

# 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	Kidbrooke Park Primary School
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024/2025
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Adam Wilson
Pupil premium lead	Muneera Najak
Governor / Trustee lead	TBC

## Funding overview

	Amount we receive for Pupil Premium
Pupil premium funding allocation this academic year	£232,359.99
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£232,359.99

# Part A: Pupil premium strategy plan

## Statement of intent

At Kidbrooke Park, we are committed to ensuring that every pupil, regardless of their background or personal circumstances, is provided with the highest quality education.

Our goal is to support all pupils to become confident learners and well-rounded individuals equipped with the skills they need to build healthy relationships and make good choices now and in the future.

With 38% of our total cohort eligible for pupil premium, our approach is centred on quality first teaching, ensuring that all our pupils, especially those from disadvantaged backgrounds, have access to excellent teaching and make outstanding progress and attainment across all areas.

We are focussed on ensuring that our pupils have the very best curricular and extra-curricular opportunities and are not disadvantaged due to their family circumstances. Providing these opportunities is a key part of our strategic plan and contributes greatly to our outcomes as well as ensuring that all pupils have a well-rounded education.

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 peers.

We are a school that values research and professional development within education to inform our own school improvement, teaching and learning and to strengthen professional reflective practice in order to continually evaluate and improve. We use both internal school action based research, (as part of staff professional development system) as well as local and national based research to inform practice and school improvement, such as that on offer from the EEF teaching and learning toolkit.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

We have identified both the barriers to our pupils' learning and the outcomes in receipt of Pupil Premium funding at Kidbrooke Park which impacts them in their learning and personal outcome in the classroom with their peers:

- Lack of opportunity and access to cultural capital experiences and aspiration
- A third of pupils with EAL as a barrier to learning
- Poor attendance, health including mental health and poor nutrition
- Social and emotional needs affecting concentration and behaviour
- Lack of parental and/or carer support with home learning (e.g education, language, work)

Our strategies on how we spend our Pupil Premium monies is aligned to:

- Support and enable all our pupils including disadvantaged and high attainers
- Provide where we can, educational opportunities to engage and experience through creative onsite learning the application of core topics such as Reading (including early

reading), writing and maths

- To act early in identifying whole school approaches to raise attainment
- To benefit all our pupils to be able to access the curriculum, learning to the best of their ability through whole class or bespoke interventions as they take the learning journey through our school including catch-up/boosters/tuition for key stage or national tests such as phonics and multiplication test

We will evaluate and review the impact of our strategies using a range of the tools including:

- Termly progress and attainment pupil data
- Review against best practice
- Benching where available
- Peer review locally and/or nationally including EEF research topics
- As the needs are identified, the strategy will be updated and reflected in our spending allocations

## Challenges

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

Challenge number	Detail of challenge
1	<p>A high percentage of children with EAL (a third) backgrounds as a barrier to learning.</p> <p>On entry to Reception, our disadvantaged pupils arrive well below age related expectations compared to other pupils. This gap remains steady to the end of KS2.</p> <p>A lack of early exposure to rich and varied language slows down progress in English for children eligible for Pupil Premium funding across the school.</p> <p>Oral communication skills are low for many children who enter EYFS, especially for those in receipt of Pupil Premium funding. This language deficit and low starting point slows early progress. Also high numbers of EAL children and SEND within EYFS who are in receipt of Pupil Premium.</p>
2	<p>Lack of parental and/or carer support with home learning (e.g. language, education, work).</p> <p>Pupils come from language and literacy poor environments with limited access to cultural and social experiences parent/carer engagement in pupils learning is low.</p>
3	<p>Poor attendance, health, including mental health and poor nutrition.</p> <p>A greater proportion of disadvantaged pupils have been 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Lack of opportunity and access to cultural capital experiences and aspiration.</p>
5	<p>Social and emotional needs affecting concentration and behaviour.</p>

