



## St Bede's RCP School Pupil premium strategy statement 2025 - 2026

This statement details our school's use of pupil premium 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	St Bede's RCP School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	21.4% (42 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	September 2025
Date on which it was reviewed	September 2025
Statement authorised by	F Winter
Pupil premium lead	F Winter
Governor / Trustee lead	A Langford / G Denny

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86707
<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	<b>£86705</b>

## Part A: Pupil premium strategy plan

### Statement of intent

As education is the best predictor that we have of a young person's long-term outcomes, improving the achievement of children from dis-advantaged backgrounds is a priority for our school. We believe that to maximise the potential of our Pupil Premium Grant we need to apply a long-term strategy that is aligned with our school improvement plans and our vision of what children experience while at St Bede's school. From this we can implement a blended approach of short, medium and long-term interventions to best meet the needs of all disadvantaged learners that fit alongside our wider school initiatives.

Overcoming barrier to learning for our disadvantaged children is at the heart of our planning for our Pupil Premium Grant. We aim to enable all children to excel in Reading, Writing, Maths and Science, as well as develop their knowledge, skills and understanding in all other aspects of the curriculum. We aim to give our disadvantaged pupils first hand experiences that they maybe would not access without the support of the school to give them a sense of success and develop ambition.

#### Key Priorities;

- Raising initial language skills and communication and providing a language rich environment is the main focus of the Early years.
- A language rich environment will continue to develop throughout the school providing activities to extend expressive and receptive vocabulary. The focus will be on developing the breadth (Vocabulary size) and depth (understanding and use in context).
- Raising children's attainment in writing as well as developing pupils' confidence and supporting them in becoming resilient writers.
- Broadening the experiences children have by increasing access to more varied environments and cultures to raise aspirations within the school community and develop resilience.
- Developing and implementing effective Early Reading strategies to support children in becoming confident, fluent and accomplished readers who find pleasure and enjoyment in reading.

### Challenges

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

Challenge number	Detail of challenge
1	Low levels on entry of PP pupils in speaking and listening.
2	Low levels on entry of PP pupils in Reading, Writing and Maths
3	Low levels on entry of PP pupils fine motor skills.
4	Significant drop in levels across the school of reading and writing in PP pupils.
5	Low attendance and persistent lateness with some PP pupils
6	Low self-esteem and aspirations, increased issues in children's social, emotional and mental Health needs.
7	Lack of life experiences and lessened access to wider curriculum activities and low resilience.

### 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>For PP pupils across the school to have improved and accelerated progress in:</p> <p>speaking and listening by the end of EYFS and KS1</p> <p>Fine motor skills development and handwriting by the end of EYFS and Y1.</p> <p>Reading, writing and maths</p>	<p>Continuing improvement of Quality First Teaching.</p> <p>Consistent implementation of excellent practice and high expectations across the school.</p> <p>Increased % of PP children working at or above age related expectations across the school in reading, writing and maths.</p> <p>Accelerated progress of PP pupils (including the more able) by the end of KS2.</p>

Improve learning opportunities for pupils with home and family issues that create social and emotional barriers to learning

Vulnerable pupils and their families are well supported.

Provide emotional outreach and support for vulnerable pupils.

Improved pupil confidence, social and life skills.

Improved progress in attainment.

Reduction in fixed term exclusions.

100% participation in school activities, educational visits and residential trips. This will promote engagement with learning and widen pupils' experience of the world and of relating to their peers and others in a range of contexts.

Improved social skills, team work, resilience and confidence.

Reduce low attendance and persistent lateness

Reduce the number of persistent absentees and lateness among pupils eligible for PP.

Last year Attendance for PP children was 94% (below the National average of 94.8%) Absence amongst PP children is dropping year on year and we aim to continue this trend.

Persistent absence for PP children was 21.1% in 20242025. We aim to reduce this to below 10% within the 3 year period outlines for this plan.

Improved attendance and punctuality to improve attainment, less missed opportunities and better access to the full curriculum.

