



# ST. LUKE'S PRIMARY SCHOOL

## PUPIL PREMIUM STRATEGY

2024/25  
REVISED 2025/26  
2026/27



The Kingdom of heaven is like a mustard seed...Though it is the smallest of all seeds, yet when it grows it is the largest of garden plants and becomes a tree, so that the birds can come and perch in its branches. - Matthew 12:31-32

The journey through St. Luke's C of E Primary School will give every member of the school community the opportunity to Work Together, Grow Together and FLOURISH together, underpinned by our eight key values.

Friendship - Love - Originality - Understanding - Resilience - Integrity  
- Selflessness - Hard Work

**Contact us:**  
01909 475831

office@st-lukes.notts.sch.uk

@stlukesprimaryshireoaks



## Pupil premium strategy statement

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 Luke's CofE Primary School
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	17.5% (32)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 2025/2026 2026/2027
Date this statement was published	March 2025
Date on which it will be reviewed	April 2026 (Due to PP being awarded within a Financial Year)
Statement authorised by	Peter Phillips, Head teacher
Pupil premium leads	Peter Phillips & Sophie Phillipson Head Teacher & Inclusion Lead
Governor / Trustee lead	Mark Bell (Staff Governor)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33, 600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£33, 600

## Part A: Pupil premium strategy plan

### Statement of intent

Our strategy to achieve our aims lays in our commitment to overcome identified barriers by ensuring:

- We provide a programme of high quality CPD for all staff driven by the School Improvement Plan and their own personal development targets; thus ensuring all pupils access first quality teaching across the curriculum.
- Our staff work closely with the SENDCO to regularly review data and provide targeted intervention whether that be 1:1 or small group work in a timely manner to quickly address any identified gaps in learning.
- That a proportion of funding enables all pupils to access trips, residential, visits and first-hand experiences.
- All teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Additional learning support as required through quality resources and staff.
- A range of enrichment experiences within sports, music and arts to enable each child to develop their own characteristics and interests.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Closing the gap:</b> Internal data shows that the progress and attainment in reading, writing and maths of Pupil Premium children was below that of their peers, with less progress steps being made each term.
2	<b>Phonics &amp; Early Reading:</b> Assessments show that disadvantaged pupils generally do not achieve as well in phonics and reading as their peers and this therefore negatively impacts on their development as a reader and writer. Poor letter sound articulation skills impact significantly on their reading and writing ability and their ability to apply the phonic skills they have been taught. This means that they may find it difficult to understand simple instructions or to answer simple questions. In Summer of 2023-24 Y1 Phonics check, 79% of children (24/30 children [50% PP 1/2]) passed the screening. In the 2023-24 Y2 Phonics re-sit 80% cohort (24/30) of pupils [83% had passed the re-check.] In 2024-25, 87% of children (26/30 [50% PP 4/8]) passed the screening. In the 2024-25 Y2 retake, 90% (27/30 children [86% PP 6/7]) have now passed the phonics screening. For those who have not passed, phonics interventions and support continues.
3	<b>Attendance:</b>

	Many of our PP pupils have attendance and punctuality issues with FFT Aspire showing FSM6 pupil's attendance standing at 93% (92.4% National) for PP pupils vs. 95.8% (95.4% National) for non-pupil premium.
4	<b>Well-being and Mental health:</b> Ensuring that all pupils' well-being needs, including supporting mental health and pupils exposed to safeguarding concerns, are met. Ensuring that children are ready to learn whilst at school and are able to regulate themselves so as not to disrupt the learning of other children as well as their own.
5	<b>Writing skills:</b> Many of our disadvantaged children enter school with a limited understanding of letter formation and initial sounds. Writing data shows that pupil premium children who meet the Literacy ELG, do not always move on to securing expected levels of attainment in Key Stage 1 (3/6 pupil premium children achieved expected levels in writing at Year 2 in 2023/2024 and 4/7 PP children in 2024/5. There were no PP children at greater depth in either year). There are also 67% (4/6 children) pupil premium/LAC/PLAC who did not meet overall ELG in FS2 2023/2024 due to not meeting the requirements for Literacy, and 0/3 PP children achieved GLD in 2024/2025. Therefore, we need to ensure that our Writing curriculum is robust and supports all children to make good or accelerated progress throughout their whole primary school life.
6	<b>Limited cultural capital and enrichment experiences:</b> Many pupils' reduced cultural capital and early experiences limit their educational experience, vocabulary and understanding.

