

# Pupil Premium Strategy Statement - Ryton Infant and Junior School Federation

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Ryton Infant and Junior School Federation
Number of pupils in school	119 – Infants 133 - Juniors
Proportion (%) of pupil premium eligible pupils	23% Infants 28% Juniors
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 – 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	The Governing Body of Ryton Federation
Pupil premium lead	Deborah Ashcroft
Governor / Trustee lead	Lucy Saint

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40, 905 Infants £56,190 Juniors £97, 095
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 Infants £0 Juniors £0 Total
<b>Total budget for this academic year</b>	<b>£97, 095</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

Ryton Federation is a very special school where our happy confident children love to learn and know that they are cared for. Ofsted said, 'Pupils are at the heart of this inclusive, friendly school community.' And they are – all of them, with those who are disadvantaged prioritised, so that we can be sure we meet their needs. Despite any barriers children may face, we expect all of them to make strong progress and achieve well across the curriculum. The aim of our pupil premium strategy is to support disadvantaged children to reach these goals, no matter what their starting points may be. We are ambitious for all children, especially those who are disadvantaged. Teachers know all their children very well, allowing targeted provision for those with the greatest needs.

In October 2024, Ofsted inspectors reported that, 'Pupils are taught to be 'positive, respectful and safe'. Pupils know these school values and live them out well. Pupils are positive about school because they are happy there. They enjoy warm relationships with adults. Adults care deeply for pupils. As a close-knit community, staff know the pupils extremely well. This means that the school can support pupils and their families well. Pupils are safe.

The school has high expectations for pupils' achievement. Pupils rise to these expectations. They achieve well. The school's work to support pupils' wider development and well-being is of a high quality.

Pupils benefit from a range of strategies to support their mental health. They are taught coping strategies such as mindfulness. They learn to recognise their emotions and to speak about how they feel. The school offers pupils a range of exciting experiences. For example, pupils take part in an adventurous activity residential and opportunities to learn outdoors. A typical pupil comment was that these experiences help pupils to 'face their fears'.

Pupils behave well. They are respectful of their teachers. In lessons, teachers use language that is encouraging and supportive. Pupils are recognised for their achievements. This helps to create a positive learning environment. Pupils trust their teachers. They say that the school would respond quickly if they had any concerns.

Our vulnerable children have many challenges to their learning (please see table below) and we aim to reduce the influence of these barriers through a wide range of school-based activities. Our response will be flexible in response to changing needs and challenges.

Following research from organisations, including the Education Endowment Foundation and Ofsted, our main focus will always be on quality-first teaching. We know that the pandemic has had a detrimental impact on many of our children in terms of their mental health and educational progress but disadvantaged children 'face the biggest challenges in education recovery.' (EEF) Teaching that focuses on the gaps in these pupils' learning will help to close the gap with their peers. A wide range of structured interventions will link to the curriculum and accelerate the acquisition of knowledge and skills.

Our policy on marking, feedback and assessment will closely monitor the needs of all children, including those who are disadvantaged. Feedback is solely for pupils' benefit, to enable them learn to quickly from their teacher's guidance.

We will target some of the recovery premium to contribute to the school-led tutoring to support children in year groups most affected by partial school closures. Some of these children may not be disadvantaged.

We appreciate that children who are in receipt of FSM are not necessarily disadvantaged.

We will plan to meet the wider emotional and societal needs of our most vulnerable families, working with external professionals, leading TAFs, signposting parents to appropriate support. Groups of children will receive support with their mental wellbeing in school.

### **Context of Ryton Federation**

The demographic of this large village based in West Gateshead is very varied. Some children also travel in from surrounding villages, which are former mining communities. The context of the school has changed significantly over the last few years, with children coming from increasingly deprived areas of West Gateshead.

According to the most recent IDSRs (November 2025) the Infant School %FSM6 is 37.21% and the Junior School's stands at 34.68% - above the national average. This contrasts with the %FSM6 in the local area, which is only 15.96%, below the national average.

