision by buying specialist provision during and after school.
- To provide additional tuition to encourage the children to learn a musical instrument and/or and sing in a choir.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Rights Respecting and Peacemala values.
- Provision of uniform or Sports kit as needed.
- Access to a parent support officer trained in mental health first aid and ACES.
- Support of an attendance team who will make welfare checks and provide transport in an emergency.
- We use Provision Map to track and analyse the impact of the interventions and support that we provide through Pupil Premium.

Newall Green Primary

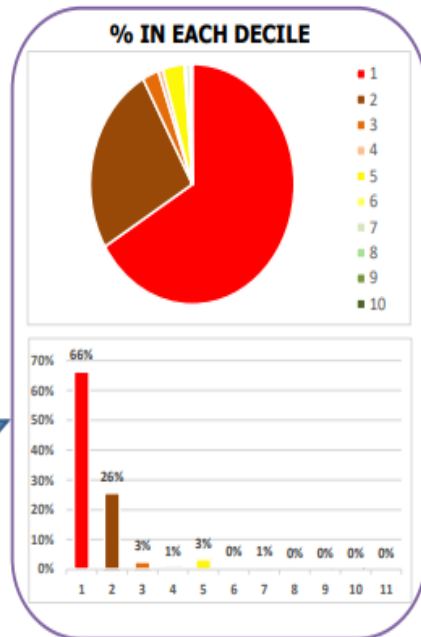


Income Deprivation Affecting Children Index (IDACI)

The Income Deprivation Affecting Children Index (IDACI) measure the proportion of all children aged 0-15 living in income deprived families. This is one of two supplementary indices and is a sub-set of the Income Deprivation Domain.

The Income Deprivation Domain measures the proportion of the population experiencing deprivation relating to low income. The definition of low income used includes both those people that are out-of-work, and those that are in work but who have low earnings (and who satisfy the respective means tests).

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	10% Most Deprived	1 to 3284	414	66%	1168
2	10% to 20%	3285 to 6568	160	26%	3979
3	20% to 30%	6569 to 9853	16	3%	8502
4	30% to 40%	9854 to 13137	5	1%	12107
5	40% to 50%	13138 to 16422	21	3%	16149
6	50% to 60%	16423 to 19706	2	0%	17854
7	60% to 70%	19707 to 22990	4	1%	20647
8	70% to 80%	22991 to 26275	0	0%	
9	80% to 90%	26276 to 29559	1	0%	27929
10	10% Least Deprived	29560 to 32844	1	0%	31267
UNKNOWN			0	0%	
TOTAL			624	8.9%	2938

