

# Pupil premium strategy statement



## ***Palfrey Infant School***

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Palfrey Infant School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Alison Walsh
Pupil premium lead	Alison Walsh
Governor / Trustee lead	Bill Gwilt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,600.00
Recovery premium funding allocation this academic year	£11,827.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£1,214,750.00

# Part A: Pupil premium strategy plan

## Statement of intent

This funding is used to support children on the FSM register (and Forever 6 pupils) and is aimed at accelerating progress, moving towards at least age related expectations, initially in speaking and listening, literacy and maths.

Palfrey Governing Body agrees that ALL pupil's should be targeted to ensure all pupils make good progress, therefore non pupil-premium pupils are targeted within intervention groups in addition to pupil premium pupils.

Our School Motto 'Happy Children , Aiming High' encapsulates our vision that all pupils should be given a safe and secure environment in which to achieve their very best potential from their individual starting points.

At Palfrey Infants we strive to ensure that teaching and learning opportunities meet the needs of all of our pupils; we know all of our children well. Where appropriate, additional provision is made for pupils who belong to vulnerable groups, including those who have a social worker and young carers. We ensure that the needs of our disadvantaged pupils are accurately assessed and addressed. In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. **Our Governing Body allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.** We recognise the importance on addressing gaps at the earliest opportunity to avoid the widening over time.

Early Years Pupil Premium funding is very limited, so school budget share is used to provide early intervention, supporting children and families upon entry to school to provide a solid foundation on which to build.

High quality teaching is at the heart of our strategy and our curriculum is carefully planned using an equitable approach to ensure success for all. This strategy underpins our plans for recovery following the Covid-19 Pandemic which includes our Reception Teaching Assistants undertaking NELI Interventions and our Year 1 & 2 Teaching Assistants providing support and targeted intervention during the school day, in addition providing lunchtime catch up sessions to ensure reading practise. We also run workshops for parents to enable them to better support their children at home. Our approach is responsive to the identified needs of individuals rather than assumptions about the impact of disadvantage. We recognise the importance of supporting the mental health and wellbeing needs of children alongside their academic priorities, building a bespoke provision centred on the needs of the child. We have a research-based approach to CPD programme new interventions this year have included NELI and ELSA.

We believe by targeting well being and learning behaviours at an early stage the pupils will develop the key skills to become effective learners throughout their lives.

## Challenges

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

Challenge number	Detail of challenge
1	Under identification – 80 (29%) children at Palfrey Infant School are currently in receipt of pupil premium funding. This does not fully represent the levels of disadvantage within our school community. A high proportion of families are within the highest bands of deprivation on the IDACI index. Funding is therefore used to support all children who are identified within school as disadvantaged. Many of our families are large and fall under the category of 'working poor.'
2	Many of our families are New in Country or Early acquisition to English. Parents speaking additional language: having difficulty supporting at home has meant home learning was difficult for many during Covid Pandemic
3	Covid lockdown- lack of ICT equipment at home to access home learning, sharing devices. Many of our children come from large families with either limited or no ICT devices at home. Government prioritised KS2, 3 and 4 for home learning devices.
4	Covid lockdown: e packages to support home learning Rising Stars, White Rose Maths. Parents lack of understanding in using ICT, along with not having devices limited the use of our support packages.
5	Lack of resilience affecting self-confidence and co-operation when approaching independent work. Many pupils were 'over supported' at home, therefore independence skills were lacking on return to face to face teaching. Learning Behaviours needed embedding,
6	Poor communication and language skills – This has been identified as a priority area within our school development plan and is evidenced by the number of children joining nursery with little or no speech or language barriers.
7	The 2 lockdowns impacted on phonic & spelling skills, limiting the ability to write independently. Basic Skills needed prioritising.
8	Pupils confidence in problem solving following home learning was identified as limiting maths progress. Basic arithmetic was identified as much stronger.
9	High % of pupils with complex needs requiring 1-1 support. X of our EHCP pupils are identified as Pupil Premium. We also have complex needs pupils arriving without EHCPs and requiring adult support from SBS.
10	Cultural deficit –many pupils have limited experiences and aspirations within some families means that children do not have the cultural references and context to make necessary connections within their learning. Our usual programme

	of experiences has been reduced due to Covid adding to the lack of awareness of the world around them.
11	Attainment – Whilst attainment of pupil premium children is cohort specific and can vary from year to year it is generally the case that attainment on entry demonstrates a gap between disadvantaged and non-disadvantaged children which needs to be addressed over time.
12	Attendance and Punctuality –Our analysis of attendance data indicates that attendance among disadvantaged pupils has been lower than that for non-disadvantaged pupils.