## 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: **£4535**

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics development Day £600	Read Write Inc. Phonics has been developed by Ruth Miskin Training and is a professional development and teaching programme. It includes systematic synthetic phonics, reading and applying phonics to decodable books, and skills for writing, including handwriting and compositional writing.  RWI highlights the careful and detailed tracking of individuals to that staff can intervene to improve progress and narrow gaps. The portal provides a detailed online tracking system to support with this.	2 & 4
Ruth Miskin Portal to support continuing development of staff in the teaching of phonics and spelling and also track and monitor data across school. £1050		
Whole school RWI phonics Day 2 reading training to develop consistent approaches to the teaching and delivery across school. £800	All staff understand the RWI and synthetic phonics approach to the teaching of reading. This impacts for the lowest 20% readers who still access these approaches in KS2. All staff can use consistent approaches to guided and whole class reading to support these learners develop in fluency and accuracy.	2 & 4
ELSA staff training £0	Develop strategies for supporting children's Emotional wellbeing and Mental health.  Provide additional outreach time for PP children who struggle with anxiety, confidence or other social and emotional skills.	6

<p>Maths Hub specialist Knowledge and mastery Training £0</p>	<p>Develop high quality teaching in maths across school based in a culture of Mastery approaches. Children are better supported to reach their potential and all children access quality first teaching from well training teachers.</p> <p>EEF Improving Mathematics Guidance report states the importance of developing practitioners knowledge and understanding of Mathematics is crucial for effective pedagogy and learning.</p>	<p>2 &amp; 4</p>
<p>Disadvantage conferences (yearly) and cluster meetings (termly) £333</p>	<p>Explore best practise for supporting disadvantaged pupils in school. Find out about latest research and explore how research is implemented.</p> <p>Develop high quality and research-based practises to be embedded across school.</p> <p>Share best practise and explore impact.</p>	<p>1, 2, 3, 6</p>
<p>PTI Oracy workshops (included in PTI subscription of £300)</p>	<p>Oracy supports disadvantaged pupils by improving their academic outcomes, confidence, and social-emotional well-being, and by providing them with essential life and career skills. Research from the Education Endowment Foundation (EEF) shows that oral language interventions can lead to approximately six months of additional progress for disadvantaged pupils, helping to close the attainment gap.</p>	<p>1 &amp; 2</p>
<p>Maths HUB training for leaders. £0</p>	<p>EEF – sets out it is key to provide training for senior leaders to support improved practise across school.</p>	<p>2 &amp; 4</p>
<p>Embed adaptive teaching throughout school to support PP children in making the best possible progress in all curriculum areas.</p>	<p>Throughout school develop the use of the EEF 5 a day approach to monitor adaptations made for children and the impact this has on learning.</p>	<p>2 &amp; 4</p>
<p>High quality training for ECTs to ensure high quality teaching in all year groups.</p>	<p>‘There is a strong evidence base to indicate that when teachers are given more support and time to embed their learning this will help to ensure Quality First Teaching is happening in every classroom.’ Government Guidance for ECTs</p>	<p>2 &amp; 4</p>

Gross and Fine motor skills development course to support less able writers and improve physical development. £100	Research shows strong gross motor skills enhance physical health and coordination, improving concentration and stamina, which are beneficial for classroom engagement.	2,3,6
Moving the Box Project EYFS £600 (supply cover for all EYFS staff to access the training).	Cumberland County Council project for working for the unique child most at risk of falling behind their peers and not achieving a Good Level of Development (GLD) in their EYFS assessment.	1,2,4

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

Budgeted cost: **£23130**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS and KS1 children accessing a range of CL support packages;</p> <ul style="list-style-type: none"> <li>• EALIP</li> <li>• Black Sheep Narrative</li> <li>• Time to Talk</li> <li>• Individual speech and language targets.</li> </ul> <p>LSA 1 full day out of class delivering communication and language programmes to children most in need.</p> <p>EYFS and KS1 teachers tracking communication and language development using EALIP</p>	<p>Studies that purposively sample schools and nurseries working with socially disadvantaged families have reported prevalence of language difficulties of 30% to 50% in preschool children (3 to 5 years). (Early Language Development: Needs, provision, and intervention for preschool children from socioeconomically disadvantaged backgrounds P19 EEF)</p> <p>EALIP is a structured language program designed to support children who are learning English as an additional language. EALIP activities are stimulating and engaging and support children through addressing specific grammar weaknesses and builds English language acquisition.</p> <p>Bilingual and Traveller support assistants can deliver the EALIP intervention during buy back support time.</p>	1