	<p>A number of children entitled to Pupil Premium have social, emotional and behavioural and/or SEND barriers that have a detrimental impact on their academic progress. Internal data analysis shows that progress for these pupils, including pupils within the White British ethnic group (predominantly boys), tends to be slower than that of their peers across the school.</p> <p>Teacher referrals for support services remains high, currently exceeding our capacity. A greater number of disadvantaged pupils currently require additional support with social and emotional needs, with a greater number receiving small group interventions.</p>
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## 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
<p>Improved levels of progress and attainment across all year groups and additional support put in place to address gaps</p> <p>Improvement in communication and language results for PP groups</p> <p>Pupils identified with specific speech and language difficulty receive targeted or specialist intervention to meet their individual needs.</p> <p>Enhance and strengthen communication skills by embedding an oracy programme based on Kagan Cooperative Learning structures.</p>	<p>Use termly progress and attainment data to show improvement in learning including challenging our identified SEN cohorts to make steps in progress</p> <p>Pupils within EYFS requiring targeted speech and language therapy support are identified, assessed and in receipt of appropriate support by the end of Reception.</p> <p>Neli programme (targeted language support to ensure fundamental foundations needed for good language and social and emotional development) outcomes show all pupils who received intervention make progress, and move to QFT, unless requiring a referral for specialist assessment.</p> <p>60% of identified PP children with a language programme reach their personalised communication and language targets.</p> <p>Measurable improvement in oral language assessment compared to baselines. Increase in pupil participation in class discussions, with a noticeable rise in contributions from disadvantaged pupils. Narrowing the attainment gap, evidenced in improved outcomes in reading, writing and other subjects that involve verbal explanation and or reasoning. Increased instances of successful group work &amp; increased pupil independence and ownership of learning.</p>
<p>Provide, where we can, educational opportunities to engage and experience through creative onsite learning the application of core topics such as: reading (including early</p>	<p>All children are engaged in learning across the core subjects and the use and take-up of bespoke programmes is reflected in the termly progress and</p>

<p>reading), writing, literacy and maths</p> <p>Increased access to rich and varied contexts, texts, educational visits and experiences raises pupil engagement and expectations. Provide rich experiences through author/poet visits to encourage exposure of texts, learning about the writing process from famous writers.</p> <p>Raised reading profile around the school to increase exposure to quality books and create an enthusiastic reading culture within the school.</p>	<p>attainment of the cohorts.</p> <p>At the end of KS2 children entitled to Pupil Premium, reach or exceed national expectations as a result of making rapid progress in reading and writing.</p> <p>Increased engagement in reading across school; both reading for pleasure and improved reading skills shown through accelerated progress and a consistent teaching approach embedded across the school through VIPERS and higher challenge questions, including strategies to enable all learners to access higher challenges.</p>
<p>To act early in identifying whole school approaches to raise attainment</p> <p>All children will have access to a high quality systematic synthetic phonics (SSP) approach and materials which supports them to make very good progress in reading.</p>	<p>Review termly the implementation and delivery of learning programmes through internal &amp; external teaching observations and peer review. External observations from will include formal reports via the appointed School Improvement Partner. Where required to implement strategies to improve learning outcomes.</p> <p>Teachers are confident in delivering a high quality SSP approach to the teaching of phonics. This means that children learn to identify phonemes, associate them with graphemes and to blend and segment these to acquire text-based literacy skills.</p> <p><i>Little Wandle Letters and Sounds</i> (DFE validated SSP programme) is adopted and embedded within practice across EYFS and KS1 (as well as appropriate learners within KS2) making a significant impact to improve outcomes for disadvantaged pupils.</p>
<p>To benefit all our children to be able to access the curriculum, learning to the best of their ability through whole class or bespoke interventions as they take the learning journey through our school including catch-up/boosters for key stage or national (re)tests such as phonics and multiplication test.</p> <p>Children will be well regulated and ready to learn, resulting in improved engagement in lessons, impacting on outcomes over time.</p>	<p>Key stage testing shows an improvement. Internal benchmarking data shows children have met agreed learning objectives.</p> <p>Through regular access to sensory processing input and interventions, children's readiness to learn, focus and attention will develop. Adults will support, and children will learn, strategies to regulate their sensory systems which positively</p>

	impact on their behaviour and access to learning.
Achieve an attendance rate that is above the national rate and reduce levels of persistent absence.	Attendance percentage above national rate and persistent absence rate less than national.

