

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	Stanningley Primary School
Number of pupils in school	204 (Rec – Y6 Oct 2022)
Proportion (%) of pupil premium eligible pupils	30% (61 pupils Rec – Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	7 th November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Julie Brewer/ Carol Brier / Susie Pritchatt / Di Greenwood
Pupil premium lead	Julie Brewer
Governor / Trustee lead	Louise Travis-Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,665
Recovery premium funding allocation this academic year	£5365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£105,030

Part A: Pupil premium strategy plan

Statement of intent

At Stanningley Primary School, it is our intention that all our children, irrespective of their background or the challenges they may face, are able to meet or exceed their academic potential. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils to achieve that goal, including progress for those who are already high attainers. High quality provision and teaching is central to our approach at Stanningley, with all staff having the highest expectations of what every child can achieve. Improving life experiences for disadvantaged children is also integral to what we aim to offer at Stanningley.

Our Ultimate Objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally as well as within the school.
- For all our disadvantaged pupils to make progress throughout school, in line with, or exceeding national averages
- For all disadvantaged pupils to meet or exceed their own academic potential and for as many as possible to attain Year 6 age-related expectations so that their life chances beyond primary school are improved.

The Key principles of our Pupil Premium Strategy Plan are:

- An acute awareness of who the disadvantaged children are in school and a relentless drive to ensure their academic and holistic needs are met.
- Quality first teaching every day for all pupils in reading, writing, maths, grammar, spelling, phonics and punctuation.
- Responsive intervention that aims to enable children to keep up with their peers.
- Every member of staff having the highest expectations of what all children can achieve and not lowering those expectations through assumptions about disadvantage.
- All children receiving the full curriculum offer so they have the knowledge and skills to be successful in their lives.
- An implicit understanding that all children will make progress, whether they are disadvantaged or not.

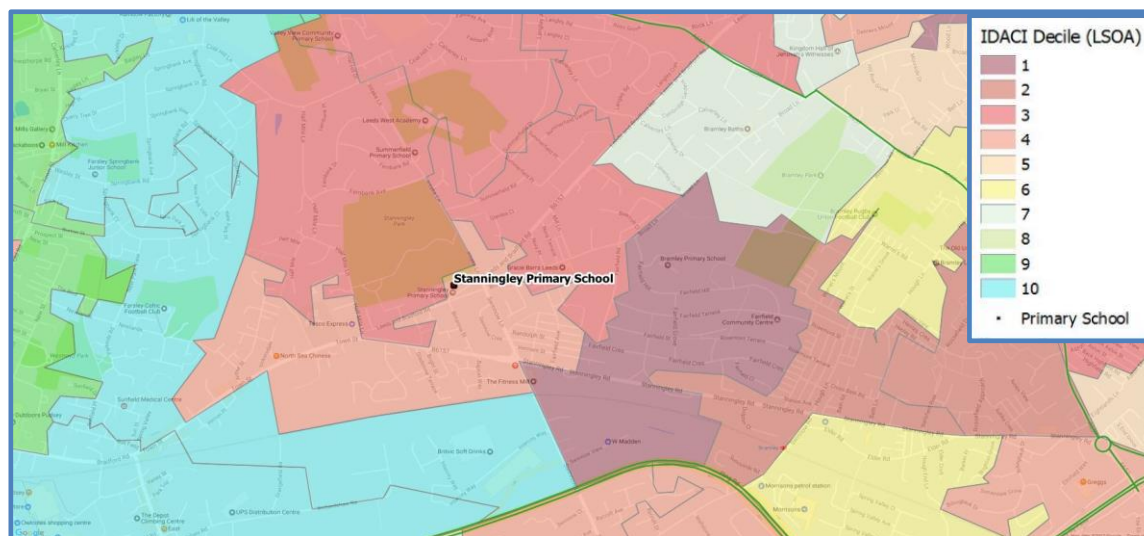
We will work towards achieving our objectives through providing the following:

- All children being taught by their class teacher every day.
- Challenge at all levels during every lesson, regardless of a child's ability.
- High quality educational experiences, including visits outside school, visitors into school, etc.
- High quality lessons and experiences for all children in the arts, including music.
- The opportunity to be part of a choir and attend musical events.
- Financial subsidies for educational visits, residentials, etc.
- Food provision during holiday periods for the most vulnerable
- High quality technology resources to support learning
- Use of the Recovery Premium to provide additional quality first teaching to support children in addressing learning gaps
- Use of the National Tutoring programme to provide quality additional 1:1 / small group teaching for vulnerable children.
- Accurate and regular data analysis to ensure teachers identify needs and address these in a timely manner

Demography and School Context

Stanningley Primary is a one-form-entry community school located in Stanningley, a suburb in the west of Leeds.