<p>Oak Academy in place across school, use of the speaking and listening section of the programme consistently from Rec – Y6.</p>	<p>Oak provides a structured approaches to the teaching of reading and writing across school that embeds speaking, listening and high quality vocabulary across all keystages.</p>	
<p>Introduce a fine motor skills intervention group.</p> <p>Nursery to access the move to write program and this be fed through into Reception as well.</p> <p>Oak handwriting scheme introduced across school, joining from Y2 onwards. Y1 to begin delivering RWI handwriting and this be introduced on a rolling cycle through school.</p> <p>Staff to implement strategies from LSA writing courses in each keystone and disseminate learning to other year group teachers and staff.</p> <p>Provide elements for writing in all areas of the provision in EYFS.</p> <p>Adults modelling writing.</p> <p>Provide examples of writing for children to look at.</p> <p>Lots more story telling activities with elements of recording – using the Talk through Stories approach from Ruth Miskin (RWI).</p> <p>Pre-writing activities out every week</p> <p>Implementation of RWI, resources and training for all EYFS staff.</p>	<p>Children join school with poor gross and fine motor skills which is delaying their ability to write.</p> <p>In The last three years writing at expected level at the end of reception has been hovering around 50% with only 8approx.. 14% of disadvantaged children attaining ELG in previous years.</p> <p>Profile scores in 2025 54% of all children achieved GLD and 25% of PP children achieved the same standard. In 2024 50% of all children achieve GLD (14 out of 28 children) and 0% of pupil premium children achieved GLD.</p> <p>Talk through stories is designed to extend and deepen children’s vocabulary so that they can understand the books they will soon be able to read for themselves. Time is not on their side. That is why it is so important to plan specifically and systematically – step by step – to develop their vocabulary. (Ruth Miskin Website)</p>	<p>2 &amp; 3</p>

<p>Development of speaking and listening with continues provision.</p> <p>Time to talk group work</p> <p>Early Excellence CPD to leaders in EYFS and Y1</p>		
<p>Smart moves and sensory circuits motor skills development programme for Rec – KS2</p> <p>Whole school handwriting scheme to be introduced.</p>	<p>Smart moves is used in response to meeting the needs of children with motor co-ordination difficulties.</p> <p>Oak academy handwriting which follows the same formation patterns as RWI and lead into joining at Y2 for children who are able. Also sits alongside the English teaching already taking place as it comes from the same scheme.</p>	3
<p>Improve attainment for all PP pupils with a focus on high attainers.</p> <p>Focus for sessions to be decision of class teacher.</p> <p>Weekly small group sessions in reading, writing and mathematics for higher attaining pupils and targeted intervention for identified children with experienced teachers/STAs in addition to Quality First Teaching standard lessons.</p> <p>All lessons involving challenges to stretch the High attainers. (L) (M)</p> <p>HA support work 3 x 1hr weekly</p> <p>SF – Writing club to develop more able writers.</p>	<p>High ability pupils eligible for PP are making marginally less progress than other higher attaining pupils across Key Stage 1 in reading, writing and mathematics. We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected</p> <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit. We want to combine this additional provision with some ‘aspirational’ interventions such as talks/ workshops from successful authors. Standards’.</p>	4
<p>Accelerated Reader for PP children struggling with comprehension and fluency.</p>	<p>Due to many of our children struggling with speech and language on entry, this then can lead to many struggling with early reading and comprehension skills. In the UK, recent evaluations of programmes</p>	4

<p>Extended to 60 licenses to cover Y3 and Y4 access to push for fluency before UPKS2</p>	<p>that have included a focus on teaching reading comprehension strategies have not found such an extensive impact, though there is evidence that children from disadvantaged backgrounds may benefit more.</p>	
<p>Embedding RWI Phonics across school to develop Early Reading and Fluency.</p> <p>Read write inc – Fresh Start implement in Y5 and Y6 weekly access for children struggling with reading and writing.</p> <p>RWI Fast Track tutoring in YR, 1 and 2 AT 2 hours a week</p> <p>1-1 tutoring across school by LSAs.</p>	<p>EEF (Oct 22) stated there is some evidence that pupils eligible for free school meals may have particularly benefited from the programme, making an average of 3 months’ additional progress in reading, In addition there evaluation also found a positive impact of Read Write Inc. Phonics on pupils’ phonics outcomes, equivalent to 1 month’s additional progress. This was the average impact for pupils who received the programme for one year</p> <p>The FS pupils in the intervention group made more progress in literacy than the control group after 22 weeks. The overall effect size was +0.24 in terms of the gain between the scores in the test before the intervention (the pre-test) and the test after the intervention (the post-test). This is equivalent to approximately 3 months of additional progress in reading age.</p> <p>The Fast Track Tutoring programme, part of Read Write Inc. Phonics, provides targeted support for children who are in the lowest progress group and need extra daily practice in reading sounds and words. The lowest 20% of children are identified from our rigorous assessments and targeted for daily one-to-one tuition to help them “keep up, not catch up”. EEF (Oct 22) found that children in Read Write Inc. Phonics intervention group made the equivalent of 1 additional month’s progress in reading, on average, compared to children in control schools</p>	<p>4</p>
<p>Mastery Learning in mathematics</p> <p>Maths small group pre-tutoring</p> <p>Mathletics and Prior to this Mathseeds across school.</p>	<p>Every child has the potential to become fully numerate.</p> <p>Deeper learning is engrained into the very fabric of white rose maths. Children first of all ‘master’ a step, securing the knowledge in their long-term memory, before moving onto the deeper learning resources.</p>	<p>2</p>

