

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | Newquay Junior Academy |
| Number of pupils in school | 493 |
| Proportion (%) of pupil premium eligible pupils | 20.69% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 2022-2023 2023-2024 current year |
| Date this statement was published | 19 th September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Craig Hayes |
| Pupil premium lead | Lisa Mann |
| Governor / Trustee lead | Matt Williams |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £151,701 |
| Recovery premium funding allocation this academic year | £12,051 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £163,752 |

Part A: Pupil premium strategy plan

Statement of intent

We use the Pupil Premium Grant to fund three main activity types:

- 1. Support**
- 2. Intervention**
- 3. Enrichment**

Support

- Upon entry, we use qualitative and quantitative data to set aspirational targets for our pupils.
- In order to support the social and emotional needs of our pupils, we contribute to the Educational Psychologist, Child Protection Lead, Speech and Language Therapist, counsellor and Educational Welfare Officer who work across Cornwall Education Learning Trust.
- Investment in a Parent Support Advisor to provide additional support for parents and break down any barriers to engagement.

Intervention

- Staff are aware of disadvantaged pupils and their progress is tracked termly and appropriate interventions are put in place to mitigate underachievement.
- A rigorous staff appraisal system involves analysis and discussion of the achievement and attainment of our pupils.
- We invest in both additional Senior Learning Support assistants and Learning Support assistants to ensure individuals are able to make at least expected progress and the most-able are challenged to achieve their potential.
- We invest in a wide range of Continuing Professional Development for teachers including high quality training, rigorous monitoring and judicious deployment of Learning Support Assistants, to ensure high quality teaching for all. There is an emphasis on engagement and effective oral and written feedback to promote progress.

Enrichment

- We offer before and after school clubs which provide enrichment activities.
- We subsidise after school provision for disadvantaged groups.
- Trips are offered and subsidised throughout the year.

In addition to the above, we provide financial assistance for uniform and food parcels for families that need it.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | We will ensure that the attendance of our disadvantaged is the same or higher than non-disadvantaged pupils. We are aiming for 97% attendance. |
| 2 | We will ensure that our disadvantaged pupils are making progress in reading, writing and mathematics that is the same as or higher than non-disadvantaged pupils. |
| 3 | We will ensure that our disadvantaged pupils have the same rich and varied experiences as non-disadvantaged pupils so that their knowledge of the world and vocabulary acquisition is improved. |
| 4 | We will ensure that we support the families of our disadvantaged pupils so that consistent approaches to learning and behaviour management are used in the academy and in the home. |

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 |
|---|--|
| We will ensure that the attendance of our disadvantaged pupils is the same or higher than non-disadvantaged pupils. We are aiming for 97% attendance. | We will measure this intended outcome by: <ul style="list-style-type: none"> Ensuring all staff analyse weekly, termly and yearly attendance information, both at an academy level, trust level and national level so that interventions can be put in place quickly. |
| We will ensure that our disadvantaged pupils are making progress in reading, writing and mathematics that is the same as or higher than non-disadvantaged pupils. | We will measure this intended outcome by: <ul style="list-style-type: none"> Ensuring that staff use INSIGHT to analyse termly assessment information, both at an academy level, trust level and national level so that interventions can be put in place for those pupils who fall behind so that they keep up. |
| We will ensure that our disadvantaged pupils have the same rich and varied experiences as non-disadvantaged pupils so that their knowledge of the world and vocabulary acquisition is improved. | We will measure this intended outcome by: <ul style="list-style-type: none"> Ensuring that staff use INSIGHT to analyse termly assessment information, both at an academy level, trust level and national level so that the percentage of disadvantaged pupils achieving the expected standard in reading and writing is greater than or equal to the |

| | |
|---|---|
| | percentage of non-disadvantaged pupils. |
| We will ensure that we support the families of our disadvantaged pupils so that consistent approaches to learning and behaviour management are used in the academy and in the home. | <p>We will measure this intended outcome by:</p> <ul style="list-style-type: none"> • Using assessment information in INSIGHT to ensure that the percentage of disadvantaged pupils achieving the expected standard in reading, writing and mathematics is greater than or equal to the percentage of non-disadvantaged pupils. • Using CPOMS to monitor the number of behaviour incidents relating to disadvantaged pupils. We will be successful if the number of behaviour incidents for disadvantaged pupils decreases. |