The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong: decile 1 being the most deprived and decile 10 being the least deprived. The map indicates that the immediate area surrounding the school has relatively high levels of deprivation, compared to some of the nearby areas to the west and south of the school.



- Approximately 10% of children who attend the school live in an area classed as being amongst the 3% most deprived in England
- The immediate area surrounding the school has relatively high levels of deprivation, compared to some of the nearby areas to the west and south of the school.
- Our catchment area is extremely varied. The socio-economic situations of some families are poor with social deprivation, whereas others are more affluent and live in private housing.
- The three main areas that are covered by the school show a range of deprivation. Stanningley/Pudsey is ranked 12,500 out of 32, 8444 in terms of deprivation, meaning 38% of areas in England have higher deprivation. However, a proportion of children come from The Fairfields Estate which is ranked in the lowest 2.8%, meaning 97.2% of areas in England are less deprived and around Leeds and Bradford Road which is ranked in the lowest 20.8%.
- There is high unemployment, crime (particularly anti-social behaviour, violence and sexual offences) and drugs are prevalent in small pockets in the local area. The area is predominantly white working class with some hidden BNP activity. Many parents left school early after a poor educational experience. A substantial proportion of adults give their children little encouragement in learning.

Figures from the January 2022 school census reveal that:

- 26% of children were eligible for Free School Meals (FSM), compared to 25% for Leeds primary Schools and 23% for state-funded primary schools nationally.
- 11% of children were from Black and Minority Ethnic (BME) backgrounds, compared to 38% for Leeds primary schools and 35% for state-funded primary schools nationally.
- 7% of children had English as an additional language (EAL), compared to 22% for Leeds primary schools and 21% for state-funded primary schools nationally.
- 15% of children had special educational needs (SEN), compared to 17% for Leeds primary schools and 16% for state-funded primary schools nationally.

Data to show gap between attainment of pupil premium and non-pupil premium children at the end of last year (July 2022)

YEAR GROUP	Number and percentage of children currently working at ARE +											
	Reading		GAP	Writing		GAP	GPS		GAP	Maths		GAP
	PP	NON-PP		PP	NON-PP		PP	NON-PP		PP	NON-PP	
Year 1 (8 PP children)	50% ↑	82% ↑	-32%	38% (=)	73% ↑	-35%				38% (=)	77% (=)	-39%
Year 2 (8 PP children)	38% (↑)	73% ↑	-35%	13% ↑	55%(=)	-42%	0(=)	46% (=)	-46%	13% (=)	50% (↑)	-37%
Year 3 (12 PP children)	75% (↓)	73%(↑)	+2%	75% ↓	60%(↑)	+15%	75% (↓)	67% (=)	+8%	75% (↓)	67% (↑)	+8%
Year 4 (9 PP children)	89% ↑	73% ↑	+16%	50% ↓	64% ↓	-14%	75% ↑	77% ↑	-2%	75% ↑	86% =	-11%
Year 5 (12 PP children)	75% ↑	67% ↑	+8%	58% ↓	50% ↓	+8%	75% ↑	56% (=)	+19%	75% ↓	67% ↓	+8%
Year 6 (12 PP children)	75% ↑	94% =	-19%	42% =	56% ↓	-14%	58% =	89% ↑	-31%	67% ↑	83% =	-16%

Challenges

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

Challenge number	Detail of challenge
1	Lack of parental engagement / support at home for some of our children
2	Poor literacy and numeracy skills in some of our parents / carers
3	Inadequate home environments for some of the children in school
4	Weak Language and Communication skills in some of our children
5	Some behaviour difficulties.
6.	Attendance and Punctuality issues for some of our children
7.	Pupil Premium children don't always have the vocabulary and language skills to express themselves effectively.
8.	Pupil Premium children often have limited opportunities to access a broad range of experiences and so lack wider life experiences beyond their immediate community
9.	Pupil Premium children may have low self-esteem and limited emotional resilience, this can result in difficulties rising to challenges.
10.	Low achieving PP children do not achieve well in phonics and spelling across all key stages.
11.	Low achieving PP children do not achieve well in Reading, Writing and Maths across all key stages.
12.	Poor cognitive, thinking and processes skills in some of our children.
13.	Poor core strength in some children, causing poor posture which can also affect gross motor and fine motor skills
14.	Low GLD and low attainment in RWM by the end of Y2 for some Pupil Premium children
15	Poor self-care skills in the youngest children entering school