<p>Move to Master the Curriculum to support teaching of whiterose in a consistent approach across keystages.</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. (EEF Sep 2021)</p>	
<p>To improve reading fluency and comprehension</p> <p>Toe by Toe / snip or Reading by Sight with identified children.</p> <p>Daily and whole class planned reading from EYFS – Y6.</p> <p>Reading comprehension groups and differentiated guided reading groups across KS2 daily.</p> <p>YORK assessments for bottom 20% PP children to assess gaps and then address.</p> <p>Extra 1:1 reading DIS children provided by class LSA.</p> <p>Whole class guided reading using Oak academy.</p> <p>Small group daily guided reading programmes EYFS - Y6</p> <p>Intervention programme for RWI intervention, Fresh Start, Fast Track and Tutoring.</p>	<p>Due to many of our children struggling with speech and language on entry, this then can lead to many struggling with early reading and comprehension skills. In the UK, recent evaluations of programmes that have included a focus on teaching reading comprehension strategies have not found such an extensive impact, though there is evidence that children from disadvantaged backgrounds may benefit more.</p> <p>Renaissance Learning (Jan 2018) States that 15 minutes reading a day is the ‘magic number’ at which students start to see substantial positive gains. On average 54% of students read for less than 15 minutes a day and only 1 in 5 students read 30 or more minutes a day. Introduction of varied daily opportunities for pupils to read means all children will access 15 minutes minimum a day.</p> <p>Whole class guided reading ensures children are are exposes to high quality texts with varied vocabulary. It also provides a shared experience and develops a community of readers. (HFL Education March 2024)</p> <p>(EEF Feb 2018 Blog) review of whole class guided reading highlighted that while there are benefits to comprehension, vocabulary and engagement with varied text, This exposure without the opportunity for practise of skills to develop fluency might ‘miss the mark’. As such we have kept differentiated guided reading groups as well to ensure practise for fluency and exposure occurs for all PP children.</p>	<p>1,2 &amp; 4</p>
<p>To increase engagement in homework</p> <p>Planned and focused activities with clear status</p>	<p>The broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.</p>	<p>5 &amp; 6</p>

<p>Short focused tasks relating directly to what is being taught that week.</p> <p>Homework club weekly, targeting PP children</p> <p>Online access to programmes for parental interaction:</p> <p>Mathletics, Seesaw, TTRS, Ruth Miskin Portal</p>	<p>Effective homework is associated with greater parental involvement and support. (EEF)</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 59040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance action plan 2025-2026</p> <p>Attendance Team to monitor and implement strategies and analyse data. Targeted approach to improving attendance of persistent absence children who are PP.</p> <p>Daily monitoring of attendance and contacting of parents where PP pupils are identified as having attendance issues.</p> <p>Promote good attendance; incentives rewards.</p> <p>Actively target PP children, engage with parents and invite to Breakfast club.</p> <p>Free School Meals</p>	<p>We can't improve attainment for children if they aren't attending school.</p> <p>OFSTED briefing for school leaders identifies addressing attendance as a key step.</p> <p>Attendance Matters document- absence increases the chance of pupils falling behind in their learning and progress made.</p>	<p>5</p>