## 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: £128,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of specific learning schemes to deliver high quality learning through high quality teaching</p> <p>Little Wandle White Rose Literacy Shed access to improve reading and writing</p> <p>Training for all staff to ensure schemes are interpreted and delivered to a high quality</p>	<p><a href="#">Phonics EEF</a></p> <p><i>Little Wandle Letters and Sounds</i> is a SSP that is validated by the DfE. Delivery of the programme is best placed to improve outcomes for our disadvantaged pupils, which over time should influence greater depth reading outcomes by the end of KS1 and KS2, as well as support children accessing the broad and balanced curriculum as a whole.</p> <p>Phonics has a positive impact overall (EEF states “the average impact of the adoption of phonics approaches is about an additional five months”) with extensive evidence and is important in the development of early reading skills, particularly for disadvantaged children. EEF and The Teaching Toolkit say that “Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches.” Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>Further research also offers that “It is possible that some disadvantaged pupils may not develop phonological</p>	1, 2, 3, 4,5

	awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning”.	
Purchase of phonics resources to support phonics teaching in EYFS & KS1	Phonics screening test pass rate above national	1,2,4,5
Purchase of additional reading books for class libraries so pupils can borrow high quality books at home	Regular, independent reading at home is important to develop pupils’ fluency and breadth of reading. This is also a way for parents/carers to support their children’s learning at home.	1,2,4,5
New and existing teaching staff survey about specific areas of SEND and EAL teaching and learning. This will support professional development design and influence personalised training requirements as well as school or year group specific INSET planning and purchase relevant CPD from external sources. TA training for specific needs (steps, visual impairment) etc.	Many of our pupils who are either low attaining, or on the SEND register are also in receipt of pupil premium. We therefore use PP funding to subsidise a percentage in line with the number of PP pupils within this cohort, to support staff professional development in teaching and learning strategies for pupils with SEND. This targeted support has previously resulted in internal data evidencing improved outcomes for disadvantaged low attainers and pupils with SEND. It also supports QFT for all. This is an ongoing funded aspect of support from our PP budget as evidence from training, learning walks and book looks over time show improved standards in teaching and learning for inclusive practice across all subject areas for disadvantaged low attaining or SEND pupils.	1,2,3,4,5
Inclusive curriculum focus on equality of opportunities to access all areas of the curriculum for disadvantaged pupils with SEND.  SENCo to meet with teachers to discuss QFT (universal targeted support) within their classes with specialist support where relevant. Subject specific tech that will support teaching and learning as well as appropriate	<u>Five evidence-based strategies to support high-quality teaching for pupils with SEND- EEF-</u>  The above evidence-based blog research demonstrates that the following 5 techniques contribute to QFT inclusive practice across all areas:  1. Scaffolding 2. Explicit instruction 3. Cognitive and metacognitive strategies 4. Flexible grouping 5. Technology use – to include assistive technologies and alternative ways of recording and evidencing learning	1,3,4,5

<p>support via the 5 techniques highlighted.</p>	<p><a href="#">Engagement 4 Learning - The Engagement Model - Professor Barry Carpenter</a></p> <p>Professor Carpenter’s Engagement for Learning Framework and <a href="#">research blog</a> offers educators the resources to construct personalised learning pathways, the flexibility to adjust and optimise them, and an effective means to evidence children’s progress.</p> <p><a href="#">The Engagement Model guidance - DfE</a></p> <p>The engagement model was adapted from the 7 aspects of engagement, which was devised by Professor Barry Carpenter in the DfE-funded Complex Learning Disabilities and Difficulties project in 2011. The engagement model was developed with the support of an expert group involving members of the Rochford Review and using the evidence from an evaluation of the 7 aspects carried out in 2018.</p> <p>As a school we aim to ensure that we have “high quality teaching, pedagogy and appropriate special educational needs provision in place” for pupils (DfE).</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 61,364.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional, targeted interventions across the school	EEF research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average	1,2,3,5
EYFS & KS1 language programmes (e.g. NELI, talk boost)	EEF evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of about five additional months progress. The approach appears to be particularly beneficial for children from low-income families.	1,2,3,5