16	Increased SEMH issues
----	-----------------------

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
To provide Pupil Premium children with a broad range of experiences.	PP children build up a breadth of life skill experiences.
To extend and develop PP children's language and communication skills.	PP children communicate effectively.
To increase the self-esteem of Pupil Premium children.	PP children can embrace challenge and strive for success.
To support families/carers of PP children to engage positively in their children's lives.	PP children benefit from the support of their families/carers
Attendance rates of PP children will continue to be good	PP children will have increased attendance.
Poor attendance and persistent absence will improve	PP attendance overall will improve
To continue to close the gap across all areas of learning between PP and non-PP children	PP children's attainment has risen and the gap is closing.
To improve phonics skills and early reading	Pupil Premium children can read fluently by the time they leave Y2.

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: £60,969

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Purchase new books and resources to support the Little Wandle scheme Targeted weekly phonics intervention to be provided across all classes where appropriate Provide Nessy phonics Licences Provide New Group Spelling Test (NGST – GL Assessment) £6.20 per child	A decrease in the number of children passing the Phonics Screening Check by the end of Y2. Some of this has been due to closure of school during the pandemic. Y1 Phonics Screening Check 2019 = 83%; 2020 (TA) 76%; 2021 (TA) 67%	1, 4, 10, 11, 12, 14	£2000 £300 £1000
Improve spelling across school	Spelling data across school shows a decrease in attainment at ARE, partly due to gaps caused by pandemic.	10, 11, 14	Cost of Lexia licence for 1 year = £1485.60

			Cost of spelling scheme: £683.30																															
Continue to close the gap between PP and non-PP children in maths across school	<table> <tr> <th rowspan="2">YEAR GROUP</th><th colspan="2">Maths</th><th>GAP</th></tr> <tr> <th>PP</th><th>NON-PP</th><th></th></tr> <tr> <td>Year 1 (8 PP children)</td><td>38% (=)</td><td>77% (=)</td><td>-39%</td></tr> <tr> <td>Year 2 (8 PP children)</td><td>13% (=)</td><td>50% (↑)</td><td>-37%</td></tr> <tr> <td>Year 3 (12 PP children)</td><td>75% (↓)</td><td>67% (↑)</td><td>+8%</td></tr> <tr> <td>Year 4 (9 PP children)</td><td>75% ↑</td><td>86% =</td><td>-11%</td></tr> <tr> <td>Year 5 (12 PP children)</td><td>75% ↓</td><td>67% ↓</td><td>+8%</td></tr> <tr> <td>Year 6 (12 PP children)</td><td>67% ↑</td><td>83% =</td><td>-16%</td></tr> </table> <p>In years 1, 2, 4 and 6, there are more non-pupil premium than pupil premium children attaining at ARE in maths.</p>	YEAR GROUP	Maths		GAP	PP	NON-PP		Year 1 (8 PP children)	38% (=)	77% (=)	-39%	Year 2 (8 PP children)	13% (=)	50% (↑)	-37%	Year 3 (12 PP children)	75% (↓)	67% (↑)	+8%	Year 4 (9 PP children)	75% ↑	86% =	-11%	Year 5 (12 PP children)	75% ↓	67% ↓	+8%	Year 6 (12 PP children)	67% ↑	83% =	-16%	11, 12	Power Maths Resources Cost: £2000 Staff cover cost – 1X half day weekly Cost approx. £3000 Total Spend: £4518.41
YEAR GROUP	Maths		GAP																															
	PP	NON-PP																																
Year 1 (8 PP children)	38% (=)	77% (=)	-39%																															
Year 2 (8 PP children)	13% (=)	50% (↑)	-37%																															
Year 3 (12 PP children)	75% (↓)	67% (↑)	+8%																															
Year 4 (9 PP children)	75% ↑	86% =	-11%																															
Year 5 (12 PP children)	75% ↓	67% ↓	+8%																															
Year 6 (12 PP children)	67% ↑	83% =	-16%																															
The Pupil Premium grant will contribute towards TA salaries across school in providing targeted intervention and support based on need.	All Pupil Premium children are entitled to the support that will close learning gaps.	1, 2, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16	£50,000																															