## 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 reading, writing and mathematical attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>KS1 and KS2 reading, writing and maths outcomes by July 2027 demonstrate an upward trend in the attainment of disadvantaged pupils and that the gap between disadvantaged and non-disadvantaged has reduced.</li> </ul>
Improved phonics outcomes so that every child is a reader.	<ul style="list-style-type: none"> <li>Phonics outcomes at the end of Year 1 (and subsequent resits) for July 2025, July 2026 and July 2027 will show an increase in the number of children, particularly disadvantaged pupils, achieving the expected standard and consistently in line with or above National levels.</li> <li>Children are taught a well sequenced and consistent phonics programme and where children need to catch-up, they will receive a high-quality intervention.</li> </ul>
Improved percentages in attendance and punctuality for the most disadvantaged pupils,	<ul style="list-style-type: none"> <li>A robust analytical system for monitoring and celebrating attendance will be in place, managed and overseen by a member of office staff by July 2026.</li> </ul>

<p>resulting in a closure in the attendance gap between PP and non-PP pupils.</p>	<ul style="list-style-type: none"> <li>• By July 2027, Breakfast Club and after-school clubs are consistently used to support children to be on-time and with enrichment.</li> <li>• Attendance improvements annually for disadvantaged pupils to be in line with or better than national figures.</li> <li>• Regular attendance conversations and meetings support families to improve their child’s attendance levels.</li> </ul>
<p>Improved wellbeing, behaviour and mental health for disadvantaged pupils where concerns are identified, resulting in support being put in place.</p>	<ul style="list-style-type: none"> <li>• Children’s wellbeing and mental health needs are met through support within school and potential involvement with external agencies, such as play therapists, is provided.</li> <li>• Improvements in behaviour and reduction in incidents is recorded year on year for DPs, evidencing that children are becoming more able to regulate and manage their feelings and emotions, forming strong, positive relationships within school.</li> </ul>
<p>To provide support for families to ensure our provision, wider offer and enrichment is available to all.</p>	<ul style="list-style-type: none"> <li>• To ensure that, as an inclusive school, high quality provision is available for all.</li> <li>• Disadvantaged families feel supported and included, as children are able to access educational visits, wider enrichment and school provision without any/reduced cost.</li> <li>• Pupils’ confidence, self-esteem and attainment is supported through access to enrichment outside of school hours. By July 2027, there will be an increase in the number of lunch time clubs for DPs to attend if they are unable to take part in after school sessions.</li> </ul>
<p>To ensure more pupil premium children will be achieving greater depth in reading, writing, maths.</p>	<ul style="list-style-type: none"> <li>• At the end of July 2027, 20% of PP children will achieve greater depth in reading, writing and maths at the end of KS2.</li> </ul>

## 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: **£7,630**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic NFER assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests from NFER will provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	1
<p>Purchase and staff training for new systematic, synthetic phonics scheme – FFT Success for all - and the resources to ensure fidelity to this scheme.</p>	<p>Synthetic phonics approaches have higher impacts, on average, than analytic approaches. 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.</p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<p>Improve the quality of social and emotional learning (SEL) through the purchase of a rigorous, sequential and progressive PSHE curriculum, adapted to new statutory guidance from September 2026.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Training of ELSA to provide emotional literacy support to targeted children.</p>	<p>Establish a consistent whole school approach to the delivery of PSHE – Jigsaw - through upskilling the team with a robust scheme to deliver a social and emotional provision to support the needs of all learners, particularly disadvantaged children who on average have fewer developed SEL skills to their peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	ALL
<p>Purchase of awards and accolades for pupils to raise the profile of good behaviour, hard work and successes.</p>	<p>Behaviour, ethos and values badges utilised to empower pupils to think about their own learning and behaviours more explicitly through meta-cognition, by teaching them to set personal goals and monitor and evaluate their progress.</p>	ALL

<p>Creation of whole school values system, underpinned by newly formulated rewards system and mission statement.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=metacognition</a></p>	
<p>Purchase additional handheld devices/software to support pupils in engaging with their learning.</p> <p>This will impact pupil practice through retrieval and quizzing utilising a range of applications and programmes to increase the retention of key ideas, concepts and knowledge through live assessment &amp; feedback.</p>	<p>Purchase of handheld technology and subscriptions to engage learners with interactive programmes such as TT Rockstars and Spelling Shed will be used to engage both PP pupils and the bottom 20% of learners to keep up with their peers. Use of FFT shared readers at home, focusing on the text being read in class to support overlearning.</p> <p>Platforms to be utilised at home to support and overlearn spelling and times tables strategies.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>ALL</p>
<p>To further embed VIPERS scheme and resources to support this whole school approach.</p>	<p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Library improvements and a whole school reciprocal reading approach to promote reading and engage bottom 20% of readers and our more able PP readers.</p>	<p>The purchase of high-quality, engaging, well-matched texts have been purchased to further engage children with reading.</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>	<p>1</p>
<p>Ensure the high quality, consistent teaching of writing across the school, using a bespoke curriculum approach, enabling all learners to engage and succeed in their lessons, alongside providing a wide range of diverse texts to increase exposure to new cultures.</p>	<p>Research from the National Literacy Trust in 2023 showed the lack of writing enjoyment in children, providing some strategies to use to improve this:</p> <p><a href="https://literacytrust.org.uk/news/only-1-in-3-children-enjoy-writing-free-time/">https://literacytrust.org.uk/news/only-1-in-3-children-enjoy-writing-free-time/</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>KS1:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	<p>1</p>