## 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
Improved attendance for disadvantaged pupils in line or above other pupils to allow rapid progress in teaching and learning.	Pupil Premium Pupils outperform national average at GLD / EXS, Phonics and end of KS1 assessments ( Similar Groups)
Language Development is rapid and key concerns addressed	High staff ratio's allow for focused language development in Early Years. Allowing pupils to develop an understanding of English. Welcomm identifies pupils with Nursery , Neli supports pupils within Reception. SALT pupils identified and programmes in place. NiC Pupils supported through Basic Language Programmes
Vocabulary skills embedding	All year groups have a consistent approach to embedding and extending language. Pupils language development enables better outcomes in reading comprehension.
All pupils will participate in a rich variety of cultural experiences	Opportunities provided for all pupils to access experiences , cultures and religions other than their own. A wide range of visits and experiences to allow pupils to prepare for life in modern Britain
Social and emotional needs	Where required, pupils receive additional pastoral support so they self regulate and become more independent in thought and action. Learning Behaviours embedded.
Attendance of 96% for all families including disadvantaged families	Proactive support is in place to support and challenge non attendance before they reach EWO. Persistent absence is in line with non disadvantaged.

Families supported with e-learning packages	Families using e-learning throughout the year to access homework to build confidence.
Pupils confidence and independence developed to become more resilient. Focus Problem Soling Maths	Pupils using a range of tools and scaffold to develop strategies, mastery approach withi maths.

## 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: £ 84,775**

Activity	Evidence that supports this approach	Challen ge number (s) adres sed
Targeted intervention for individual and groups of children and Year 2. HLTA small group work with additional needs pupils .  ( Salary part funded)	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.  Pupils in Y2 with complex SEND needs are given small group focused tuition in basic skills.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2,6,7,9,12
Increase Teaching Support for intervention activities of key basic skills	EEF: Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  All classes have TA support for class work and target interventions.	2,5,6,7,8,11
Google Classroom Set-up and CPD to ensure staff confident in basic principles of online provision.	Enabling parents to access home learning and weekly homework to support learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	3,4

Provide CPD on inclusion and the role of supporting adults ( B Hawes)	CPD for all pupils, to enable staff to understand the learning needs of all. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a>	6,7,9
Provide high quality CPD for staff (meeting the needs of all pupils through mastery approach, EYFS strategy) (National College)	Develop and sustain high quality teaching based on research and a mastery learning approach. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	5,6,7,8,11
High Quality coaching and mentoring for teachers via lead teachers and Year Group Leads. Provide team teaching, modelling to ensure consistency of standards.	Focused coaching in key areas: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching?utm_source=/support-for-schools/school-improvement-planning/1-high-quality-teaching&amp;utm_medium=search&amp;utm_campaign=site-search&amp;search_term=high%20quality%20teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching?utm_source=/support-for-schools/school-improvement-planning/1-high-quality-teaching&amp;utm_medium=search&amp;utm_campaign=site-search&amp;search_term=high%20quality%20teaching</a>	5,6,7,8,11
Training for all staff ' Systematic Synthetic Phonics' ( School Based ES) To ensure consistency	Phonics underpins our Literacy curriculum, we ensure a consistent approach through shared CPD. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a>	6,7,11
Training for all staff ' Early Writing' to ensure consistency ( School Based AH)	SDP focus : Early Writing processes to allow consistency across EYFS & KS1, linking with oral language due to EAL / Early language acquisition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a>  Shared staff CPD , National College	2, 6,7,11
Further Training for Teachers in Developing Vocabulary (C Quigley ) Develop Vocab lists N- Y2 – progression grid.	Vocabulary focus was key area for further development Ofsted 2020 (Ongoing) Improving word gap to impacting on comprehension <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2, 6,10,11