	Adults support the provision of targeted support needed for small groups and individual children, in order to close progress and attainment gaps.		
Purchase additional resources (e.g. revision guides) that will support Y6 children in attaining ARE+ in the KS2 SATS tests	Children need resources to use during the Easter Holiday to provide continuity and to help them remain focused before the SATS tests.	1, 3, 10, 11	£500

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

Budgeted cost: £7,740

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Pay for one extra day a week for a part time teacher to deliver targeted interventions to children who have fallen behind in phonics.	Children in Key Stage 2, with a particular focus on Year 3, have developed gaps in their phonic and maths knowledge due to time away from school during the pandemic. This extra support will provide extra opportunities for practice and consolidation.	1, 2, 3, 4, 5, 7, 9, 10, 12	£7740

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

Budgeted cost: £39,600

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Pay for offsite provision to support children in developing behaviour strategies	Children who spend a term at the AIP Primary Provisions (ABC / Oasis) are able to return to mainstream school having developed positive strategies to maintain good behaviour and thus enable them to learn. As part of Bramley Cluster, we pay into the Vulnerable Learners' fund so that we can receive a subsidy if one of our children were to attend an off-site provision	1, 3, 5, 7, 9, 12, 13, 16	We contribute to the vulnerable learners fund through our Bramley Cluster Subscription. This is used on a needs basis. £2000
Pay for a teacher from the Art-forms music service to provide weekly high-quality music and instrument lessons	Some children lack <i>creative opportunities outside of school</i> , so need enrichment in school from specialist expert.	1, 7, 8	£9,500
Pay for weekly chess lessons and weekly chess club in Key Stage 2	There is a general need to improve cognitive, thinking and processes skills in all children.	7, 12	£1600
Provide regular core strength sessions to improve core muscle strength.	We have identified a need, especially for some of our adopted children, for the development of the core muscles. Poor core strength can cause poor posture which can also affect gross motor and fine motor skills	13	TA time + Sarah Lloyd Programme: £2000
The Pupil Premium grant will contribute towards the Family Support Worker's salary	15% of the children who attend the school live in an area classed as being amongst the 10% most deprived in England.	1, 2, 3, 4, 5, 6, 8, 9, 15, 16	£8,000

	<p>10% of children who attend the school live in an area classed as being amongst the 3% most deprived¹ in England.</p> <p>(Figures from the January 2022 School census)</p> <p>An increasing number of vulnerable families continue to need help and support with various issues linked to home and school. For example, attendance and punctuality, supporting children at home, parenting classes, etc.</p>		
<p>Provide funding for all Pupil Premium children to have breakfast at school every day.</p> <p>There are approximately 90 children on breakfast club register in total. Approximately 40 PP children (numbers fluctuate) are provided with a healthy breakfast each morning – cereals with milk, toast and fresh juice.</p>	<p>Without the school breakfast club, a substantial number of children would struggle to have a wholesome breakfast every day before school. All PP children receive free breakfast.</p> <p>Attending breakfast club can also support good attendance and punctuality for children who struggle to arrive at school on time</p>	3, 6, 9, 15	<p>Food bill = £50 per fortnight £1000= per year</p> <p>Yearly Staff costs: £11,000</p> <p>Total = £12,000</p>
<p>Provide money for a Hardship Fund – money that is available to support PP families in crisis to provide urgent necessities such as food, basic items and school uniform, etc.</p>	<p>Some families experience unexpected financial difficulties, and may have immediate debt issues, which can have a negative impact on education. They may need help providing basic resources urgently – eg food, heat, uniform, etc.</p>	3, 8, 15	£500

<p>Pay for Maintenance of the school car for: collecting children who may be late or absent, for family support worker to use to do home visits, to transport children to sports, music and other events.</p> <p>Diesel, annual service package.</p>	<p>Some families struggle to <i>transport</i> their children to and from school, to sports and other events.</p> <p>Attendance and punctuality can be affected by this.</p>	1, 3, 6	£2000
<p>Subsidise the cost of the Y6 residential visit for PP children by £50</p>	<p>Some families cannot afford the full cost of the annual Y6 residential. We would like all children to attend to have wider experiences and the group bonding aspect is vital for class relationships.</p>	8, 9,	£600
<p>Pay for the annual pantomime</p>	<p>Some children do not have experiences outside school normally enjoyed by children of primary school age.</p>	8	£600
<p>Subsidise each class for one educational visit per year</p> <p>Pay £100 towards each visit</p>	<p>Some children do not have experiences outside school normally enjoyed by children of primary school age.</p>	8	£800

Total budgeted cost: £108, 309

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 2022 to 2023 academic year.