	KS2: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	
--	---	--

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

Budgeted cost: **£26,122**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support in class to work alongside Class teacher at least 1 hour a day in writing to support disadvantaged pupils.	The average impact of the deployment of a TA is about four months' additional progress over the course of an academic year. Based on this, small group work in writing is promoted through the deployment of another adult to promote and support strategies for working memory and reduce cognitive overload through support.  <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>	1
All classes have a TA for writing lessons so that there is a smaller ratio of children to staff. This will enable a mastery approach to be followed. Further input can be given as required.	Effects of mastery learning is high, with an impact of + 5 months. Smaller group sizes enable the adult to tailor the lessons to the children's needs. Live marking (in line with the school's marking policy) enables children to have instant feedback and any misconceptions can be addressed immediately. The misconceptions can then be identified for post teaching.  <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>	1, 5
TA support to deliver additional Phonics FFT sessions targeted at disadvantaged/low attaining pupils who require further phonics support. This will be delivered to pupils across KS1 and LKS2, 4 afternoons a week.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  Purchase of FFT Success for All Phonics and accompanying resources.	1, 2, 5
TA to deliver a range of strategies, 1:1 support work in school and support daily	Reading comprehension strategies, such as reciprocal reading are proven to develop a child by an additional 6 months progress over the course of the	ALL

reading for those who do not access this provision at home	<p>year. Reciprocal reading focuses on the learners' understanding of written text. Pupils learn a range of techniques, which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves, often self-regulating and metacognitive.</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>	
Play based therapies and nurture support	<p>Evidence suggests that behaviour interventions provide moderate improvements in academic progress. A play therapist visits children within our school on a weekly basis to deliver play therapies to support children or groups of children who might benefit from the additional support.</p> <p><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></p>	ALL

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

Budgeted cost: **£1,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support the self-esteem and confidence of vulnerable pupils by supporting families to fund uniform/provide sessions where carers can take uniform for free.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p> <p>As a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform and to make pupils feel included to identify as part of the school community.</p>	All
To attend educational and residential visits and wider offer/extended provision at a reduced cost.	<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>After school programmes and clubs with a clear structure, a strong link to the curriculum and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour's provision.</p>	All

	Residential visits are subsidised for some of our pupils to ensure that they are able to take part in these opportunities to enhance their cultural capital.	
--	--	--

**Total budgeted cost: £35,452**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils in the 2024/2025 academic year using our own internal assessments.

#### Monitoring the Gap

Table shows progress from baseline 2024 to Summer 2 2025

Year	M	MPP	Gap	R	RPP	Gap	W	WPP	Gap	S	SPP	Gap
1	3.23	3.14	-0.09	3.28	2.43	-0.85	3.04	2.85	-0.19			
2	2.91	2.80	-0.11	2.96	3.10	0.14	3.04	3.20	0.16			
3	4.04	3.71	-0.33	3.24	4.00	0.76	3.39	3.58	0.19	3.69	3.21	-0.48
4	3.46	3.71	0.25	3.41	3.43	0.02	3.33	3.14	-0.19	3.22	3.08	-0.14
5	3.21	1.83	-1.38	3.53	2.34	-1.19	3.48	1.67	-1.81	3.12	2.33	-0.79
6	3.17	3.00	-0.17	3.36	3.67	0.31	3.95	5.83	1.88	4.25	5.17	0.92

#### Key Observations

- Year 5 stands out with the largest negative gap across all subjects. Focus intervention support as they move into Year 6.
- PP pupils made 1.38 fewer steps in Maths, 1.19 in Reading, and a 1.81-step gap in Writing.
- Year 6: PP pupils outperformed non-PP peers in Reading (+0.31), Writing (+1.88), and SPaG (+0.92).
- Year 3: PP made better progress in Reading (+0.76) and Writing (+0.19).
- Year 2: Gaps closed in Reading and Writing, indicating more equitable progress.
- Year 1 and Year 4 had small negative gaps (generally less than -0.2) in multiple subjects.
- These could indicate emerging trends and should be monitored rather than immediately actioned.