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

**Budgeted cost: £ 17,032.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Addition lunchtime reading group interventions. Pupils identified for vocabulary and comprehension development. (54 pupils identified Autumn/ Spring , 24 identified Summer)</p>	<p>Small group tuition +4 months Completed at lunchtime as pupils tend to go to mosque after school so extending the day was not appropriate.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Our interventions are during lunchtimes rather than extending the length of the day due to the pupils attending mosque after school.</p>	2,5,6
<p>NELI: Language Programme , Reception pupils ( 15 pupils identified x 20 week )</p>	<p>Focus on our new acquisition of English pupils , improving grammar. (Not Basic English)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	2,6
<p>Purchase of Rising Stars Reading for online reading and comprehension opportunities.</p>	<p>We purchased RSR as it allows spoken versions for parents with limited English.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2,5,6,7,11
<p>White Rose Maths: Purchased and staff supported in mastery approach. Focus on Visualisation models</p>	<p>Staff CPD around mastery of Maths has been embedded, further support using White Rose visualisation.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	5,8,11
<p>Parent Workshops Face to Face and Training video's online to support parents in supporting their child</p>	<p>Evidence showed parents who had not attended school in UK were finding strategies hard , we support this through a range of workshops.</p>	2, 3, 4, 5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
Interventions in basic skills, phonics , CEW , reading , handwriting , mental maths . Pre teaching and targeted misconceptions.	As an Infant School with a high proportion of pupils in Early Language Acquisition a focus on basic skills is paramount to our teaching. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	5,6,7,8,11

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

**Budgeted cost: £19620**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to support pupil attendance – Salary part funded	Systems for early identification and challenge of non-attendance. Engagement with EWO . Holiday request meetings.	12, 11
Learning Mentor to develop well-being , learning behaviours , ELSA . Salary is part funded.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>  Well-being and learning behaviours. Social Emotional learning approaches, Friends 'Badgers Groups' ELSA focused intervention	5,11,12
Lunch-time play to support health and well-being	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> Focus on lunchtime supervisors CPD on healthy active play sessions.	6,10,5
Parent Engagement Opportunities and support for guidance and information sharing on school website / Face to Face Lead teachers to complete parent meetings	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> Evidence showed parents who had not attended school in UK were finding strategies hard , we support this through a range of workshops.	2, 3,4,5



<p>Curriculum enhancement opportunities to develop Cultural Capital throughout the year.</p> <p>Eg Living Eggs, Y2 Panto , Forest School , Animal Man , Palfrey Park &amp; educational visits</p>	<p><a href="https://www.gov.uk/government/publications/education-inspection-framework">https://www.gov.uk/government/publications/education-inspection-framework</a></p> <p>We believe our programme of enhancement allows our pupils build their understanding of the world around them. It supports language development and the understanding of our curriculum.</p>	<p>10, 11, 12, 6</p>
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**Total budgeted cost: £ 121,427.50**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

***Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.***

**IMPACT MEASURES: 2021 Pupils attaining broadly in line with other attaining groups.**

We use both internal and external data to measure the impact of the Pupil Premium Grant of our pupil's learning. We review the effectiveness of the interventions we are using and adapt them to meet the needs when and where required. During Covid there were no external assessments, therefore internal data was used.

- We measure from intervention baseline start point to exit point, this is then used to evidence how this is diminishing differences to expected end of year targets.
- We then monitor the attainment and progress of ALL pupils and those disadvantaged to ensure the gap is closing. Pupil Progress meetings are held each term. **End of year data analysis indicates pupil Premium Pupils (Disadvantaged) achieved broadly in line with other groups..**
- Pupil's respond positively to intervention support and have a positive 'can do' attitude which is then evidenced in increasing independence through work scrutinies
- Children make good progress from their starting points, disadvantaged pupils were identified as a strength on our Inspection March 2020.
- **Disadvantaged pupils achieved better than similar pupils nationally.**

### **ATTAINMENT HEADLINES: RECEPTION 2021**

80% taking out 3 pupils with no English.

Reception Summer 2021	On track 2021	Exceeding	Palfrey 2019	Palfrey 2018	Palfrey 2017
READING	42 (B43/G41)	2%	75 B66/G85	X	X
WRITING	42 (B43/G41)	2%	76 B66/G88	X	X
MATHS	42 (B43/G41)	2%	81 B74/G88	X	X
GLD	39(B/G)	0%	74% B64/G 85	69%	58%
National GLD	NA	NA	72%	72%	71%

NOTES : 5 EHCP pupils within year group

Pupils missed 5 months Nursery provision March – July 2020 & 3 months Jan- March 2021 due to Covid.

