

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	Castle Camps C of E Primary School
Number of pupils in school	131 plus 2 nursery
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022 September 2023 September 2024
Statement authorised by	Alix O'Connor, Headteacher
Pupil premium lead	Louise French, Deputy Headteacher
Governor / Trustee lead	Ali Mansfield Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,825
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£21,825

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

At Castle Camps Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background.
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts.
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our context:

Castle Camps is a small, rural school set in the south-eastern corner of Cambridgeshire. We are the most southerly school in the Ely diocese and enjoy the special ethos that Church schools share. We also sit on the border of Cambridgeshire, Essex and Suffolk. The catchment area has been extended over the years and more recently, the number of pupils coming from across the border, mainly from the town of Haverhill, has increased.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and teaching assistants with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 support.

- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences.
- Provide appropriate support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify and plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Weaknesses in learning behaviours, e.g. lack of independence or resilience, forgotten good behaviours as a result of lockdown.
2	Social, emotional and behavioural problems affecting wellbeing and progress, especially related to COVID 19.
3	Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows.
4	Literacy skills and reading behaviours have been impacted as a result of a reliance on digital devices during lock down.
5	Due to lockdown and virtual schooling, pupils were unable to fully engage in our usual intervention programs.

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
There is an improvement in learning behaviours and the children are leaders in their own learning.	<ul style="list-style-type: none"> - The children are consistently applying basic writing skills and presenting their work to a high standard (age appropriate). - They are fully engaged in lessons and take an active role in their learning. - They show good levels of independence and stamina for the application of skills. - The children are willing to take risks, fail, and learn from their mistakes. - They are determined to succeed.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<ul style="list-style-type: none"> - The school community work together to identify and support families and children and work to alleviate barriers to learning. - Children may access interventions such as Lego Therapy or Social Stories. - The Head teacher or SENCO may make a referral to the Well Being Service (LA), if appropriate.
All pupils who want to take part will participate in school trips and other trips that extend their personal experience including after school clubs and other extra-curricular activities	<ul style="list-style-type: none"> - Funding will be available to support learning outside of school. - Funding will allow a greater number of PP pupils to have access to residential, school trips and after school clubs. - Sports Premium funding used to encourage PP pupils to access external providers.
There is improvement in fundamental writing skills which is visible in all written work. Reading behaviours are re-established and achievements are celebrated.	<ul style="list-style-type: none"> - Pupils are given the opportunity to consolidate basic skills. - Teachers have high expectations of presentation and reinforce fundamental writing skills in all written pieces. - Teachers will expect the fundamental skills to be applied (age appropriate). - Interventions will take place for children who require additional support in learning and applying these skills. - Children are reading regularly at home and class teachers are aware and action those who are not. - Children read for pleasure and enjoy talking about their books.

	<ul style="list-style-type: none"> - The school library is fully utilised by all children. - Reading achievements are celebrated in our weekly Collective Worship.
Children are fully engaged in intervention programs and there is a positive impact on their learning and well-being.	<ul style="list-style-type: none"> - Teachers will plan interventions based upon the need of the children in their class. - TAs will run interventions with assessments at the beginning and end to measure impact. - Intervention programs are matched to the need of the individual child. - Children are able to access class based learning fully and have an active role in their learning.

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing our subscription to our systematic synthetic phonics program. Training new staff members and holding refresher training for existing staff members.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF, 2021)	4
Class teachers to hold Phonics workshops for parents	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF, 2021)	4
Continuing our subscription to Junior Librarian. Timetabling library sessions for classes. Children accessing high quality texts on a regular basis.	Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.	4
SENCO taking part in STEPs review training. Review of school behaviour policy and re-evaluation of behaviour interventions.	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EEF, 2021)	1, 2

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

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1/small group support on targeted interventions to extend or support	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. <i>(EEF, 2021)</i>	4, 5
Increase TA hours to provide additional in class support and small group tuition.	Evidence shows that small group tuition is effective. Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact. Low attaining pupils particularly benefit from small group tuition. <i>(EEF, 2021)</i>	2, 1
Subscriptions to online intervention programs to provide additional support for Pupil Premium children, as required.	'Research has consistently demonstrated that a successful literacy program is most effective when it includes explicit instruction designed to improve a student's ability to accurately read and spell individual words and their ability to comprehend and utilise a variety of language-based processes.' <i>Dyslexia SPELD Foundation (DSF)</i>	4, 1, 5

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

Budgeted cost: £ 3325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children are able to attend all school trips, including residential stays.	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience. (EEF, 2021)	3
Review of school behaviour policy	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EEF, 2021)	1
Additional hours for a fully trained TA to run Forest School sessions on a weekly basis.	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience (EEF, 2021)	2
Training for Senco and TA providing 1:1 support for PP children transitioning to Year 7 (Path or Map Training Cambridge LA training)	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. (EEF, 2021)	2

Total budgeted cost: £22,000

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Outcome 1 - *There is an improvement in learning behaviours and the children are leaders in their own learning.*

As a small school we pride ourselves on our staff (teaching and non-teaching) knowing every student well. We take time to build relationships and get to know our children as individuals. As stated in the EEF Guidance 'Improving behaviour in schools' we believe that knowing our pupils and understanding their influences can have a positive impact on classroom behaviour.