#### Actions

- Target current Y5 for Support next year.
- Replicate Success from Year 6
- Track and pre-empt small gaps in Y1 and Y4.

Intended outcome	Review
Improved reading, writing and mathematical attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• KS2 outcomes in Year 6 in the 2024-2025 academic year showed 100% (3/3) children achieving the expected standard in Maths and Reading and 67% (2/3) in Writing. Combined RWM is 67%. All are higher than Bassetlaw (42.5% combined).</li> <li>• This may be due to increased CPD for staff on writing and assessment in KS2, also a small cohort of DP in the year group. Targeted interventions have been successful and children showed outperformance of non-DP peers in Reading, writing and GPS.</li> </ul>
Improved phonics outcomes so that every child is a reader	<ul style="list-style-type: none"> <li>• Phonics outcomes show 87% of Year 1 pupils passed the screening check, but 100% of non-DP passed, identifying a gap in attainment between PP and non-PP children. Progress of DP improved from Autumn 2024 to July 2025, leading to 50% (4/8) passing the screening check. This is lower than Bassetlaw, with 66.4%</li> </ul>

	<ul style="list-style-type: none"> <li>• Implementation of new scheme (FFT) has commenced in September 2025 in order to close the gap between DP and non-DP. Children now in Year 2 who did not pass the screening (4 children, all DP) have daily interventions using FFT scheme on phonics and shared reading in order to improve outcomes for DP.</li> <li>• Percentage of children who passed the screening check at the end of Year 2 (2024-2025 academic year) is 86% of DP (6/7), higher than Bassetlaw at 82.6%. Phonics attainment in this whole cohort is in line with Bassetlaw (90%).</li> </ul>
<p>Improved percentages in attendance and punctuality for the most disadvantaged pupils, resulting in a closure in the attendance gap between PP and non-PP pupils.</p>	<ul style="list-style-type: none"> <li>• Arbor has been introduced, tracking attendance efficiently and allowing trends to be identified. Also have FFT Aspire to break down into groups.</li> <li>• Wrap around care continues to be used by a small number of our DP, with free sessions being provided as required. Attendance at clubs, such as board games and Young Voices, has seen 47% of our DP accessing clubs or WAC so far this academic year (2025-2026).</li> <li>• Attendance for DP is slightly below whole-school attendance (95.4% to 93.6%). DP persistent absence in 2024-2025 was 20% in comparison to 9.5% non-DP, but this was mainly due to persistent late attendance by one of our families who live further away from school. Attendance has been discussed and so far in 2025-2026, no late registrations have been recorded for this family, hopefully leading to an improvement in DP PA figures across the 2025-2026 academic year.</li> <li>• Attendance now available on Arbor for parents, showing 'real-time' figures. Parents are now more aware of their child's attendance.</li> </ul>
<p>Improved wellbeing, behaviour and mental health for disadvantaged pupils where concerns are identified, resulting in support being put in place.</p>	<ul style="list-style-type: none"> <li>• During 2024-2025, a play therapist was provided for a family who required emotional support due to trauma and family breakdown. The attendance of these children remained good and the behavioural incidents recorded has reduced. Work is still required, so the play therapy will continue into the 2025-2026 academic year.</li> <li>• Co-regulation and behavioural plans have been created for some DPs who require extra support.</li> </ul>
<p>To provide support for families to ensure our provision, wider offer and</p>	<ul style="list-style-type: none"> <li>• 50% of KS1 and UKS2 residential visits were funded for 6 DPs who were offered residentials with their classes. Other DPs who were offered, chose not to attend the trip.</li> </ul>

enrichment is available to all.	<ul style="list-style-type: none"> <li>• Payments for school trips and wrap around care provided.</li> </ul>
To ensure more pupil premium children will be achieving greater depth in reading, writing, maths.	<ul style="list-style-type: none"> <li>• 33% (1/3) DP achieved GDS in Maths and SPaG in 2024-2025. None achieved GDS in Reading or Writing. This needs to be a focus in the next academic year, ensuring enough stretch and challenge through staff CPD, using Rosenshine's principles, improving retrieval tasks, providing appropriate challenge and supporting children holistically.</li> </ul>

## Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd.
Success for All Phonics	FFT
Jigsaw PSHE	Jigsaw
White Rose Hub	
Spelling Shed	Education Shed Ltd.
Reading Shed (VIPERS)	
Sing Up!	
GetSet4PE	
Kapow!	
Purple Mash	