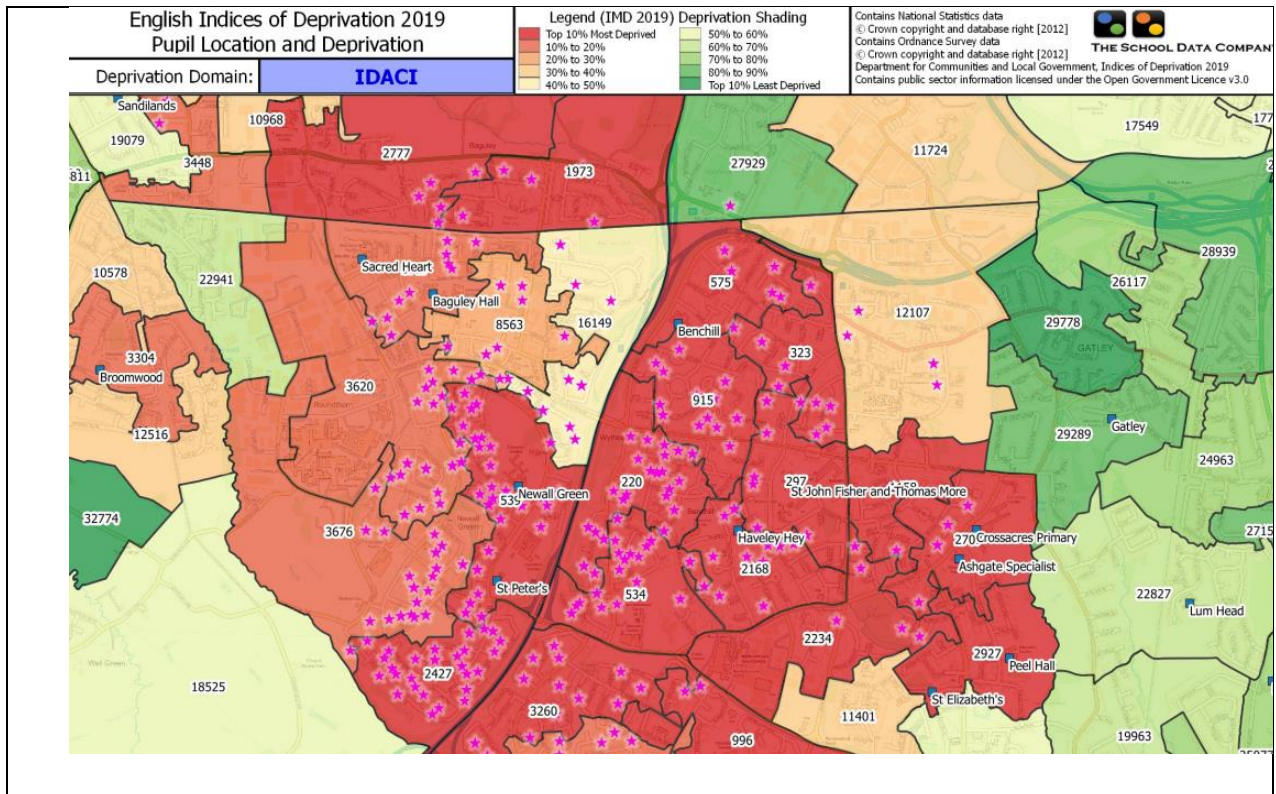


Detailed breakdown of Top 30% Most Deprived (Deciles 1 to 3)

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	5% Most Deprived	1 to 1642	280	45%	495
	6% to 10%	1643 to 3284	134	21%	2575
2	10% to 15%	3285 to 4927	134	21%	3642
	16% to 20%	4928 to 6568	26	4%	5718
3	20% to 25%	6569 to 8211	2	0%	7808
	26% to 30%	8212 to 9853	14	2%	8602

IMD Deprivation Indices - See page 4 and 5 for details of the different deprivation indices and what is included

Decile	IDACI	OVERALL IMD	INCOME	EDUCATION	EMPLOYMENT	CRIME	HEALTH	BARRIERS
1	66%	88%	73%	40%	73%	55%	93%	0%
2	26%	4%	19%	38%	18%	19%	6%	9%
3	3%	3%	2%	15%	3%	11%	0%	29%
4	1%	4%	1%	4%	4%	1%	0%	13%
5	3%	0%	4%	0%	2%	12%	0%	38%
6	0%	0%	1%	2%	0%	2%	0%	11%
7	1%	0%	0%	0%	0%	0%	0%	0%
8	0%	0%	0%	0%	0%	0%	0%	0%
9	0%	0%	0%	0%	0%	0%	0%	0%
10	0%	0%	0%	0%	0%	0%	0%	0%
UNKNOWN	0%	0%	0%	0%	0%	0%	0%	0%
Avg. Rank	2938	2407	2790	4715	2795	5227	935	12269



66% of our pupils live in the most deprived postcode areas. There has been an increasing trend over time. In 2015 57% were identified as living in the top 10% most deprived area, which has increased to 69% by 2019. This means that we have more vulnerable children and consequently we see the associated issues and behaviours reflected in school.

Challenges

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

Challenge number	Detail of challenge
1	Newall Green continues to fall into the 10% most deprived areas (see above) in the UK. The effects of this are far-reaching on children's education and basic needs.
2	Low baseline when children enter our Nursery and children are behind in the Prime Areas. Some children have underdeveloped oral skills and there are vocabulary gaps.
3	Attendance and Punctuality. Research shows that disadvantaged children have significantly poorer attendance than non-disadvantaged children. This includes Persistent Absence.
4	Ensuring we develop and expand children's 'Cultural Capital' through extracurricular clubs, experiences, trips, visitors to school.