<p>Embed the school wide spelling programme to support pupils learning</p>	<p>As part of their ‘improving Literacy’ guidance, the EEF recommends structured, high-quality interventions. Spelling should be explicitly taught, and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.</p>	<p>1,2,3,5</p>
<p>Improve quality of social and emotional learning Train staff to work one to one/ small group to build social and emotional skills to enable learners to engage more effectively with learning programmes: Talk and Draw, ELSA, MHST referrals.</p>	<p>On average, Social Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment as identified by the EEF.</p>	<p>1,2,3,4,5</p>
<p>Additional synthetic phonics one to one reading tutoring for EYFS and KS1 pupils who need support in making the expected progress in phonics and to increase the proportion of pupils who pass the Y1 phonics assessment and expected reading standard at the end of KS1.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.</p> <p>The impact of this type of intervention in the past is evident in our KS1 phonics.</p>	<p>1,2,3</p>
<p>Assessment analysis and progress meetings to target specific PP pupils who have a widening gap between progress and attainment scores at expected and greater depth for reading in year 5 &amp; 6. Internal targeted group support (Assistant Head- experienced Y6 teacher) to deliver small group intervention on a 1:1 or small group 1:4 maximum level as well as carefully planned team teaching. TA in Year trained in targeted maths interventions to work across Year5&amp;6 identified groups.</p>	<p><i>The EEF Teaching and Learning Toolkit</i> states that “the average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.” Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months). The studies in mathematics show a slightly smaller positive impact (+ 3 months).</p>	<p>1,2,3,4,5</p>

<p>Whole school approach to implement progressive skills in reading fluency, reading and comprehension and small group taught sessions in all year groups.</p>	<p><u>READING COMPREHENSION STRATEGIES-EEF 6 months+ impact.</u> Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>Adoption of <u>Reading VIPERS</u> initiative through <i>The Literacy Shed</i>. This is going to be part of whole class and small group teaching offer for our disadvantaged pupils (although not exclusively PP children, as it is to be provided on priority of need and outcomes from teacher AFL). Whole class planning in the teaching of specific reading skills (VIPERS) will deliver a systematic and progressive skills and knowledge led approach that will be explicitly taught within the teaching timetable, linking where appropriate to high quality writing outcomes.</p> <p>Vocabulary</p> <p>Inference</p> <p>Prediction</p> <p>Explanation</p> <p>Retrieval</p> <p>Sequence or Summarise</p> <p>The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.</p> <p>Beyond QFT within the whole class, smaller group teaching of reading will be offered to identified pupils who require support as a result of missed learning or disengagement post Pandemic. Children will be targeted via QFT and in-house intervention, with class teacher's identifying pupils who may require booster sessions. There will be additional before and after school boosters over the Spring term after data and progress analysis.</p>	<p>1,2,3,5</p>
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<p>Targeted Dyslexic and low attaining literacy programmes for disadvantaged pupils. Using STEP assessed, monitored and reviewed programmes, these take place with identified children on a 1:1 basis 3 x week 20-30 minutes. They also support, model and train other TAs who are carrying out the programmes, and focus on ensuring skills taught in intervention are also being carried over into the classroom and class work. She also works closely with our STEPS Outreach support worker to review children accessing the programmes and supports parents through the dyslexia assessment process.</p>	<p>STEPS –RBG service that can be commissioned as well as part of the core offer to schools. Research-based dyslexia support and literacy programme cumulative intervention to support pupils with specific learning difficulties. We commission further services such as dyslexia assessments from the STEPS service and have a long running relationship with this service, and year on year proven positive impact for pupils with specific literacy difficulties. The reports and programmes devised are of high quality, tracked, monitored and reviewed regularly. Class teachers are responsible for ensuring any intervention target is also a focus in class, as well as personalised learning targets in these more specialist sessions spilling over into class with sounds of the week, or cue cards on desks etc. Out link STEPS TA who completes screening assessments for the programme also produces a ‘gap filling’ programme for class teams so that in the interim of assessment and programmes being devised by the STEPS service, needs are being addressed straight away. Research highlights the importance of this approach, with clear feedback between TA and Class Teacher of paramount importance to the success of intervention. Recommendations: <i>“Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction”</i> and <i>“Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions”</i> are an area of focus within the school’s inclusion plan this academic year. The SENCo works with our specialist link TAs, TAs and teachers to ensure continuity of skills practice in the classroom.</p>	<p>1,2,3,4,5</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 42,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enable all pupils to participate in educational visits/visitors, regardless of family income. Educational visits provide a key stimulus for writing.</p>	<p>An EEF trial involving 23 primary schools based on writing from a memorable experience boosted writing levels by up to 9 months.</p>	<p>1,2,3,4,5</p>
<p>Whole staff training on attendance and behaviour management (Emotional based school</p>	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1,2,3,4,5</p>