On 17th April Naomi Bird (Educational Psychologist) delivered a professional development session on Metacognitive Strategies in the Classroom. This outlined what metacognition is and what it looks like in a classroom environment. All class teachers chose an activity to begin using in class to begin developing the strategies. A follow up PD session is planned for the ACADEMIC YEAR 2023/2024.

We also have been advised to use cognition and learning cards with some of our pupil premium children on a 1:1/small group basis in order to support their learning.

We have introduced Golden Rules to our Behaviour Policy and have spoken to the children about why the rules are important and the impact that making the right choices can have on their learning. Class teachers are referring to the rules when praising the children and collective worship time has been dedicated to explaining each of the rules.

We believe our data shows the impact of the above:-

Reception End of Year

71% of children have achieved the Expected Level of Development.

Y1 Phonics

93% of pupils achieved the pass mark (79% National average).

Y2 SATs

63% of pupils reached the expected standard in reading (68% National average)

58% in Writing (60% National average)

58% in Mathematics (70% National average)

95% in Science (79% National average)

Y4 National Multiplication Check

The Y4 Multiplication check, is a quick check of pupils' multiplication tables. Pupils have to answer 25 calculations under timed conditions. There are no word problems or division questions.

There is no pass mark for the test however; the class average score was 21.5 out of 25. 52.6% of pupils at Castle Camps scored 24 marks, or above.

Y6 SATs – Age-Related Result

74% Reading (National average: 73%)

78% in Maths (National average: 73%)

53% in Writing (National average: 71%)

63% in Spelling, Punctuation and Grammar (National average: 72%)

Outcome 2 – Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.

As a small school, we pride ourselves on our school staff knowing our children and families. We work together in supporting our pupils and families seeking support and guidance, as appropriate.

Our SENCO has regular meetings with our local authority Specialist Teaching Team. Along with the SENCO, class teachers identify which children may be discussed, in order to support them appropriately.

We have supported temporary timetable adaptations, applied emotional regulation activities into daily classroom practice and completed hands of friendship to ensure our children have a choice over which members of staff they would like to talk to about their feelings.

As a school we hold TAF meetings, when appropriate and our SENCo and Class teacher regularly meet/talk with parents and families.

The impact of the work was shown in our pupil surveys where:-

- 123/128 or 96% of our children agreed that they feel safe at school.
- 125/128 or 98% of our children agree that there is an adult at school that they can talk to if something is worrying me.
- 108/111 or 97% of our children know how to be safe on the internet

Again, this was shown in our parent surveys where:-

- 100% of our parents totally agree & strongly agree that their child is happy at this school.
- 96% of our parents totally agree & strongly that the school lets me know how my child is doing.
- 98% of our parents totally agree and strongly agree (including no concerns) that when I have raised concerns with the school they have been dealt with properly.

Outcome 3 - All pupils who want to take part will participate in school trips and other trips that extend their personal experience including after school clubs and other extra-curricular activities.

All of our Year 6 children participated in the residential trip during the summer term, including those who were Pupil Premium. This enabled them to experience new opportunities and gain independence away from their families.

Our Pupil Premium children are invited to attend all sports clubs and sporting fixtures that are appropriate to their age. All transport and kits are provided by the school. This have given our Pupil Premium children opportunities to mix with children from other schools in a competitive environment, taught them new skills and extended their personal experiences outside of our school environment.

In addition to after school sports clubs, we have dedicated sports coaches who run lunchtime clubs. These are timetabled specific to age and all children who wish to join are included. This give opportunities for our Pupil Premium children to take part in sporting activity for no cost and with no additional equipment required.

Our Pupil Premium children are also included in extracurricular clubs and enrichment days/weeks. Last year had after school music, nature detectives and sewing clubs for no cost. All children who wish to attend are able and pupil premium children are encouraged to participate. .

Outcome 4 - There is improvement in fundamental writing skills which is visible in all written work. Reading behaviours are re-established and achievements are celebrated.