**Infant School Acorn Categories (School Cohort % within Acorn Categories)**

Unknown	8.5
Luxury Lifestyles	
Established Affluence	7.7
Thriving Neighbourhoods	26.1
Steadfast Communities	18.3
Stretched Society	17.6
Low Income Living	21.1
Not Private Households	0.7

**Junior School Acorn Categories**

Unknown	4.0
Luxury Lifestyles	
Established Affluence	10.5
Thriving Neighbourhoods	26.6
Steadfast Communities	24.2
Stretched Society	16.1
Low Income Living	16.9
Not Private Households	1.6

Activities will include **to narrow the achievement gap between disadvantaged and non-disadvantaged pupils** (although this list is not necessarily exhaustive):

- Quality first teaching in all classes from Nursery to Year 6
- Establish an additional class for children whose needs must be personalised
- Social, emotional and wellbeing support including the Rise Project, nurture activities, BU Project, Theraplay, Behaviour Support, TAFs for families, Play Therapy, HINT (including the PINS Project)
- Reception to Year 5 to analyse the impact the Sounds-Write approach to teaching phonics teaching and learning, adapting the programme to reflect the needs of the children in every year group, including the additional provision
- Phonics interventions for pupils 'left behind'
- Staff training on retrieval practice to help all pupils to learn more and remember more
- Targeted interventions for communication and language, particularly in EYFS
- Curricula adapted to reflect gaps in learning
- Lexia reading intervention to accelerate learning for key children
- 1:1 reading for targeted children
- Precision teaching – key words and spelling for targeted children
- Fine motor skills intervention
- Small group support for mathematics and writing
- Mathematics 'deeper understanding' activities for more able pupils
- Mental mathematics targeted activities, including focused times table support
- Vulnerable pupils may access breakfast club
- Continue to emphasise the positive behaviour policy to maintain a calm, respectful atmosphere.
- Focus on Careers education through the Careers Benchmarks programme – raise aspirations
- Continue to extend the extra-curricular and creative offer
- Ensure that all pupils have access to appropriate technology to facilitate their learning

## Challenges

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

Challenge number	Detail of challenge
1	Attendance at the Infant School was below the national average in the last academic year 2024-25. Ofsted April 2023, 'The attendance of a few pupils is not good. As a result, some pupils miss too much learning. Leaders need to continue to support parents and carers to ensure that all pupils attend well and on time'. A high proportion of persistent absentees were disadvantaged pupils – Autumn 2025 17.3% at the Junior School, 16.7% at the Infant School – overall figures. Overall attendance Autumn 2025 – Juniors 95%. Infants – 93.2%. Attendance at the Infant School continues to be a concern.
2	Assessment, observations and discussions with pupils demonstrate that some disadvantaged children fell further behind with their achievement in English and Mathematics during the Covid-19 pandemic and educational achievement and wellbeing have continued to be negatively affected, which mirrors the national picture. There are some clear gaps in learning in mathematics, due to the very unsettled year the children have experienced.
3	Assessment on entry to EYFS shows that a high proportion of children enter Nursery or school requiring support with their communication and language skills. This deficit of vocabulary and communication skills can be evident throughout the federation.
4	Many children are exhibiting poor fine motor skills and/or phonics skills. Evidence from the phonics tracker, observations in lessons and listening to pupils suggests that disadvantaged pupils often find it difficult to acquire basic phonics knowledge.
5	We continue to support families in collaboration with the Early Help Service as a wide range of families require social and emotional support for their children in response to the pandemic and the cost-of-living crisis. This is pronounced for disadvantaged families who were disproportionately affected by school partial closures and restricted social interaction during the lockdown periods. Some children have unsettled home lives and some parents find it difficult to support their children with their learning. The school will aim to improve mental wellbeing for all.
6	Assessments including questionnaires, Leuven's Scale, the 'Three Houses' approach show that some children in receipt of pupil premium demonstrate low self-esteem and/or an inability to engage in effective independent learning.
7	Some children do not regularly read at home and lack confidence when decoding and understanding texts. Some children have gaps in their phonic knowledge and lack the skills to interpret texts with confidence.

## 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
1. Ensure that all pupils attend school regularly.	Attendance at both schools will be at the national average or above.
2. Improved reading, writing and mathematics achievement for disadvantaged pupils	Year group outcomes on Arbor each year will show that a greater proportion of disadvantaged pupils will achieve the expected standard for their age.
3. Improved communication and language skills amongst disadvantaged pupils, particularly in EYFS.	Observations, focus in lessons and formative assessment will inform the teachers. (Literacy Launchpad assessment and resources).
4. Improved fine motor skills and understanding of phonics for all pupils who are struggling in these areas.	Observation and formative assessment. Phonics tracker data to show that all groups of children are at the expected standard given their starting points.
5. Families and their children feel supported and trusted. They are given genuine support for their wellbeing.	Positive feedback from parents. A happy school community. Age-appropriate assessment to take place post activity.
6. All groups of pupils have raised confidence and high self-esteem.	Observation and discussion with pupils show that their self-esteem and confidence has improved. They are ready for the next stage of their education.
7. Pupils in receipt of pupil premium and those who are not will read with fluency and confidence by the time they leave the Infant School.	Weekly assessment of reading skills for the lower and middle achieving groups in years 2 in 3 will demonstrate that their decoding and comprehension skills are accelerating over time.