<p>Governor assigned to attendance.</p> <p>Analysis of attendance of PP data and non-comparatives Summer 2025</p> <p>In school attendance team set up – procedures, practise and policies reviewed in Autumn 2026.</p> <p>Regularly review at governors meetings – set up link governor for attendance.</p>		
<p>Development of PRAISE acronym to develop schools core values.</p> <p>Weekly assemblies and class worships</p> <p>Praise rewards for behaviour – team rewards built on for termly prizes across school.</p> <p>Relax kids day sessions throughout the year.</p> <p>Drawing and Talking 2 afternoon a week.</p> <p>Decider skills weekly sessions in KS1 and KS2. 1 hour a week</p> <p>Daily Lego therapy sessions. (7 hours a week by 2 staff)</p> <p>Gardening club</p> <p>After school clubs</p>	<p>To meet the responsibility for ensuring that children are readily prepared to learn and achieve positive social emotional development.</p> <p>Children raised in economically disadvantaged environments are approaching the beginning of compulsory education at serious risk for developmental difficulties and school failure and are in need of early interventions. (Berk &amp; Winsler 1995)</p>	<p>6</p>

<p>Carlisle school counselling service for individuals who need support – 6 weeks at a time.</p>		
<p>Ensuring all children have access to all educational visits and outings in school.</p> <p>Muddy Boots walking club in Year 5 for all children to access.</p>	<p>To ensure all children have the same opportunities and experiences, under the equality act.</p> <p>Ensure all children know about their locality and are exposed to the world around them.</p>	<p>5 &amp; 6</p>
<p>Swimming instruction lesson fees for Y2 and Y6</p>	<p>All children access swimming lessons and develop basic swimming and life saving skills by Y6.</p>	
<p>Participation in outdoor adventure learning at Forest School, muddy boots and residential.</p>	<p>Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>5 &amp; 6</p>
<p>To provide counselling/ emotional interventions for targeted complex cases.</p> <p>Support for parents with children with emotional/ behaviour issues.</p>	<p>Some of our children arrive in school with very real anxieties/ emotional problems and built up anger.</p> <p>Before they can learn they must learn how to deal with their emotions.</p> <p>Parents need support to help their children manage their behaviour and emotions.</p>	<p>5 &amp; 6</p>

<p>In school outreach through appointment of Wellbeing LSA in school.</p> <p>Health and wellbeing officer in role in school.</p>	<p>Provide instant outreach opportunities for children struggling with SEMH difficulties and/or difficult home situations. By prioritising SEMH support in schools, we create an environment where children and young people feel safe, valued, and empowered. Support helps them navigate challenges, build resilience, and develop essential life skills, such as self-awareness, emotional regulation, empathy, and positive relationships. – Boxall profile (June 23)</p>	
<p>To increase the variety of enrichment opportunities on offer, including enhanced use of external provision and expertise, to subsidise access to these opportunities and to better promote engagement with enrichment outside of school.</p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Sports</li> <li>• Arts</li> <li>• Performance</li> <li>• Speaking</li> </ul>	<p>Evidence suggests that varied enrichment activities can impact on attainment for children. Though arts participation in particular can lead to increased attainment across the curriculum. Further potential benefits of increased participation in enrichment revolve around improved mental health, cultural capital, fit and healthy lifestyle, school representation, further advanced learning, and access to for broader networks and social benefits.</p>	<p>2,6 &amp;7</p>
<p>Termly parent workshops to invite parents in to work in lessons with their children – monitor attendance by PP children’s parents.</p> <p>Termly drop in sessions for parents targeting PP parents to attend. Provide information for access to wider support services.</p> <p>Parent’s evening, encourage PP parents to attend and make time to catch up with those who do not attend.</p>	<p>Communication with parents can support their developing views of school. Develop relationships between home and school.</p> <p>Encourage better attendance and see the value of education.</p> <p>Children access wider services that support the experience for children at home and school.</p> <p>Parents evening to ensure parents are up to date with their child’s progress and know how to support their child at home/</p>	
<p>Purchase /update of ipads to support skills across the curriculum for children from disadvantaged backgrounds. Particularly to help with developing English and writings skills.</p>	<p>Technology is part of everyday life and is rapidly evolving. We want to ensure that our pupils can utilise technology to maximise their love of learning and live safely within an ever-changing</p>	