5	Attainment and progress gaps between Pupil Premium and non-Pupil Premium pupils. Missed learning through COVID. Pupil Premium families had a much lower uptake of online learning than non-PP, which has created a gap in assessment and progress levels.
6	Lack of support and low expectations from parents of some pupil premium children which results in lower attainment, attendance and lateness.

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															
Parents/carers receive the help they need to meet their childrens' basic needs	Families financially supported in school. Early Help Assessments completed to identify need and signpost to relevant services. If needed, food, uniform gas/electricity provided. Early identification in EYFS of children falling behind and strategies quickly put in place to help children catch up. Families in need are supported to ensure children attend school and are safe.															
For children to have caught up in and the 'word gap' diminished in EYFS from low starting points.	Early identification of children to receive interventions such as WellComm and Speech and Language referrals. Curriculum is effective in helping children with their language acquisition. Curriculum is planned and sequenced so that children develop language cumulatively. Continuous provision focuses on language and vocabulary. Staff are skilled at creating communication opportunities.															
The gap between disadvantaged and non disadvantaged attainment and progress is narrowed or diminished.	<table border="1"> <thead> <tr> <th>Gaps in attainment</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>29.2%</td> <td>27.7%</td> <td>17.5%</td> <td>26%</td> </tr> <tr> <td>KS2</td> <td>11.6%</td> <td>27.5%</td> <td>20.1%</td> <td>26.9%</td> </tr> </tbody> </table>	Gaps in attainment	Reading	Writing	Maths	RWM	KS1	29.2%	27.7%	17.5%	26%	KS2	11.6%	27.5%	20.1%	26.9%
Gaps in attainment	Reading	Writing	Maths	RWM												
KS1	29.2%	27.7%	17.5%	26%												
KS2	11.6%	27.5%	20.1%	26.9%												
The gap between disadvantaged and non disadvantaged attendance of PP children is diminished.	Average attendance for last year for school overall - 92% Average attendance for PP children last year for school - 90.8% % of children who are PA - 30.4% % of children who are PA and PP - 37.9%															
Quality first teaching in all classrooms so that children are progressing and being challenged, regardless of background.	Through rigorous and regular monitoring of teaching, books, pupil voice and assessment data, evidence shows children are making															

	progress and rapid progress where children need to catch up.
All children to have the opportunity to access to a wide range of extracurricular clubs and trips, engage with visitors to school and with experiences that broaden their cultural capital.	Our aim is to have all PP children attend at least one extracurricular club each academic year. Through clubs, trips and visitors to school, the vocabulary gap diminishes, children have their horizons broadened and those rich experiences become part of their memories to draw on in the future.
For all children to catch up on the learning they have missed as a result of Covid and the lockdown.	Monitoring to highlight that children are catching up through assessment data, children's books and pupil voice.

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)