## 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: £ 4, 479 (plus funded HINT – PINS sessions, Local Inclusion Support Offer)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensuring that the Sounds-Write approach to phonics teaching and learning is effective and teaching is of high quality across the Infant School and in Lower KS2. This will secure effective phonics teaching for all pupils. Regularly reassess pupils so they are in a group where they can make the best progress.</i>	Research from the NE English Hub. EEF. Education Endowment Foundation. Gov and Ofsted research - 'Learning to read is a fundamental life skill.' Focus on a systematic approach to the teaching of phonics is vital.	4
<i>Tight timetable of monitoring quality of lessons, pupils voice and work books to assess quality of teaching and learning.</i>	EEF – 'Quality First Teaching is the most important lever' for education success.	2
<i>Teachers to understand the best teaching methods to aid retention of knowledge. DHT attends Memory Matters course and leads staff meetings to disseminate information.</i>	Research approved by Ofsted to improve long-term memory and recall of knowledge.	2
<i>Thorough assessment and moderation the beginning and end of each topic. Curricula</i>	Assessing and Monitoring Pupil Progress. Education Endowment Foundation. Research shows the importance of knowing which objectives each pupil struggled with. Need to have	2

<p><i>adapted to reflect gaps in learning.</i></p>	<p>clear starting points for all groups of children to enable teachers to close the gap.</p>	
<p><i>Teachers in Key Stage One will ensure that children will take reading books and reading records home for 5 days each week to encourage regular reading at home. An awards system for improved reading will be introduced at the Infant School to reinvigorate the culture for reading at home. Advice to be shared with parents to help them to support their children's progress. Pupils in the summer term of Year 1 and throughout Year 2 to be able to analyse texts at their stage of development.</i></p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). • Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). • There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006). Reading is the gateway to learning. Pupils who struggle with the basic mechanics can quickly fall behind.</p> <p>Being able to read accurately by age 6 has a strong correlation with future academic success. So, getting phonics teaching right is essential. That's why [Ofsted's] education inspection framework (EIF) places a strong emphasis on how well schools teach all pupils to read. FES Blog Nov. 2023</p>	<p>7</p>

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

Budgeted cost: £147, 997

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Organise targeted intervention groups for Speech and Language (Nuffield Early Language Intervention, Launchpad for Literacy (use for assessment and resources, or Talk Boost) in EYFS.</i>	NELI research shows programme to improve children’s early oracy skills. Talk Boost is rooted in evidence that shows children quickly close the gap with their peers using the programme.	3
<i>Lexia – KS1. TA to lead daily Lexia sessions to improve reading skills.</i>	Lexia research and track record shows that the programme improves reading skills including comprehension and builds self-esteem for struggling readers.	2 and 6
<i>KS1 Sounds-Write intervention for pupils who have gaps in their learning, esp. those who did not reach GLD at end of Reception or the expectations of the Y1 phonics check.</i>	Research into highly structured synthetics phonics programmes shows that children learn to read effectively using sound recognition. <b>Sounds-Write is acknowledged by the DfE as meeting ALL its criteria for an effective phonics teaching programme.</b> Ofsted says that there must be ‘direct, focused phonics teaching every day...children read from books with the sounds they know.’	4
<i>Intensive daily reading support for all pupils in Year 2 who failed to reach age-related expectations in reading at the end of Year 1 and did not meet the required standard in the phonics check.</i>		
<i>1:1 reading daily Bookworm Project Autumn 1 2023 Y1 Autumn 2 2023 Y2</i>	The British Educational Research Association suggests ways to continue with 121 reading. The Literacy Trust highlights the importance of learning to read confidently. Ofsted has a major focus on early reading skills. EEF	2