Year 2 2022/2023

Year 3 (19 pupils)		Number of Pupils (%) assessed in each Step as at Year 2 Summer 2						
Reading	No. (%)	Not Assessed	2b	2b+	2w	2w+	2s	2s+
All Pupils	19 (100%)	1 (5.3%)	1 (5.3%)	1 (5.3%)	4 (21.1%)	5 (26.3%)	4 (21.1%)	3 (15.8%)
Males	11 (57.9%)		1 (9.1%)	1 (9.1%)	3 (27.3%)	3 (27.3%)	2 (18.2%)	1 (9.1%)
Females	8 (42.1%)	1 (12.5%)			1 (12.5%)	2 (25.0%)	2 (25.0%)	2 (25.0%)
FSM	4 (21.1%)		1 (25.0%)		1 (25.0%)			2 (50.0%)
Not FSM	15 (78.9%)	1 (6.7%)		1 (6.7%)	3 (20.0%)	5 (33.3%)	4 (26.7%)	1 (6.7%)
Pupil Premium	0 (0%)							
Not Pupil Premium	19 (100%)	1 (5.3%)	1 (5.3%)	1 (5.3%)	4 (21.1%)	5 (26.3%)	4 (21.1%)	3 (15.8%)
SEN Support	1 (5.3%)					1 (100%)		
Education, health and care plan	1 (5.3%)				1 (100%)			
Not SEN	17 (89.5%)	1 (5.9%)	1 (5.9%)	1 (5.9%)	3 (17.6%)	4 (23.5%)	4 (23.5%)	3 (17.6%)

Positive reading behaviours were encouraged with regular one to one reading for pupil premium children who fell into the lowest 20% of readers. Our reading books link to phonic teaching the children work through the books progressively and are given a stage that matches the phonics teaching. Daily guided reading sessions were linked to our Monster Phonics Scheme for continuity and transfer of skills between phonics and reading. Weekly library sessions were timetabled to promote a love of reading and all children were invited to take library books home to share with their families. Children in KS1 received reward certificates for regular reading at home which were celebrated in Golden Book assemblies.

The data shows the impact of the above in KS1 reading with two of our PP children not meeting the end of year expectation and two exceeding it.

Year 3 (19 pupils)		Number of Pupils (%) assessed in each Step as at Year 2 Summer 2						
Writing	No. (%)	Not Assessed	2b	2b+	2w	2w+	2s	2s+
All Pupils	19 (100%)	1 (5.3%)	1 (5.3%)	3 (15.8%)	3 (15.8%)	6 (31.6%)	4 (21.1%)	1 (5.3%)
Males	11 (57.9%)		1 (9.1%)	3 (27.3%)	2 (18.2%)	3 (27.3%)	2 (18.2%)	
Females	8 (42.1%)	1 (12.5%)			1 (12.5%)	3 (37.5%)	2 (25.0%)	1 (12.5%)
FSM	4 (21.1%)		1 (25.0%)		1 (25.0%)		2 (50.0%)	
Not FSM	15 (78.9%)	1 (6.7%)		3 (20.0%)	2 (13.3%)	6 (40.0%)	2 (13.3%)	1 (6.7%)
Pupil Premium	0 (0%)							
Not Pupil Premium	19 (100%)	1 (5.3%)	1 (5.3%)	3 (15.8%)	3 (15.8%)	6 (31.6%)	4 (21.1%)	1 (5.3%)
SEN Support	1 (5.3%)					1 (100%)		
Education, health and care plan	1 (5.3%)			1 (100%)				
Not SEN	17 (89.5%)	1 (5.9%)	1 (5.9%)	2 (11.8%)	3 (17.6%)	5 (29.4%)	4 (23.5%)	1 (5.9%)

In KS1 fundamental writing skills are taught discretely in English and phonics and applied across the curriculum. Additional phonics interventions take place for children who are not applying what they have learnt in phonics to their written work. A variety of genres of writing are covered during the year and these are linked to class topics, where possible. Children are exposed to high quality texts in order for children to see a good model on which to base their writing. The children in KS1 have teacher/TA support while writing and learning is scaffolded to support and extend as required.

The impact of the above in year 2 writing is that two of our Pupil Premium children did meet the ARE while two did not.

Progress in year 2

All Pupils (4 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	3 (75.0%)	2 (50.0%)	3 (75.0%)	2.7 (66.7%)
Progressed by 5 steps	1 (25.0%)	2 (50.0%)	1 (25.0%)	1.3 (33.3%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

50% of our PP children made expected progress in writing.

75% of our PP children made expected progress in reading.