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: £ 89,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| The class teacher and learning support will provide one to one and group support during lessons and during the academy day to ensure disadvantaged pupils make accelerated progress. | <ul style="list-style-type: none"> Sutton Trust learning reviews. This approach has been successful in other academies in the trust. Teacher's planning. INSIGHT assessment information | 2 and 3 |
| Employ two Senior Learning Supports to: <ul style="list-style-type: none"> Provide opportunities for pupils to reflect on teachers' feedback and whether this is leading to sustained improvement. Support pupils with their social and emotional development | <ul style="list-style-type: none"> Sutton Trust learning reviews Teacher's planning INSIGHT assessment information | 2 and 3 |
| Employ four Senior Learning Supports, one for each year group to: <ul style="list-style-type: none"> Provide one to one and group support during mathematics and English lessons and at the beginning and end of the academy day to ensure disadvantaged pupils make accelerated progress | <ul style="list-style-type: none"> Sutton Trust learning reviews Teacher's planning INSIGHT assessment information | 2 and 3 |
| Improve the use of regular summative and formative assessment by all staff to identify gaps in learning and inform future planning, teaching and deployment of staff | <ul style="list-style-type: none"> INSIGHT assessment information Provision map small steps planning tool that identifies the barriers to learning and strategies to improve learning outcomes for disadvantaged pupils. | 1 and 2 |
| Employ a learning outside the classroom specialist to implement and deliver additional enrichment projects to support core English and | <ul style="list-style-type: none"> INSIGHT assessment information Provision map small steps planning tool that identifies the barriers to learning and strategies to improve learning outcomes for disadvantaged pupils. This will | 1, 2, 3 and 4 |

| | | |
|---|---|---------------|
| <p>mathematics skills and improve confidence and self-esteem:</p> <ul style="list-style-type: none"> • Beach school • Increased learning outside the classroom opportunities • Forest school | <p>include targeted outdoor learning to promote practical applications of English and mathematics skills</p> <ul style="list-style-type: none"> • Our website, social media and learning journals will show evidence of raising aspirations days and events | |
| <p>All staff to receive performance management targets that link to:</p> <ul style="list-style-type: none"> • Improving the attainment and achievement of disadvantaged pupils (70% expected and 30% greater depth across each year group in the first year) | <ul style="list-style-type: none"> • INSIGHT assessment information • Provision map small steps planning tool that identifies the barriers to learning and strategies to improve learning outcomes for disadvantaged pupils. • Performance management documents which details meetings with the leadership team on a weekly/termly basis to analyse attendance and attainment/achievement information. • Attendance analysis information and case studies | 1, 2 and 3 |
| <p>Work alongside other academies in CELT to support and train our pupil premium workforce, sharing good practice across the academy trusts, to participate in Closing the Gap CELT strategy.</p> | <ul style="list-style-type: none"> • CELT strategic aims • Staff meeting agendas • Attendance at CELT CPD events • Improved staff knowledge | 1, 2, 3 and 4 |

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

Budgeted cost: £ 44,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>The class teacher and learning supports will use:</p> <ul style="list-style-type: none"> • Read, Write, Inc • Writing interventions • Mathematics interventions • Spelling interventions • ICT resources to support the above: • IDL • Spelling Shed • My Maths • Accelerated Reader • Big Maths • Clicker • Tapestry • TTRS | <ul style="list-style-type: none"> • Evidence in literacy, maths books, Learning Journals and on See-Saw. • INSIGHT assessment information. • Provision mapping data | 2 and 3 |
| <p>Senior learning support staff and class learning support staff to facilitate interventions and provide group or 1:1 support.</p> | <ul style="list-style-type: none"> • INSIGHT assessment information. • Provision mapping data | 2 and 3 |
| <p>Employ a learning outside the classroom specialist to implement and deliver additional enrichment projects to support core English and mathematics skills and improve confidence and self-esteem</p> | <ul style="list-style-type: none"> • INSIGHT assessment information. • Provision mapping data | 2 and 3 |