	READING	WRITING	MATHS
ALL 90= 1% per pupil	42%	42%	42%
GENDER B49/ G41	No sig difference B/G	No sig difference B/G	No sig difference B/G

SEND EHCP 5	• Working well below	• Working well below	Working well below
SEND SUPPORT 5	• 100% below	• 100% below	100% below
PUPIL PREMIUM=22 4.5%	No sig difference	• No significant difference	• No significant difference

## ATTAINMENT HEADLINES YEAR 1 2021

**Note No data Summer 2020 due to Covid Pandemic**

Y1 SUMMER 2021	ELG Expected + SUMMER 2020	On Track Summer 2021	Exceeding	Palfrey 2019	Palfrey 2018	Palfrey 2017
READING Y1	No data	58 (B50/G64)	17%	73 (B64/ G 82)	67	78
WRITING Y1	No data	57 (B45/G66)	3%	74 (B62/G84)	60	73
MATHS Y1	No data	57 (B48/G64)	0%	74(B66/82)	69	72
PHONICS Y1	No data	73% Dec 2021	NA	82%	77%	87%

Year 1

	READING	WRITING	MATHS
ALL 90= 1% per pupil	58%	57%	57%
GENDER B 40/G 50	14% DIFFERENCE B/G	21% DIFFERENCE B/G	• 16% DIFFERENCE B/G
SEND ECHP =1	• Working well below •	• Working well below	Working well below
SEND= 12	• 17% ON TRACK	• 100% below	8% ON TRACK
PUPIL PREMIUM=32 3% per pupil	PP ATTAINING 8 % HIGHER 3 pupils	• PP ATTAINING 6% LOWER • 2 pupils	• PP ATTAINING 6% LOWER • 2 pupils
ETHNIC GROUPS	• AIND – highest attainers • APKN/ BANG / Other lowest Showing good progress since Au- tumn	• AIND – highest attainers • APKN -/BANG / Other lowest Showing good progress since Autumn	• AIND – highest attainers • APKN / BANG/ Other lowest Showing good progress since Autumn

2021 Phonics PP/81% 3/31 pupils SEN/ 25/28 89% PP Non SEN Dec 2021

## **ATTAINMENT HEADLINES YEAR 2 2021**

**Note No data Summer 2020 due to Covid Pandemic**

YEAR 2 SUMMER 2021	ELG Expected + 2019 Reception	On Track Summer 2021	GDS	Palfrey 2019	Palfrey 2018	Palfrey 2017
READING Y2	75 B66/G85	48 B40/G56	2%	73 B65/G83 23	79/13	71/13
WRITING Y2	76 B66/G88	42 B33/ G 54	2%	71 B59/G86 10	67/9	68/8
MATHS Y2	81 B74/G88	57 B50/G67	0%	76 B67/G88 26	78/18	79/18
PHONIC RETAKE	NA	92% *		99	99	92
SCIENCE	NA	NA	NA	77 B69/G88	82	74

## Year 2

ALL 91	47%	• 43%	• 57%
B 52/G 39	16% DIFFERENCE B/G	• 23% DIFFERENCE B/G	• 17% DIFFERENCE B/G
SEND EHCP 4	• 1 pupil expected	• 1 pupil expected	1 pupil expected
SEND 5	• 60% well below / 40% below	• 60% well below / 40% below	• 80% well below / 20% below
PUPIL PREMIUM 31 3% per pupils	• 13% Difference PP/None • 4 pupils	• 12% Difference PP/ None • 4 pupils	3% Difference PP/None 1 pupil
EAL 87	• No sig Difference	7% difference	7% difference
ETHNIC GROUPS	• APKN/ other lowest	APKN/ IND/ other lowest	OTHER LOWEST No sig IND/ APKN/BANG

*Note 6/ 31 Nic/ EHCP/ Early Acquisition*

\*3 pupils not achieving Phonics NiC ( Y1/2 during lockdowns)

## 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
Rising Stars - Reading	Hodder and Stoughton Ltd
Purple Mash	2Simple
Google Classroom	Google for Education
Insight Tracking	Insightracking.com/ Equin Ltd
BSquared	BSquared
Primary Stars	Primary Stars Education
Twinkl	Twinkl
Busythings	Busythings
IMoves	I Moves
White Rose Maths	White rose Maths