<p><i>To continue to promote a love of reading at the Junior School and to close the gap in reading at both the expected level and greater depth at the end of KS2.</i></p>	<p>Lexia – a daily session for all children who need to accelerate to age-related expectation in reading</p> <p>Year 3 and 4 – 1:1 reading daily, small group support with TA daily, precision teaching – key words. Sounds-write phonics intervention</p> <p>Year 5 – precision teaching – key words (read and spell). All Year - Reading Plus. MA and HA – Reading Plus. Lexia - LA</p> <p>Year 6 – All – Reading Plus daily. Precision teaching – key words and personalised spelling. Lexia – daily. 121 reading.</p> <p>Promote a daily reading club in UKS2.</p>	<p>2 and 7</p>
<p><i>Close the gap between non-PP and PP children in writing at the infants at the end of EYFS and KS1. A higher proportion of PP pupils to achieve greater depth in writing at the end of KS1 by:</i></p> <p><i>Reception – motor skills focus group and daily intervention for key children.</i></p> <p><i>Small writing focus group to support and extend skills.</i></p>	<p>Good motor skills are essential for children social, physical and psychological development. See Biomedcentral. GOV. UK – fine motor skills contribute to children’s development and independence across all areas of learning.</p>	<p>2 and 4</p>
<ul style="list-style-type: none"> <li><i>Focus on improving writing skills for all pupils, but esp. those in receipt of PP. Emphasise quality rather than quantity. (Key words practice, small group support, language pre-teaching and fine motor support).</i></li> </ul>	<p>DfE - Effective teaching: approaches that have been found effective in the teaching of writing include teaching pupils the writing process; teaching them to write for a variety of purposes; setting specific goals to pupils and fostering inquiry skills; teaching pupils to become fluent with handwriting, spelling and sentence construction, typing and word processing; providing daily time to write; creating an engaged community of writers.</p>	<p>2 and 4</p>

<p><b>Improve mathematics understanding for all children particularly those with gaps in their learning:</b></p> <p><i>In Rec and KS1</i></p> <p><i>Ensure structured resources and sentence stems are embedded within all Rec and KS1 lessons.</i></p> <p><i>Ensure NCETM Mastering Number is embedded in R-Y2.</i></p> <p><i>Time is allocated to an additional maths lesson.</i></p> <p><i>Support returning KS1 teacher to deliver this curriculum.</i></p> <p><i>Continue to adapt WR to meet the needs of all children, including those who are disadvantaged and monitor the use of small steps.</i></p> <p><i>In KS2</i></p> <p><i>Adapt KIRF to address individual needs including those who are DV.</i></p> <p><i>Create a progression document of mental maths skills and tests for these.</i></p> <p><i>Introduce NCETM scheme, train staff and purchase resources.</i></p> <p><i>Adapt teaching of times tables facts, structure to the needs of individual pupils and devote time each day to their acquisition.</i></p>	<p>National Centre for Excellence in the Teaching of Mathematics.</p> <p>‘Children’s chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts’. A mastery approach is advocated. EEF guidance.</p>	<p>2</p>
<p><b>Continue to employ a tutor to teach basic skills to small groups of children who exhibit gaps in their learning. A significant % of the groups will be disadvantaged.</b></p> <p><i>Tutor 1 – 10 hours per week at the Junior School, 5 at the infant School.</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind. DfE. EEF.</p>	<p>2 and 4</p>

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

Budgeted cost: £4, 479 General Wellbeing/Self-esteem/Attendance

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review approach to the promotion of high attendance in school. CPD – Bar Hill/Ely College Attendance Hub.	Being around teachers and friends in a school or college environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care. The Education Hub 2023.	1
Revisit the tenets of the Positive Behaviour Policy. Teachers to catch children 'going above and beyond'. Positive Handling Training.	'When the Adults Change, Everything Changes'. The school behaviour plan is based on Paul Dix's research and philosophy – trying to catch children being good and recognising when children go above and beyond.	5
<i>Vulnerable children access breakfast club to ensure a settled start to the day.</i>	The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour - DfE. Breakfast clubs provide a safe, secure environment where children can eat breakfast with their friends - Kelloggs. National School Breakfast Club – emphasises the importance of a healthy start to the day for disadvantaged pupils.	4
<i>Extend the extra-curricular offer to include a range of activities where all children can shine and display their talents.</i>	Nord Anglia – Extra-curricular activities have many benefits including to improve academic performance, improve social skills, enhance mental and physical wellbeing, have the opportunity to learn a new skill that could last a lifetime. 'Extra-curricular activities help students to learn about themselves and develop	5