Total **£601 700**

Budgeted cost: £ [483 900]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Safeguarding Team</p> <p>Parental Engagement</p> <p>ACES (Adverse Childhood Experiences) training for all staff</p> <p>Mental health first aid training for some staff</p> <p>Participation in an Early Help/Attendance pilot scheme with Children's Services</p>	<p>Pupil voice/ Parent voice tells us that parents like to be involved in their child's learning and pupil's like their achievements to be celebrated with parents.</p> <p>Use of a trauma- informed approach helps to break down potential barriers and encourage parents to work with us.</p> <p>https://www.cnwl.nhs.uk/services/mental-health-services/cnwl-trauma-informed-approaches-tia</p> <p>Use of social media to communicate with parents and promote class learning. Parental voice is captured through Parent's Evening Questionnaires and is sought individually for one-page profiles.</p> <p>Safeguarding Audit</p> <p>£66 000</p>	1,3,6
<p>Behaviour Support Team inc</p> <p>School Counsellor</p> <p>Drawing and Talking</p> <p>Yoga sessions</p>	<p>Therapeutic intervention for children who cannot focus on their learning due to emotional stress or trauma (through being exposed to domestic violence/bereavement/incarceration of parent etc). If anxieties are managed and coping strategies taught, pupil can resume learning and disruption is minimised.</p> <p>Each year group have a term of yoga lessons with a yoga and mindfulness coach, so they learn strategies to self-regulate and relax.</p> <p>£125 000</p>	1,6
<p>Team Teach</p> <p>Courses for staff (+re-accreditation of Team Teach Trainer)</p>	<p>A rise in SEMH needs in school (with prevalence in PP pupils)has warranted training in de-escalation for teachers/teaching assistants/lunchtime organisers</p> <p>£600 (re-accreditation)</p> <p>Cost of cover for training day for 10 staff</p> <p>£2500</p>	1,6

Ongoing QA and CPD from RWI and The English Hub	Termly visits to quality assure RWI teaching Online subscriptions to RWI Spelling and Phonics £2 400	2,5
Online teaching for PP children who are homeless or have fled Domestic Violence	Use of Microsoft Teams for online lessons/ setting of independent tasks/feedback when pupil is still on school role but cannot be in school due to the distance of their temporary accommodation from school. £9 000	1,3,6
Additional word acquisition opportunities and comprehension skills through extra TA support in EYFS to allow small group interventions and individual support to	EEF Teaching & Learning Toolkit shows that reading comprehension strategies can have an impact of +6 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehensionstrategies EEF Early Years Toolkit shows that early numeracy approaches can have an impact of +6 months. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are; their barriers to learning and any strategies needed to meet their educational and emotional needs. £65 000	2,5
Attendance Team-daily home visits and transport to school One Ed SLA	Poor attendance has a significant negative impact on pupils' achievement. PP are children identified and the team work closely with parents and families to improve attendance, doing home visits and transporting children into school when necessary. If additional support is needed, this is identified early using an Early Help Assessment. Attendance Officers from One Education work alongside us with our hardest to reach families. £60 000	3,6
Financial support for Residential trips and activities	Pupil Premium money enables us to make sure that no child misses out at Newall Green Primary. Our children need to have rich and varied learning experiences if they are going to achieve better academically and display the right behaviours for learning. Using Pupil Premium funding we can now ensure that they get those first-hand experiences that they might have missed out on without our financial support and intend to continue to support disadvantaged children in this way. £50 000	1,6

<p>RWI catch up tutoring and Freshstart in addition to programme</p>	<p>RWI aims for 100% of Year 1 children to reach the expected standard of the Phonics screening check and give teachers the skills to teach the most struggling readers. Children develop reading fluency so they can read with comprehension and also develop the co-operative behaviour necessary for them to articulate their ideas and understanding.</p> <p>https://www.ruthmiskin.com/programmes/phonics/about-read-write-inc-phonics/</p> <p>£55 000</p>	<p>2,5</p>
<p>Reading Support from 'Runner Beans' volunteers (expenses only)</p> <p>Purchase of Salford Reading Tests to ensure accurate baseline at the start of the year</p>	<p>PP children and Non PP children who are identified through Salford Reading Test to be below age-related expectations are allocated to receive reading sessions with Beanstalk readers. Children who are disadvantaged, that are reading below their reading age, are targeted through this intervention to ensure they catch up and progress at the same rate of non-disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>£1500</p> <p>£2500</p>	<p>1, 2 and 5</p>
<p>Individual or small group precision teaching /boosting interventions Year 1-6</p>	<p>Research for the Education Endowment Foundation show that small groups can have a big impact on learning and progression. Experienced teachers delivering bespoke lessons and targeting learning to ensure all children, including PP children reach expected standard. The children will be carefully and rigorously monitored to ensure progression. To continue our success from last academic year in % of children meeting expected standard in all areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are; their barriers to learning and any strategies needed to meet their educational and emotional needs.</p> <p>£45 000</p>	<p>2,5</p>