Year 6 2022 2023

Year 7 (19 pupils)		Number of Pupils (%) assessed in each Step as at Year 6 Summer 2					
Reading	No. (%)	6b	6b+	6w	6w+	6s	6s+
All Pupils	19 (100%)	2 (10.5%)	1 (5.3%)	2 (10.5%)	6 (31.6%)	3 (15.8%)	5 (26.3%)
Males	14 (73.7%)	2 (14.3%)	1 (7.1%)	2 (14.3%)	4 (28.6%)	1 (7.1%)	4 (28.6%)
Females	5 (26.3%)				2 (40.0%)	2 (40.0%)	1 (20.0%)
FSM	2 (10.5%)			1 (50.0%)		1 (50.0%)	
Not FSM	17 (89.5%)	2 (11.8%)	1 (5.9%)	1 (5.9%)	6 (35.3%)	2 (11.8%)	5 (29.4%)
Pupil Premium	1 (5.3%)			1 (100%)			
Not Pupil Premium	18 (94.7%)	2 (11.1%)	1 (5.6%)	1 (5.6%)	6 (33.3%)	3 (16.7%)	5 (27.8%)
SEN Support	2 (10.5%)	1 (50.0%)			1 (50.0%)		
Education, health and care plan	1 (5.3%)		1 (100%)				
Not SEN	16 (84.2%)	1 (6.3%)		2 (12.5%)	5 (31.3%)	3 (18.8%)	5 (31.3%)

In year 6 reading last year we introduced a Reader of the Week certificate and a Reader of the term. Both awards were given to recognise and celebrate children who making progress in reading, showing a love for the subject and/or reading regularly outside of school. The class teacher and TA closely monitored the children's Home School Communication Books and were able to pick up children who were not reading at home, encouraging them to do so. The class accessed high quality texts in both their guided reading sessions and their English lessons.

The impact of this in year 6 reading was that 50% of the children met the ARE while 50% did not. Additional support was given to the child who did not meet the ARE and this was reflected in their progress which was good (6 steps) for the academic year.

Year 7 (19 pupils)		Number of Pupils (%) assessed in each Step as at Year 6 Summer 2						
Writing	No. (%)	5s	5s+	6b	6w	6w+	6s	6s+
All Pupils	19 (100%)	1 (5.3%)	1 (5.3%)	1 (5.3%)	6 (31.6%)	2 (10.5%)	7 (36.8%)	1 (5.3%)
Males	14 (73.7%)	1 (7.1%)	1 (7.1%)	1 (7.1%)	5 (35.7%)	2 (14.3%)	3 (21.4%)	1 (7.1%)
Females	5 (26.3%)				1 (20.0%)		4 (80.0%)	
FSM	2 (10.5%)				1 (50.0%)		1 (50.0%)	
Not FSM	17 (89.5%)	1 (5.9%)	1 (5.9%)	1 (5.9%)	5 (29.4%)	2 (11.8%)	6 (35.3%)	1 (5.9%)
Pupil Premium	1 (5.3%)				1 (100%)			
Not Pupil Premium	18 (94.7%)	1 (5.6%)	1 (5.6%)	1 (5.6%)	5 (27.8%)	2 (11.1%)	7 (38.9%)	1 (5.6%)
SEN Support	2 (10.5%)		1 (50.0%)		1 (50.0%)			
Education, health and care plan	1 (5.3%)				1 (100%)			
Not SEN	16 (84.2%)	1 (6.3%)		1 (6.3%)	4 (25.0%)	2 (12.5%)	7 (43.8%)	1 (6.3%)

In year 6 writing, the class teacher adopted The Write Stuff planning and teaching materials. This ensured key literary devices were taught and rehearsed before being applied independently. The children were encouraged to peer and self assess their writing through editing and teacher feedback was on the same day, where possible. Spelling was taught and the children received weekly spelling to learn and practise at home.

The impact of this was 50% of our PP (FSM) children met the ARE while 50% did not. Additional support was given to the child who did not meet the ARE and this was reflected in the progress (see below) which exceeding the expectation for the academic year (7 steps).



Progress Breakdown Y7 - FSM (2 pupils)

21 November 2023

Aut1 2022-23 to Sum2 2022-23

All Pupils (2 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	2 (100%)	2 (100%)	2 (100%)	2.0 (100%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Outcome 5 - Children are fully engaged in intervention programs and there is a positive impact on their learning and well-being.

Interventions have been running since September 2022 and are planned carefully alongside the school SENCO. Where possible, our interventions begin with an assessment and end with an assessment in order to track progress and measure impact. Termly APDR cycles are completed by class teachers and sent to the SENCO. This

means we can track which interventions are running in each class and which children are involved. Children taking part in interventions are chosen on a need basis although consideration is always also given to whether any of our disadvantaged children would also benefit from joining.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rock Stars	Maths Circle Ltd
White Rose Premium Resources	White Rose
Nessy	Nessy Learning Ltd
Twinkl	Twinkl
Monster Phonics	Monster Phonics

Service pupil premium funding (optional)

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

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