avoidance) Targeted interventions such as soft start approach to support attachment issues to improve attendance which in turn has a positive impact on behaviour and learning. Mental health in schools team in school support staff and families Parent/carer workshop for understanding child anxiety & sleep hygiene		
Parental engagement sessions for families with a focus on how to support their children's phonic development. Leading to improved reading skills and confidence.	Parental engagement sessions where the focus is on supporting children with their reading have a strong engagement. According to EEF, improvements can then be seen in the progress the children make.	1,2,3,5
Children attend wrap around care to support the children's attendance and punctuality. This also supports the families to access education and employment. Access to learning, wellbeing and engagement with families is improved resulting in children making greater progress and parents/carers feeling supported within the school community.	Children attend wrap around care to support the children's attendance and punctuality. This also supports the families to access education and employment. Access to learning, wellbeing and engagement with families is improved resulting in children making greater progress and parents feeling supported within the school community.	
Children who are identified as needing extra emotional support receive counselling from outside specialist counsellors	Children have benefited significantly from these sessions with improved self-esteem and the ability to concentrate better in class due to them addressing issues in their counselling sessions. Parents/carers are also positive about the benefits to their children.	1,2,3,4,5
Review staff training on behaviour management and trauma informed approaches to develop school ethos and improve behaviour across the school	Both targeted interventions and universal approaches can have positive overall effects: EEF <a href="#">Diploma in Trauma and Mental Health</a>	
Children with	<a href="#">Behaviour Interventions- EEF</a>	4,5

identified sensory processing issues or dysregulation access provision coordinated through the SENCO with input from ASD Outreach, Sensory Service and OT, which support and address these.	Behaviour interventions have an impact through increasing the time that pupils have for learning. The average impact of behaviour interventions is four additional months' progress over the course of a year.	
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## Total budgeted cost: £ 232,359.99

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.

Outcomes and evaluation		
	School	National
YR GLD	69%	68%
Y1 Phonics pass	88%	80%
KS2 reading, writing, maths combined	74% at	61% at
Attendance will continue to remain a focus. Attendance - School: 94.5% National: 94.7% PA - School: 17% National 15.4%		
Progress of pupils in receipt of pupil premium grant	<p>Support has strengthened and is being embedded; use of releasing class teacher to focus in closing the gap; use of data analysis meetings to embed PP.</p> <p>To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.</p> <p>To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points and progress against their own targets.</p>	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>All disadvantaged pupils attended educational visits or in-school enrichment activities linked to a variety of subject areas to support reading, writing and speaking and listening.</p> <p>Continue to embed Zones of Regulation &amp; Growth mindset within the classroom.</p>	

	All staff trauma trained to support pupils build positive and safe relationships. Providing an environment where pupils can thrive in an encouraging learning community. Being trauma-informed allows us to de-escalate conflicts and negative situations.
<p>Improved phonics and reading attainment among disadvantaged pupils.</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>The impact in our work is evident in the data above.</p> <p>Purchased additional reading books to provide a varied rich reading ethos in class libraries to support reading at home.</p> <p>Staff deployment was effective in KS1, LKS2 and UKS2 to ensure that pupils attain the nationally expected levels.</p> <p>Additional synthetic phonics one-to-one reading tutoring for EYFS and KS1 pupils who needed support in making the expected progress in phonics and to increase the proportion of pupils who pass the Y1 phonics assessment and expected reading standard at the end of KS1.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading with an average impact of an additional four months' progress.</p> <p>Funding the leadership and management of synthetic phonics across EYFS and KS1 to enable greater proportion of pupils to attain the expected reading standard at the end of EYFS, Y1 and KS1.</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
Times Table Rockstars	
Little Wandle letters and sounds revised	
Testbase	
Literacy Shed	
Spelling Shed	
Collins Big Cat	
White Rose	