PUPIL PREMIUM END OF YEAR **ATTAINMENT** OF PUPIL PREMIUM COMPARED TO NON PUPIL-PREMIUM CHILDREN (JULY 2023)

YEAR GROUP	Number and percentage of children currently working at ARE +											
	Reading		GAP	Writing		GAP	GPS		GAP	Maths		GAP
	PP	NON-PP		PP	NON-PP		PP	NON-PP		PP	NON-PP	
Year 1 (7 PP children)	57% ↓	82% ↑	-25%	57% =	64% ↓	-7%				71% ↑	91% ↑	-20%
Year 2 (8 PP children)	63% ↑	77% ↑	-14%	38% =	77% ↑	-39%	38% =	64% ↑	-26%	50% ↑	86% ↑	-36%
Year 3 (7 PP children)	43% =	74% =	-31%	29% =	70% ↑	-33%	43% =	74% =	-31%	43% =	70% ↑	-27%
Year 4 (12 PP children)	92% ↑	83% =	+9%	83% ↑	61% ↑	+22%	92% ↑	72% ↑	+20%	83% ↑	61% ↓	+22%
Year 5 (9 PP children)	89% =	80% ↑	+9%	56% =	50% =	+6%	78% ↓	90% ↑	-12%	67% =	90% =	-23%
Year 6 (12 PP children)	67% ↓	71% ↓	-4%	83% ↑	76% ↑	+7%	83% ↑	76% ↑	+7%	75% =	76% ↑	-1%

An up arrow ↑ indicates improved attainment / progress since the last data capture (Dec 22)

A down arrow ↓ indicates a decline in attainment / progress since the last data capture (Dec22)

A side arrow → indicates that attainment / progress has remained the same since the last data capture (Dec 22)

Pupil Premium / Non-Pupil Premium Data

A **green gap (+)** indicates a higher % of pupil premium children are attaining age related expectations than non-pupil premium children.

A **red gap (-)** indicates a higher % of non-pupil premium children are attaining age related expectations than pupil premium children.

PUPIL PREMIUM END OF YEAR PROGRESS OF PUPIL PREMIUM CHILDREN (JULY 2023)

YEAR GROUP	Percentage of Pupil Premium children currently making expected progress or better		
	Reading	Writing	Maths
Reception (7 children)	86%	43%	29%
Year 1 (7 children)	57%	57%	71%
Year 2 (8 children)	63%	100%	100%
Year 3 (7children)	100%	86%	86%
Year 4 (12 children)	83%	92%	83%
Year 5 (9 children)	100%	67%	89%
Year 6 (12 children)	75%	100%	100%

PHONICS AND READING

A large amount of phonics books have been purchased, Little Wandle Group Reading has become embedded in Year 1 and interventions have taken place consistently. Outcomes for phonics in year 1 were exceptional, with 100% of the cohort passing the phonics screen. 76% of the children in year 1 were at age related expectations for reading fluency. Of the 6 children at the end of Year 2 who did not pass the phonics screen in year 1, half of them passed at the end of year 2. The 3 children who did not pass at the end of year 2 made progress in comparison to the end of year 1; these 3 children are all working at below Key stage expectations. Little Wandle Group Reading will be introduced in year 2 and Reception next year, using the Year 1 model of success this year.

SPELLING

Spelling Children with specific difficulties with spelling have received weekly interventions. Progress has fluctuated for some children due to dyslexic-type difficulties.

GPS outcomes (at the right) include spelling. Spelling is often the element that brings the overall outcome down. We have found that a number of our pupil premium children are not supported at home with spelling and do not complete homework tasks.

YEAR GROUP	GPS ATTAINMENT	GPS PROGRESS (expected or better)
2	38%	100%
3	43%	86%
4	92%	92%
5	78%	78%
6	83%	100%

MATHS

	Maths		GAP
	PP	NON-PP	
Y1	71% ↑	91% ↑	-20%
Y2	50% ↑	86% ↑	-36%
Y3	43% =	70% ↑	-27%
Y4	83% ↑	61% ↓	+22%
Y5	67% =	90% =	-23%
Y6	75% =	76% ↑	-1%

PUPIL PREMIUM ATTAINMENT

YEAR GROUP	Maths
Reception (7 children)	29%
Year 1 (7 children)	71%
Year 2 (8 children)	100%
Year 3 (7 children)	86%
Year 4 (12 children)	83%
Year 5 (9 children)	89%
Year 6 (12 children)	100%

PUPIL PREMIUM PROGRESS (expected or better)

With the exception of years 1 and 4, there are gaps in attainment between PP and Non-PP children. This is very cohort dependent. Despite this, the majority of classes are showing good progress in maths for PP children. Reception class is an exception to this. Out of the 7 PP children 5 of them came in with a very low baseline. These children were all summer born and showed immaturity and poor focus and retention.