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

Budgeted cost: £30,752

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Parent Support Advisor, CELT to employ Education Welfare Officer and Assistant SENDCO to support the families of disadvantaged pupils, to improve their attendance and parent engagement | <ul style="list-style-type: none"> Weekly attendance information CPOMS reports | 1 and 4 |
| Purchase software licence CPOMS to provide an intuitive system for monitoring child protection, safeguarding, pastoral and welfare issues. | <ul style="list-style-type: none"> CPOMS reports | 1 and 4 |
| Purchase software licence for INSIGHT for use of regular summative and formative assessment and Provision Map so that staff can record all of the 'additional from and different to' interventions that are being delivered to pupils and monitor the effectiveness of the interventions. | <ul style="list-style-type: none"> Teacher's planning INSIGHT assessment information. Provision mapping data | 2 and 3 |
| Additional enrichment projects to support the development of core literacy and numeracy knowledge and skills and improve self-esteem: <ul style="list-style-type: none"> Creative club Class trips Residentials Sporting events Breakfast club After school club | <ul style="list-style-type: none"> Attendance at the enrichment projects INSIGHT assessment information Website/social media/learning journals | 2 and 3 |
| All staff to receive a performance management target linked to: <ul style="list-style-type: none"> Improving the attainment and achievement of disadvantaged pupils (70% expected and 30% greater depth across each year group in the first year). | <ul style="list-style-type: none"> Performance management records INSIGHT assessment information. Provision mapping data | 2 and 3 |
| Work alongside other academies in CELT to support and train our pupil premium work force, sharing good practice across the trust and participate in the Closing the Gap CELT strategy. | <ul style="list-style-type: none"> Attendance at CELT CPD events Improved staff knowledge | 1 |

Total budgeted cost: £163,752

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.

Data Highlights (comparison year on year) – how is the funding making a difference?

The information for 2022, 2019, 2018 and 2017 is taken from our published end of Key Stage 2 SATs tests.

The information for 2020 and 2021 is taken from our internal teacher assessment information due to the Government's decision to not implement end of Key Stage 2 SATs due to COVID 19.

| 2023 KS2 Assessments: Percentage of children reaching the expected standard | Reading | Writing | GPS | Mathematics | Combined RWM |
|---|---------|---------|-----|-------------|--------------|
| National | 73% | 71% | 72% | 73% | 59% |
| National Non PP | 78% | 77% | 78% | 79% | 66% |
| National PP | 69% | 58% | 59% | 59% | 44% |
| School all pupils | 74% | 81% | 74% | 83% | 69% |
| School Non PP | 78% | 83% | 76% | 87% | 69% |
| School PP | 56% | 70% | 65% | 65% | 57% |
| Difference (School PP to National Non PP) | -22 | -7% | -13 | -14 | -9 |

| 2023 KS2 Assessments: Percentage of children reaching the higher standard | Reading | Writing | GPS | Mathematics | Combined RWM |
|---|---------|---------|-----|-------------|--------------|
| National | 29% | 12% | 30% | 23% | 7% |
| National Non PP | 34% | 16% | 35% | 29% | 10% |
| National PP | 17% | 7% | 18% | 13% | 3% |
| School all pupils | 35% | 19% | 29% | 35% | 13% |
| School Non PP | 37% | 20% | 32% | 39% | 16% |
| School PP | 26% | 13% | 17% | 17% | 8% |
| Difference (School PP to National Non PP) | -8 | -3 | -18 | -12 | -10 |

| 2021 KS2 Teacher Assessments: Percentage of children reaching the expected standard | Reading | Writing | GPS | Mathematics | Combined RWM |
|---|---------|---------|-----|-------------|--------------|
| National | | | | | |
| National Non PP | | | | | |
| National PP | | | | | |
| School all pupils | 85% | 82% | 90% | 88% | 77% |
| School Non PP | 89% | 84% | 92% | 91% | 80% |
| School PP | 61% | 72% | 84% | 78% | 66% |
| Difference (School PP to National Non PP) | | | | | |

| 2021 KS2 Teacher Assessments: Percentage of children reaching the higher standard | Reading | Writing | GPS | Mathematics | Combined RWM |
|---|---------|---------|-----|-------------|--------------|
| National | | | | | |
| National Non PP | | | | | |
| National PP | | | | | |
| School all pupils | 35% | 21% | 43% | 36% | 16% |
| School Non PP | 38% | 22% | 46% | 39% | 17% |
| School PP | 25% | 16% | 28% | 25% | 13% |
| Difference (School PP to National Non PP) | | | | | |

| 2019 KS2 Assessments: Percentage of children reaching the expected standard | Reading | Writing | GPS | Mathematics | Combined RWM |
|---|---------|---------|-----|-------------|--------------|
| National | 73% | 78% | 78% | 79% | 65% |
| National Non PP | 78% | 83% | 83% | 84% | 71% |
| National PP | 62% | 68% | 67% | 67% | 51% |
| School all pupils | 84% | 81% | 74% | 85% | 75% |
| School Non PP | 85% | 84% | 76% | 88% | 79% |
| School PP | 79% | 72% | 66% | 76% | 62% |
| Difference (School PP to National Non PP) | +1 | -11 | -17 | -8 | -9 |