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

Budgeted cost: £86 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Choir sessions with Music Specialist	Our music specialist works for one term in KS1, one in Lower KS2 and one in Upper KS2 supporting all children with woodwind and string lessons. Singing assemblies and choir sessions are also provided. £8 500	1 and 6
Purchase of White Rose Maths Scheme Workbooks	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1635355218 £5 200	5
Speech and Language Assessments and Interventions Delivery of SALT recommendations by TA	Reports are provided with professionally recommended strategies – can be used to support EHCP applications. When recommendations are delivered, pupils make faster progress with speech and understanding. Teacher targeting and tracking progress of children who need extra support with cognitive understanding and language support. £10 000 £30 000	1,2,6
Wellcomm Assessment and Intervention	Screening provides early identification of SAL needs. Support activities are provided whether or not a child is referred to a speech and language therapist https://www.gle-education.com/assessments/products/wellcomm/ £16 000	2
Clever Fingers Delivery of motor skills sessions	Teachers /TAs are provided with an overview of the essential components of fine motor skills, tools to identify potential underlying reasons for pupils' poor fine motor skills and guidance on how to appropriately address the difficulties, through the use of a Clever Fingers Box. £500 £12 000	2,5

Lexia Reading Eggs Times Table Rockstars	EEF study of Lexia in KS1: https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/lexia EEF Teaching & Learning Toolkit shows that individualised instruction can have an impact of +4 months including use of digital platforms £4000	2, 4 and 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [31 600]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
After School Clubs are provided free or at subsidised rates (e.g. Sports all £1 per week) so are accessible to all and increase Cultural Capital	Research by Bourdieu (and Marx before him) believed that Cultural Capital plays an important role in the development of society. Our aim is to equip all pupils with the skills, interests and experiences to be high-school ready and ultimately workforce-ready. 15 000	1,4,6
Magic Breakfast subscription Free Breakfast Club	Membership allows us to have unlimited food supply for a fixed price so that no child goes hungry at breakfast time. Breakfast is offered not just to those in Breakfast Club but to all children on the playground and in class, including latecomers. Breakfast club is subsidised heavily at only £2 per child. (Average cost locally is £6-8) This makes it accessible to all our families and encourages children and parents to make a positive start to the day. £1800 £7000	1,6
Provision Map to create profiles and targets for pupils	£5800	1,2,4, and 5
Aspirations Day	We believe it is our responsibility to open children's minds to the possibilities they have in their futures and encourage them to have ambition and	1,6

	set high expectations for themselves. £2000	
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Total budgeted cost: £ [602 800]

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.

The impact of missed learning through COVID continues to impact on our academic results, especially for Pupil Premium children who engaged least throughout lockdown. In spite of this, our KS2 results were still in line with national average, and with the funding allocated to Reading catchup, progress has increased at end of KS2 from -0.7 to +0.3.

Lockdown had a significant impact on many of our families' mental health. With a 22 month wait for a CAMHS appointment, all possible support strategies have been implemented and funded by school. In many cases, mental health issues have manifested as behaviour concerns. We have needed to train extra staff in de-escalation techniques, along with ensuring that all our staff are trained in ACES (Adverse Childhood Experiences) and can employ strategies to support their pupils' mental health concerns.

Attendance gradually improved over the year with the Attendance Team intervention and several parent events which helped to re-build trust with parents so that they felt confident to bring their child/ren to school knowing that all COVID precautions were in place. We are re-establishing the 'norms', but attendance still has not returned to pre-Covid averages for school despite our focussed approach.