YEAR 6 OUTCOMES

% of PP children in Year 6 attaining at Age Related Expectations

Reading	Writing	GPS	Maths
67%	83%	83%	75%

Out of the 4 PP children who did not reach the expected standard, they all made significant progress across the year. Three of them were 3 marks away from ARE and one child was working at pre key stage standard.

Interventions took place throughout the year for some of the PP children in Y6 and Booster classes were provided from the Spring Term. All children were provided with revision guides to support their preparation for the SATS tests.

EXTRA PART TIME TEACHER PAID FOR USING PP GRANT TO TARGET SPECIFIC INTERVENTIONS IN MATHS AND READING/PHONICS. The additional teacher had a lot of impact on small group progress. The table below shows the added value to a group of year 3 girls who had fallen behind in maths at the end of Year 2. This teacher will continue next year to provide similar support.

Year 3 children	Standardised score age before intervention	Standardised score age after intervention	Months gained
Child 1	6 Years 9 months	7 Years 3 months	6 months
Child 2	6 Years 4 months	8 Years 2 months	22 months
Child 3	6 Years 4 months	8 Years 4 months	24 months
Child 4	6 Years 10 months	8 Years 6 months	19 months
Child 5	7 Years 0 months	8 Years 5 months	18 months
Child 6	7 Years 0 months	7 Years 3 months	17 months

Child 7	7 Years 2 months	7 Years 11 months	9 months
Child 8	7 Years 5 months	8 Years 8 months	15 months
Child 9	7 Years 8 months	8 Years 7 months	11 months
Child 10	7 Years 10 months	8 Years 7 months	9 months

Fortunately, we haven't had any of our children attending offsite provision this year (through the Area Inclusion Partnership). We continued to contribute to the vulnerable learners fund as part of our Bramley Cluster subscription. This benefits all the schools in the cluster.

Our Artforms music subscription continues and our children have continued to benefit from high quality music and instrument teaching this year. They have also benefitted from having the opportunity to be in the choir and perform in a variety of events throughout the year.

Chess lessons and chess club have continued this year. All pupil premium children have benefitted from the lessons in a variety of ways. This year we were lucky enough to take a small group of children to London to Chessfest, some of whom were Pupil Premium children. This was free for the children and was partly funded through Chess in Schools.

Core Strength sessions continued throughout this year to support the pupil premium children who needed it.

Many of our families have continued to benefit from the support given to them by the Family Support Worker; this is a universal offer but there is a particular focus on families who have struggled financially. Di Greenwood has offered support in a variety of ways over the year to help families to acquire the basics they need to function (e.g help to obtain appliances, beds, carpets, etc for home; help with financial issues such as navigating benefits, form filling etc; help with housing; help with food vouchers, food hampers, etc.). The hardship fund has been used where necessary. Di also supports individuals who are experiencing mental health issues, often as a result of their family situations.

Pupil Premium children have continued to benefit from accessing breakfast club at no charge. We have an ever-increasing number of children accessing this service.

The school car has continued to be used to transport children to a wide variety of events outside school. This is a necessary resource that add value to the lives of Pupil Premium children.

Families of all year 6 Pupil Premium children were offered a £50 subsidy towards the cost of the residential visit. Any families who still struggled to afford this, were supported further by the Family Support Worker in looking for grants to help with the cost.

All children in school benefitted from the attending the annual pantomime at school – an event the like of which some of our Pupil Premium children may not have the opportunity to experience otherwise.

All classes across school were provided with a £100 subsidy for their main educational visits this year, which helped to bring down the overall cost to families.

Externally provided programmes

This is a list of Non DFE Programmes that were purchased in the previous academic year.

Programme	Provider
Lexia	Lexia Core 5
Little Wandle	Wandle Learning Trust
Nessy Phonics	Nessy Learning
New Group Spelling Test (NGST)	GL Assessment
Twinkl Spelling Programme	Twinkl
Art Forms	Leeds City Council
Chess in Schools	Chess in Schools and Communities
Buss Core Strength Programme	Sarah Lloyd