| 2019 KS2 Assessments: Percentage of children reaching the higher standard | Reading | Writing | GPS | Mathematics | Combined RWM |
|---|---------|---------|-----|-------------|--------------|
| National | 27% | 20% | 36% | 27% | 11% |
| National Non PP | 31% | 24% | 41% | 31% | 13% |
| National PP | 17% | 11% | 24% | 16% | 5% |
| School all pupils | 43% | 18% | 17% | 41% | 12% |
| School Non PP | 45% | 17% | 17% | 45% | 13% |
| School PP | 34% | 21% | 17% | 28% | 10% |
| Difference (School PP to National Non PP) | +3 | -3 | -24 | -3 | -3 |

| 2022 KS2 Assessments: Percentage of children reaching the expected standard | Reading | Writing | GPS | Mathematics | Combined RWM |
|---|---------|---------|-----|-------------|--------------|
| National | 74% | 69% | 72% | 71% | 59% |
| National Non PP | 80% | 75% | 78% | 78% | 65% |
| National PP | 62% | 55% | 59% | 56% | 43% |
| School all pupils | 77% | 86% | 69% | 76% | 65% |
| School Non PP | 79% | 91% | 73% | 79% | 67% |
| School PP | 65% | 70% | 60% | 60% | 50% |
| Difference (School PP to National Non PP) | -15 | -5 | -28 | -18 | -15 |

| 2022 KS2 Assessments: Percentage of children reaching the higher standard | Reading | Writing | GPS | Mathematics | Combined RWM |
|---|---------|---------|-----|-------------|--------------|
| National | 28% | 13% | 28% | 22% | 7% |
| National Non PP | 32% | 16% | 33% | 27% | 9% |
| National PP | 17% | 6% | 17% | 12% | 3% |
| School all pupils | 38% | 26% | 27% | 32% | 17% |
| School Non PP | 40% | 29% | 17% | 34% | 18% |
| School PP | 30% | 15% | 30% | 20% | 10% |
| Difference (School PP to National Non PP) | -2 | -1 | -3 | -7 | +1 |

| 2020 KS2 teacher assessments (March 2020): Percentage of children reaching the expected standard | Reading | Writing | GPS | Mathematics | Combined RWM |
|--|---------|---------|-----|-------------|--------------|
| National | | | | | |
| National Non PP | | | | | |
| National PP | | | | | |
| School all pupils | 75% | 81% | 79% | 78% | 65% |
| School Non PP | 82% | 84% | 84% | 83% | 75% |
| School PP | 48% | 56% | 59% | 59% | 30% |
| Difference (School PP to National Non PP) | | | | | |

| 2020 KS2 teacher assessments (March 2020): Percentage of children reaching the higher standard | Reading | Writing | GPS | Mathematics | Combined RWM |
|--|---------|---------|-----|-------------|--------------|
| National | | | | | |
| National Non PP | | | | | |
| National PP | | | | | |
| School all pupils | 32% | 13% | 32% | 24% | 8% |
| School Non PP | 38% | 15% | 38% | 27% | 10% |
| School PP | 11% | 4% | 11% | 11% | 0% |
| Difference (School PP to National Non PP) | | | | | |

| 2018 KS2 Assessments: Percentage of children reaching the expected standard | Reading | Writing | GPS | Mathematics | Combined RWM |
|---|---------|---------|-----|-------------|--------------|
| National | 75% | 78% | 78% | 76% | 64% |
| National Non PP | 80% | 83% | 82% | 81% | 70% |
| National PP | 64% | 67% | 67% | 64% | 51% |
| School all pupils | 81% | 86% | 68% | 78% | 68% |
| School Non PP | 86% | 91% | 73% | 82% | 73% |
| School PP | 62% | 71% | 50% | 62% | 50% |
| Difference (School PP to National Non PP) | -18 | -12 | -32 | -19 | -20 |

| 2018 KS2 Assessments: Percentage of children reaching the higher standard | Reading | Writing | GPS | Mathematics | Combined RWM |
|---|---------|---------|-----|-------------|--------------|
| National | 28% | 20% | 34% | 24% | 10% |
| National Non PP | 33% | 24% | 39% | 26% | 12% |
| National PP | 18% | 11% | 24% | 14% | 4% |
| School all pupils | 31% | 19% | 22% | 27% | 11% |
| School Non PP | 35% | 23% | 24% | 31% | 13% |
| School PP | 18% | 6% | 15% | 15% | 3% |
| Difference (School PP to National Non PP) | -15 | -18 | -24 | -13 | -8 |