Disadvantage Analysis (vs National)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard		2022			KEY: The graphs below show the difference between Disadvantaged Pupils in school compared to Other Pupils, All Pupils and Disadvantaged Pupils Nationally
		Boys	Girls	Total	
No. of pupils		34	47	81	
School Disadvantaged pupils characteristics:	Disadvantage	23	29	52	
	SEN	5	8	13	
	EAL	1	2	3	
	LAC	0	1	1	
GPS* TEST	School Dis	78.3%	58.6%	67.3%	
	National Other	74%	82%	78%	
	GAP School Dis vs National Other	4%	-23%	-11%	
	National All	68%	77%	72%	
	National Dis	54%	64%	59%	
READING TEST	School Dis	78.3%	65.5%	71.2%	
	National Other	75%	84%	80%	
	GAP School Dis vs National Other	3%	-18%	-9%	
	National All	69%	80%	74%	
	National Dis	56%	68%	62%	
MATHS TEST	School Dis	60.9%	51.7%	55.8%	
	National Other	79%	77%	78%	
	GAP School Dis vs National Other	-18%	-25%	-22%	
	National All	72%	71%	71%	
	National Dis	57%	55%	56%	
WRITING TA	School Dis	73.9%	58.6%	65.4%	
	National Other	69%	82%	75%	
	GAP School Dis vs National Other	5%	-23%	-10%	
	National All	63%	76%	69%	
	National Dis	48%	63%	55%	
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	56.5%	41.4%	48.1%	
	National Other	61%	70%	65%	
	GAP School Dis vs National Other	-4%	-29%	-17%	
	National All	54%	63%	59%	
	National Dis	39%	47%	43%	

* GPS - Grammar, punctuation and spelling

** RWM - Reading, Writing TA and Maths combined

The data above shows how **KS2** Pupil Premium children at Newall Green Primary performed compared to Pupil Premium nationally. This clearly shows that the strategies for spending our Pupil Premium is having the desired impact on the attainment of our KS2 children, who out-performed Pupil Premium children nationally.

School Disadvantage vs National

Percentage of pupils working at expected standard or greater depth

Disadvantage Analysis

PERFORMANCE DATA		2022		
		Boys	Girls	Total
No. of pupils All		37	52	89
School Dis Cohort	PP	26	33	59
	SEN	9	6	15
	EAL	6	7	13
	LAC	0	0	0
READING TA	School Disadvantage	42.3%	51.5%	47.5%
	National Other	69.0%	76.0%	72.0%
	GAP School Dis vs National Other	-26.7%	-24.5%	-24.5%
	National All Pupils	63.0%	71.0%	67.0%
	National Dis	47.0%	55.0%	51.0%
WRITING TA	School Disadvantage	34.6%	42.4%	39.0%
	National Other	57.0%	69.0%	63.0%
	GAP School Dis vs National Other	-22.4%	-26.6%	-24.0%
	National All Pupils	52.0%	64.0%	58.0%
	National Dis	35.0%	47.0%	41.0%
MATHS TA	School Disadvantage	42.3%	60.6%	52.5%
	National Other	74.0%	72.0%	73.0%
	GAP School Dis vs National Other	-31.7%	-11.4%	-20.5%
	National All Pupils	68.0%	67.0%	68.0%
	National Dis	52.0%	51.0%	52.0%
SCIENCE TA	School Disadvantage	46.2%	69.7%	59.3%
	National Other	80.0%	84.0%	79.0%
	GAP School Dis vs National Other	-33.8%	-14.3%	-19.7%
	National All Pupils	79.0%	75.0%	77.0%
	National Dis	60.0%	66.0%	75.0%

The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)

Subject	School Dis	National Other	National All	National Dis
Reading	47%	72%	67%	51%
Writing	39%	63%	58%	41%
Maths	53%	73%	68%	52%
Science	59%	79%	77%	75%

The data above shows how **KS1** Pupil Premium children at Newall Green Primary performed this year compared to Pupil Premium nationally. In Reading, Writing and Maths, attainment for disadvantaged children here is in line with national attainment. A wider gap has opened in Science – this is something to be investigated.

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
Provision Map	Edukey
Maths - X Tables	TT Rockstars
Data analysis / demographic analysis /	Anthony Conlin, School Data Company
Breakfast food provision	Magic Breakfast
Individual Reading support	Lexia, Reading Eggs
EAL support	Flash Academy

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.