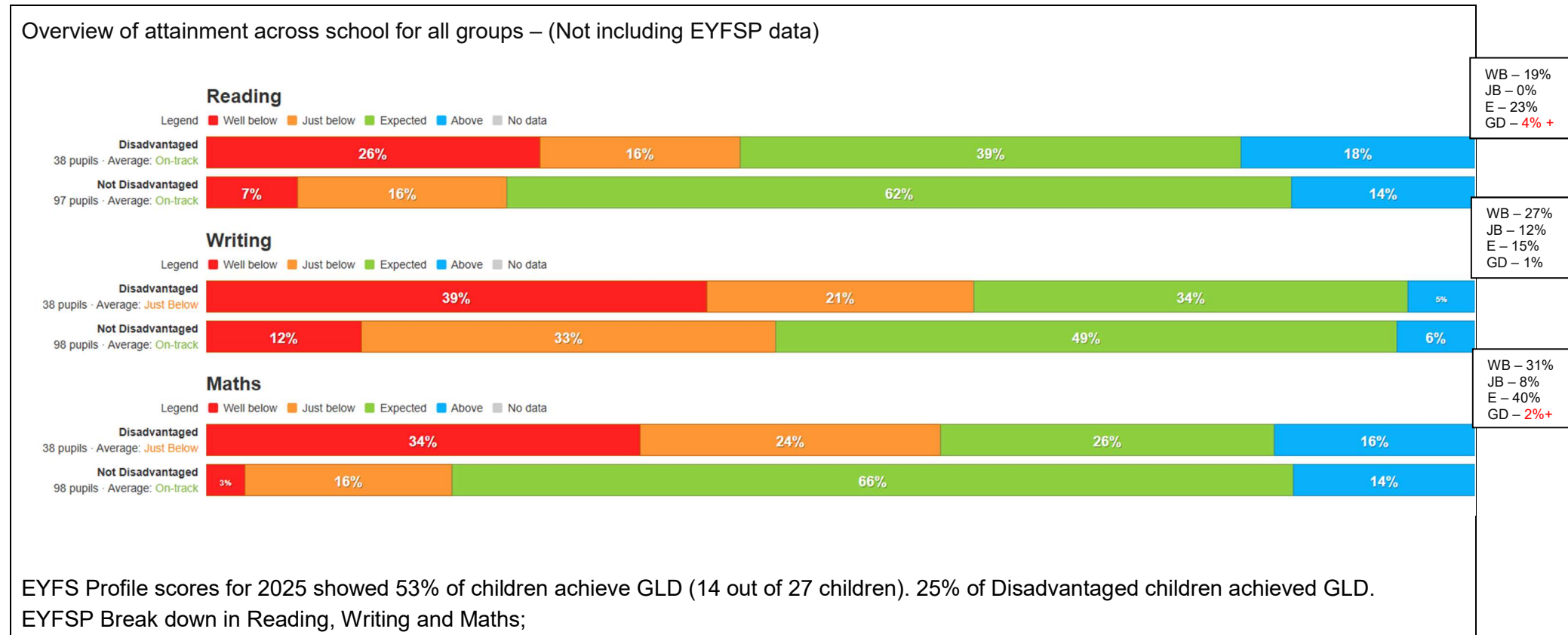
All children be able to access Mathletics, TTRS, Seesaw and Accelerated reader and Learning by questions to enhance learning while in school.	digital world. Providing children with a range of opportunities and different routes to access learning which is particularly beneficial to those who struggle academically.	
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**Total budgeted cost: £86705**

## 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.



### Comprehension

Legend Well below Just below Expected Above No data



### Word Reading

Legend Well below Just below Expected Above No data



### Writing

Legend Well below Just below Expected Above No data



### Number

Legend Well below Just below Expected Above No data



### Numerical Patterns

Legend Well below Just below Expected Above No data



Gaps appear across school between disadvantaged and non-disadvantaged children. In upper Keystage 2 more able disadvantaged pupils out perform their peers. Pupils who fall in the *well below* category have additional SEND, Attendance, behaviour of SEMH needs and all have IEPs to support their progress across the curriculum and access a range of interventions. The biggest gaps occur in the *expected* bracket. Numbers of disadvantaged pupils decrease in KS1 and EYFS compared to KS2.

Conclusion;

- Attendance to be closely monitored and parents supported to get children into school regularly and on time. Internal attendance team set up in school for close monitoring.
- The SENCO observes the interventions termly to ensure the quality.
- SENCO to oversee and monitor IEPs.
- Insight used to be able to track and monitor impact of interventions.
- Gaps are narrowing by the end of KS2 but earlier interventions are needed to try to narrow the gap more by the end of KS1 and EYFS.
- SENCO and Head to plan interventions and delegate staff, review and monitor termly.
- Pupil progress meeting to identify Disadvantaged and ensure class teachers has appropriate arrangements in place to support.

### 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
RWI Spelling	Ruth Miskin
Life to the Full	Ten:Ten
Magister	Magister
PE scheme	Get, Set For Education
Master the Curriculum	Master the Curriculum