	and use their skills and knowledge in different contexts'. Durham University	
<i>Careers Education – ensure that all children leaving the federation have the opportunity to understand the benefits of a wide range of career pathways.</i>	We focus on the Gatsby Career Benchmarks – important to raise aspirations and capitalise on the opportunities available to them – Careers Benchmarks. STEM Learning. DfE – good careers guidance is crucial to students' futures.	5
<i>Continue to make the curriculum come alive with an exciting range of events, visits and projects to keep the children interested in their learning.</i>	DfE. EEF. NEU. The Guardian. School visits are a major tool to aid the acquisition of knowledge and skills. Disadvantaged pupils particularly benefit from these opportunities to enhance and reinforce the curriculum.	5
<i>Refer children to appropriate external agencies/APPS to access the support they need, e.g. RISE Project, Henpower, Behaviour Support</i>	DfE – working with external partners can bring in new ideas and support. EEF – a tried and tested approach to support children with specific needs. The RISE project in Gateshead works to development resilience in young people to help their emotional wellbeing and mental health. Henpower is a community-based organisation that aims to promote positive wellbeing for all age groups, using the creative arts and caring for animals.	4
<i>All children to have access to outdoor activities and Forest School to improve mental wellbeing</i>	Forest School Association – 'Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting'. Prince 'The research identifies the strength of teachers' values and beliefs, an open approach to curriculum interpretation, the importance of suitable locations, a culture of risk benefit and positive initiatives as key ingredients for successful outdoor learning in primary schools'. See also Waite and Harvey on the benefits of outdoor learning in primary schools.	4 and 5
<i>Continue to improve communication with parents so they feel comfortable approaching school, including frequent messages on</i>	Eduprise – the importance of maintaining a healthy and collaborative relationship with parents – everyone benefits and children reap the rewards. Zero to Three. DfE. Parent Hub. TES – How school can better engage with parents.	4

<i>Parentmail, senior leaders on the gate, parent volunteers working in school.</i>		
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**Total budgeted cost: £156, 9555**

## 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 2024 to 2025 academic year.

#### Outcomes at the end of Early Years Foundation Stage

Good level of development at end of Reception

At 76.5% outcomes at the end of Reception in 2025 were above the national average (68.3%) and had improved significantly since 2024 – by 11%. A very small number of disadvantaged children did not reach GLD (and these pupils had significant identified additional needs).

#### Phonics Outcomes

Phonics outcomes reflected the lower GLD outcomes from Reception. A number of these children did not access the full Key Stage One curriculum due to their additional needs. In Year 2 4/7 pupils passed the check. The 3 children who didn't have additional needs. The 3-year trend is below national but only because the results in 2025 were low due the high proportion of children with significant needs in the year group. Outcomes have generally improved since the new approach to the teaching of phonics was introduced, ensuring that the children have a highly-structured, consistent approach to phonics teaching.

#### End of Key Stage Two Outcomes

Achievement by the end of the federation is a strength of the school.

Expected Standard +

	All National	All School (30)	Disadvantaged (9)	SEN Support	SEN (EHCP) (2) %
Reading	75%	80 %	55.6%	50%	0
Writing	72%	83.3%	55.6%	66.7%	0
Maths	74%	83.3%	55.6%	66.7%	0
GPS	73%	83.3%	66.7%	66.7%	0
RWM	62%	80%	55.6%	50%	0

## Greater Depth

	All National	All School	Disadvantaged	SEN Support	EHCP
Reading	33%	33.3%	22.2%	16.7%	0
Writing	13%	3.3%	0 %	0 %	0
Maths	26%	30%	11.1%	16.7%	0
GPS	30%	43.3%	33.3%	16.7%	0
RWM	8%	3.3%	0 %	0 %	0

Pupils from all groups appreciate the opportunities to discuss their feelings, relationships and emotional needs in the wide range of therapeutic services on offer. Individual case studies show the positive impact of these. Last year we have extended our offer of Theraplay to include Reception as well as Nursery. Thrive, the BU Project and ELSA have all been positively received. All children know there are trusted adults who they can talk to in school. Ofsted October 2024 reported that, 'The school's work to support pupils' wider development and well-being is of a high quality. Pupils benefit from a range of strategies to support their mental health. They are taught coping strategies such as mindfulness. They learn to recognise their emotions and to speak about how they feel. The school offers pupils a range of exciting experiences. For example, pupils take part in an adventurous activity residential and opportunities to learn outdoors. A typical pupil comment was that these experiences help pupils to 'face their fears'.

Attendance continues to be an issue at the Infant School. Following initiatives to promote improvement, punctuality has been much better in both schools since July 2025.

Behaviour is positive in school. Aggressive behaviour is not tolerated, with the use of a reflective, restorative approach to discussing issues having a strong impact. Ofsted reported in October 2024, 'Pupils behave well. They are respectful of their teachers.'

Pupils from every pupil group are able to access a wide range of extra-curricular activities from many sports and healthy lifestyle clubs to choir, art and crochet. Many clubs are led during lunchtimes to allow disadvantaged pupils to attend. Ofsted reported that, 'Pupils talk with enthusiasm about the many school trips and exciting activities on offer in school. Leaders have planned a range educational visits and experiences to enhance the curriculum

## 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*

<b>Programme</b>	<b>Provider</b>
Sounds-Write Phonics	Sounds-Write
Reading Plus	Reading Plus
Lexia	Lexia Learning

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Numbers are too small to keep this information anonymous
What was the impact of that spending on service pupil premium eligible pupils?	