| 2017 KS2 Assessments: Percentage of children reaching the expected standard | Reading | Writing | GPS | Mathematics | Combined RVM |
|---|---------|---------|-----|-------------|--------------|
| National | 71% | 76% | 77% | 75% | 61% |
| National <u>Non PP</u> | 77% | 81% | 82% | 80% | 67% |
| School all pupils | 65% | 74% | 65% | 71% | 55% |
| School <u>Non PP</u> | 71% | 76% | 69% | 75% | 59% |
| School <u>PP</u> | 55% | 68% | 57% | 64% | 48% |
| Difference (School PP to National <u>Non PP</u>) | -22 | -13 | -25 | -16 | -19 |

| 2017 KS2 Assessments: Percentage of children reaching the higher standard | Reading | Writing | GPS | Mathematics | Combined RVM |
|---|---------|---------|-----|-------------|--------------|
| National | 25% | 18% | 31% | 23% | 9% |
| National <u>Non PP</u> | 29% | 21% | 36% | 27% | 11% |
| School all pupils | 18% | 12% | 18% | 15% | 4% |
| School <u>Non PP</u> | 23% | 12% | 23% | 19% | 4% |
| School <u>PP</u> | 9% | 11% | 9% | 9% | 5% |
| Difference (School PP to National <u>Non PP</u>) | -20 | -10 | -27 | -18 | -6 |

Evaluative statement:

- 2021 assessment information is based on end of Key Stage 2 teacher assessments. This is due to COVID 19 and the removal of end of Key Stage 2 SATs by the Government. National assessment information is not available for this year.
- 2022 assessment information is based on end of key Stage 2 SATs.
- 2023 assessment information is based on end of key Stage 2 SATs.
- In 2023, the percentage of pupils in receipt of pupil premium funding reaching the expected standard at Newquay Junior Academy for writing, GPS, maths and combined, continued to remain above the percentage of national pupils in receipt of the pupil premium funding reaching the expected standard.
- In 2023, the percentage of pupils in receipt of pupil premium funding reaching the higher standard at Newquay Junior Academy for reading, writing and maths continued to remain above the percentage of national pupils in receipt of the pupil premium funding reaching the higher standard.
- Comparing 2022 to 2023 assessment information, the gap between the percentage of pupils in receipt of pupil premium at Newquay junior Academy achieving the expected standard in the combined subjects (reading, writing and maths) and the national pupils not in receipt of the pupil premium funding closed from -15% (2022) to -9% (2023).
- However, the gap between the percentage of pupils in receipt of pupil premium funding reaching the expected standard at Newquay Junior Academy for reading compared to the percentage of pupils not in receipt of pupil premium funding reaching the expected standard for reading nationally did not close.
- Also, the gap between the percentage of pupils in receipt of pupil premium funding reaching the higher standard at Newquay Junior Academy for reading, writing, maths and combined compared to the percentage of pupils not in receipt of pupil premium funding reaching the expected standard for reading, writing maths and combined nationally widened.

Attendance

| | | | | | | | | | | |
|----|---|--|--|--|--|--|--|--|--|--|
| 1 | Newquay Junior Academy Absence Analysis ### 22/23 | | | | | | | | | |
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Evaluative statement (2017 – 2018, 2018 – 2019, 2019 – 2020, 2020 – 2021, 2021 – 2022 and 2022-2023). The table below shows the increase or decrease from the previous year.

| | 2017 - 2018 | 2018 - 2019 | 2019 -2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|----------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Pupil premium attendance | 94.1% (+1.1%) | 94.8% (+0.7%) | 92.9% (-1.7%) | 93.2% (+0.3%) | 92.5% (-0.7%) | 93.1% (+0.6%) |
| Pupil premium persistent absence | 13.4% (+9.2%) | 12.3% (+1.1%) | 19.2% (-6.9%) | 22.6% (-3.4%) | 22.4% (+0.2) | 25.0% (-2.6%) |

Newquay Junior Academy recognises that absence rates for those in receipt of the pupil premium funding have improved from the 2021-2022 by 0.6%. However, we also recognise that persistent absence rates for those in receipt of the pupil premium funding have declined from the 2021 – 2022 academic year by -2.6%.

Newquay Junior Academy experienced a high level of sickness and absence during the later part of the Autumn Term in 2022-2023 academic year due to COVID-19 and Scarlet Fever which has had a significant impact on our attendance and persistent absence information.

Externally provided programmes

| Programme | Provider |
|--|---|
| <ul style="list-style-type: none"> IDL Spelling Shed My Maths | IDL/Ascentis Education Shed Oxford University Press |

| | |
|--|---|
| <ul style="list-style-type: none"> • Big Maths • Clicker • Tapestry • Seesaw | Andrell Crick Software Ltd The Foundation Stage Forum |
|--|---|

Service pupil premium funding (optional)

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |