

## 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	Osborne Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	Funding allocation for 192/387 = 50% Current data October 2023 243/414 = 59%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lisa Dodd – Headteacher
Pupil premium lead	Lorraine Adolphe
Governor / Trustee lead	Julia Davenport

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£287, 371.98
Recovery premium funding allocation this academic year	£25 022
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	£312, 393.98

# Part A: Pupil premium strategy plan

## Statement of intent

### **Ultimate objectives for disadvantaged pupils at Osborne Primary School:**

- All children have the access to high quality first teaching.
- All pupils have access to a stimulating, inspiring learning environment where they feel safe and ready to learn.
- All pupils experience a broad, balanced curriculum which engages them and motivates them to learn.
- All staff have high expectations of all pupils and all pupils have high aspirations for their own future.
- Where appropriate, challenge and/or support is given to enable children to thrive academically and socially.
- Attainment and progress of disadvantaged pupils at Osborne Primary School is at least in line with their peers with similar starting points.
- Disadvantaged pupils have equal access to enrichment activities and the extended curriculum.
- Enrichment is a priority at Osborne so that our pupils have opportunities to build cultural capital, extend their learning and develop life-long skills.
- All disadvantaged pupils will meet national expectations for attendance and persistent absence.

### **How our current strategy supports achieving these objectives:**

#### **Teaching and Learning**

School leaders at Osborne Primary School recognise that high quality teaching is the best lever to improve outcomes for pupils. Leaders are committed to ensuring that all disadvantaged pupils, including those who are most able and SEND, receive teaching which is at least good in every lesson.

Our quality CPD and allocation of time for leaders ensures the development of staff member's subject knowledge and pedagogy, which in turn enables them to offer a dynamic curriculum through quality first teaching. Our curriculum design ensures that key knowledge and skills are sequenced and built upon towards defined end points; this includes delays and gaps as a result of the pandemic.

#### **Targeted support**

At Osborne Primary School, we work on the basis of keep up not catch up for our pupils and ensure the teaching and provision they receive supports us in meeting this. Leaders have identified that because of high levels of transience along with the global pandemic, some of our disadvantaged pupils have 'fallen behind' their peers with similar starting points, this includes a number of pupils who have SEND and/or are EAL. To close the gap, our strategy ensures that these pupils receive frequent intervention and support. Key interventions and approaches are evidence based; they are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

#### **Wider strategies**

Leaders at Osborne Primary School recognise that high quality pastoral support within and outside of the classroom enable children to develop the strategies and skills required for them to become confident, successful learners. Excursions and experiences enable our pupils to broaden their horizons by developing a greater knowledge and understanding of the world around them. Our focus on attendance and the strategies we employ to promote good attendance, endeavour to ensure that all pupils have access to their full school entitlement.

### Our key principles

Our strategy is based on our detailed knowledge and understanding of the needs of our learners and our community. We fundamentally believe:

- every pupil has the right to learn, thrive and be safe
- high quality teaching and learning is the greatest driver for improving outcomes
- strategies should be relevant and evidence based, grounded in research from the Education Endowment Foundation
- analysis of data throughout the year ensures that support and interventions are targeted, appropriate and have impact
- learning is a collaborative responsibility and requires prioritisation between the pupil, the school, the family and the wider community.

Our core school values of courage, self-control, perseverance, forgiveness, respect and fairness underpin all that we aim to achieve with our pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments show, on average, lower attainment and slower progress rates made by disadvantaged children. Overall, disadvantaged children typically: have low starting points at the start of Reception across all areas; have knowledge gaps and find it difficult to retain/recall prior knowledge. In addition, the pupils low starting points, the impact of COVID-19 and the subsequent cost-of-living crisis has meant that this gap has widened for a number of disadvantaged children.
2	Our assessments, observations and discussions with pupils show that overall disadvantaged pupils are generally more likely to have language comprehension difficulties and a more limited vocabulary when compared to non-disadvantaged pupils in our school. Pupil Premium children who are also on the SEND register face significant challenges when accessing the curriculum. Careful thought and targeting are needed to maintain progress throughout the school. Lower reading ability further limits their opportunities.
3	Our assessments, observations, and discussions with pupils/families, have identified that disadvantaged pupils generally have greater challenges around their social, emotional, and mental health needs. They have a greater need for pastoral and family support than their peers with issues linked to finances, housing, and social care intervention. This has increased significantly because of the cost-of-living crisis.
4	Our assessments, observations and discussions with pupils/families demonstrate that the education well-being and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic and the cost-of-living crisis to a greater extent than for other pupils. Pupil premium children can have limited access to high quality language and resources/support for learning at home. This results in them having lower starting points with communication and language, oracy and reading skills than other pupils. These findings are backed up by several national studies.
5	Our school data shows that in general disadvantaged pupils have a lower attendance rate and higher rates of persistent absenteeism than their peers.
6	Through observations and discussions with children/families, we have identified that our disadvantaged pupils have fewer opportunities outside of school to develop their cultural capital.

## 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 - how are we going to do it?
<ul style="list-style-type: none"> <li>On track disadvantaged pupils will make at least expected progress from their individual starting points in all areas of the curriculum and especially in Phonics, Reading, Writing and Maths.</li> <li>Disadvantaged pupils who are working below age related expectations for their year group will make better than expected from their individual starting points in all areas of the curriculum and especially in Phonics, Reading, Writing and Maths.</li> <li>The gap will be narrowed in the progress and attainment PP and non-PP children so that the percentages of pupils reaching national benchmarks are in line with national PP and non-PP standards.</li> <li>Children with SEND who are in receipt of Pupil Premium funding will be well supported, enabling them to make accelerated progress from their individual starting points.</li> </ul>	<ul style="list-style-type: none"> <li>Those pupils who have 'fallen behind' are identified, supported and tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards.</li> <li>Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</li> <li>Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in phonics, reading, spelling, handwriting and maths.</li> <li>Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions.</li> <li>Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.</li> <li>The additional barrier of Pupil Premium children, with SEND, is minimised by high quality, bespoke and tailored planning which addresses their individual needs and removes barriers to their continued progress.</li> <li>Parents/carers workshops will provide opportunities for them to develop their knowledge and skills so that they can better support children at home.</li> <li>Roll out of the 'Learning Futures' programme will provide all pupils from Year 1-6 with an iPad each. This will enable all pupils with the opportunity to engage with learning at home.</li> </ul>
<ul style="list-style-type: none"> <li>The language deficit for pupils in receipt of pupil premium funding is diminished. Communication and language skills are improved, impacting pupil's capacity to engage with reading and writing.</li> <li>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</li> <li>Increased % of PP pupils working at ARE in phonics, reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Oracy focus across the curriculum with quality opportunities to pupils to develop skills through exposure to tier 1, 2 and 3 vocabulary.</li> <li>Early assessment and identification of language difficulties informs appropriate interventions. This ensures that pupils receive high quality targeted provision, resulting in the percentage of Pupil Premium children achieving GLD being in line with their non-PP peers in the EYFS.</li> <li>Additional group intervention across school using Primary Wellcomm to develop speech and language for pupils who are working behind their chronological age.</li> <li>Additional 1:1 speech and language intervention for targeted pupils.</li> <li>Parents/carers are engaged in the development of their child's speech and language.</li> <li>Pupils throughout the school read widely and often at school and at home. They have access to high quality books for individual and guided reading. With an increasing vocabulary, they are able to develop their writing so that by the end of each key stage there is no significant gap in reading between Pupil Premium and their peers.</li> <li>Consistent implementation of excellent practice and high expectations across the school for reading and phonics.</li> </ul>

<ul style="list-style-type: none"> <li>• Vulnerable pupils and their families are well supported socially and emotionally.</li> <li>• Pupils who exhibit challenging behaviours are given support and strategies to manage their feelings and emotions.</li> <li>• All pupils have good self-organisation skills, resilience, and determination. They will be able to work independently with confidence.</li> <li>• Pupils' additional needs are met</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school CPD on Trauma Informed and Attachment Aware practice, emotion coaching and adaptive teaching.</li> <li>• Embedding use of the zones of regulation throughout school.</li> <li>• Strategies to promote positive SEMH integrated into teaching and learning.</li> <li>• Provision from the Pastoral Team enables families to be supported and pupils to be successful in the classroom.</li> <li>• EHCP/SSPP plans in place and reviewed termly</li> <li>• Use of Marvellous Me to engage with parents/carers and promote positive behaviours.</li> <li>• Assemblies, PSHE sessions ensure children know and understand the meaning of our school values. Teachers teach and model these values and children demonstrate these behaviours throughout the school day and in their lives outside of school.</li> <li>• Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff.</li> <li>• Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.'</li> <li>• Targeted CPD for support staff to ensure they effectively challenge and guide children without creating an over reliance on adult support.</li> </ul>
<ul style="list-style-type: none"> <li>• Parents engage well with school and support their child with learning at home.</li> <li>• Children have access to appropriate learning resources, books and technology.</li> <li>• Pupils have greater confidence and independence</li> <li>• Families have the confidence to seek out advice and support in order to improve their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Families are given opportunities to engage in school life in a positive way e.g. Parent Sessions/ Learning consultations. More families access this support.</li> <li>• Children and families have access to a well-stocked school library. As a result, an increased number of books are borrowed by families and shared at home.</li> <li>• Pupils have access to library books, staged books and online reading libraries on their iPad so that they are able to read regularly at home.</li> <li>• All parents have access to materials shared from the Ruth Miskin RWInc portal. All pupils in school have access to Oxford Reading Buddy. All KS2 pupils have access to Reading Plus.</li> <li>• Parents of Pupil Premium children have opportunities to engage more fully in whole school activities. These families are sometimes targeted for specific activities. All families have a positive relationship with the school and feel empowered to seek advice. High quality guidance provided by the school signposts vulnerable families to outside agencies and supports with improving parent relationships with school.</li> </ul>
<ul style="list-style-type: none"> <li>• All disadvantaged pupils will meet national expectations for attendance and persistent absence.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of attendance by CSAWS, the Head teacher, the Attendance Officer and Office Manager brings about an increase in PP pupils' attendance and a decrease in persistent absence ensuring that Pupil Premium children's attendance is in with national/in line with the rest of the cohort (whichever is higher). The proportion of Pupil Premium persistent absences is not greater than that of the main cohort.</li> <li>• Opportunities to attend breakfast club provision for free improve attendance and punctuality of disadvantaged pupils.</li> <li>• Early help support is in place to support disadvantaged pupils where attendance is a concern.</li> <li>• Family incentives are offered to encourage good school attendance.</li> <li>• Where there is a vulnerability, poor attendance and/or lack of communication, home visits are undertaken to offer support.</li> </ul>

<ul style="list-style-type: none"> <li>• All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</li> <li>• Pupils' love learning and have access to an engaging, broad and varied curriculum. Curriculum design is relevant and engaging and provides opportunities for access to culturally enriching experiences that develop pupils' passion for learning and raise personal aspirations.</li> <li>• All children have access to appropriate technology at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Our curriculum is broad, balanced and engaging. It is designed to develop cultural capital.</li> <li>• Teachers and support staff plan a wide range of visits, and experiences to extend learning and support with vocabulary development.</li> <li>• Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</li> <li>• Home learning, reading plus and access to TT rockstars will be offered to children after school so they have access to technology within school.</li> <li>• Through the ATLP 'Learning Futures' initiative, all pupils Year 1 – Year 6 have a 1:1 iPad to use at school and at home.</li> <li>• Pupils have access to residential visits within the UK and to France.</li> </ul>
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## 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: £170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Staff CPD</u> Staff professional development:</p> <ul style="list-style-type: none"> <li>• Improving metacognition across the curriculum.</li> <li>• Mental Health Lead CPD.</li> <li>• Developing leadership capacity in school – middle and senior leaders.</li> <li>• Engagement in ATLP MAT curriculum.</li> <li>• Whole school CPD on Trauma Informed and Attachment Aware practice.</li> <li>• Leader engagement in NPQs.</li> <li>• Whole school specialist support from external experts including behaviour specialist, therapists and outside SEN agencies.</li> <li>• Engagement with Maths HUB.</li> <li>• Support from subject specialist from ATLP.</li> <li>• Targetted CPD for members of the pastoral team to enable school to increase the support offer for families and vulnerable learners.</li> </ul>	<p>Gorard et al (2015): raising the quality of classroom talk has a range of positive academic personal and social outcomes, in particular for children eligible for FSM.</p> <p>EEF: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p>	<p>1,2 3, 4 and 6</p>
<p><u>Recruitment</u> Strengthening our team:</p> <ul style="list-style-type: none"> <li>• Recruitment of experienced</li> </ul>	<p>The DfE non statutory guidance has been produced in conjunction with the national centre for excellence in the teaching of mathematics drawing on evidence-based approaches.</p>	<p>1</p>

<p>teachers with strong subject knowledge. This includes an AHT responsible for Maths to lead and develop maths across the school in line with DfE guidance. The lead will engage with our local maths hub and MAT expert to develop the Osborne maths offer through curriculum development, CPD, coaching, team teaching and parental engagement</p> <ul style="list-style-type: none"> <li>• Leadership structure reviewed. 2 DHTs newly in post and 2 new AHTs appointed to join an experienced, existing AHT.</li> </ul>	<p>There is strong evidence that teachers pedagogical and content knowledge within specific subjects has significant impact on pupil outcomes.</p>	<p>ALL</p>
<p><u>Teaching and Learning Support</u></p> <ul style="list-style-type: none"> <li>• Focused TA, Teacher staff meetings and phase meetings linked to school priorities.</li> <li>• School leaders to support development of school priorities through coaching.</li> <li>• Improve the teaching and learning through use of Teaching Walk Thrus and Rosenshine's Principles.</li> <li>• Support from SENDco/Inclusion lead to develop assessment procedures, adaptive teaching strategies and overall provision for vulnerable pupils.</li> <li>• Use targeted subscriptions to support learning of vulnerable students within and beyond the school day.</li> <li>• Preparing learners for their future and ensuring all pupils</li> </ul>	<p>EEF: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	<p>1,2 3, 4 and 6</p>



<p>have access to the latest technology through the ATLP learning futures program (one device per child).</p> <ul style="list-style-type: none"> <li>Subscription to RWInc portal and White Rose Maths CPD portal.</li> </ul>		
<p><u>Additional Support</u></p> <ul style="list-style-type: none"> <li>Additional Teaching Support and intervention in place in year groups with low attaining PP pupils.</li> <li>Free breakfast provision in place for vulnerable pupils.</li> <li>Additional and ongoing therapy/counselling support in place for vulnerable pupils.</li> </ul>	<p>EEF: The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	1,2 and 3
<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>Monitor PP data half termly through Pupil Progress meetings in order to track progress academically and socially and identify gaps in learning.</li> </ul>	<p>Effective assessment systems:</p> <p>Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.</p> <p>Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.</p>	All

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

Budgeted cost: £ 65 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc small targeted small group support.	EEF: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1 + 2
Language instruction interventions for EYFS and all pupils who have not met chronological age – Wellcomm and NELL.	EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Impact in early years is greater than in (+7 months) primary schools (+6 months)	1+2

<p>Home learning via individualised programs of study (Reading +, Oxford Reading Buddy, 123 Maths, Nessi, Flash Academy, Numbots and TT Rockstars)</p> <p>Home learning club to support disadvantaged pupils with limited access to computers/quiet spaces.</p>	<p>EEF: Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p>	4
<p>SEND/vulnerable learners pre-tutoring in Literacy and Maths.</p>	<p>EEF: 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.</p>	1,2 and 3
<p>SEND and vulnerable learners 1:1 targeted intervention with SENDco. and TAs</p>	<p>EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas</p>	1,2 and 3

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

Budgeted cost: £ 80 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>SEMH strategies</u></p> <ul style="list-style-type: none"> <li>Improve the SEMH of pupils through 1:1/group interventions with learning mentor/pastoral manager and outside agencies.</li> <li>Encourage positive behaviours through Marvellous Me.</li> </ul>	<p>EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	3
<p><u>Parental Support</u></p> <ul style="list-style-type: none"> <li>Parental support through family support worker and pastoral team.</li> <li>Parent/Carer sessions in EYFS and across school.</li> <li>Parent workshops to support parenting skills and SEND needs.</li> </ul>	<p>EEF: Parental engagement has a positive impact on average of 4 months' additional progress.</p>	3,4 and 6

<ul style="list-style-type: none"> <li>• CPD in place to ensure that staff are well trained and well placed to support families.</li> <li>• Enrichment workshops during the school day encouraging parental engagement.</li> </ul>		
<p><u>Wider Experiences</u></p> <ul style="list-style-type: none"> <li>• After school provision offering wide range of experiences.</li> <li>• Visits and trips</li> <li>• Residential opportunities</li> </ul>	<p>EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>6</p>
<p><u>Attendance</u></p> <ul style="list-style-type: none"> <li>• Attendance rewards</li> <li>• Attendance officer and CSAWs attendance support SLA.</li> <li>• Breakfast club provided for free for pupils with low attendance (pastoral manager in attendance to support parents)</li> </ul>	<p>Reduced attendance leads to missed learning and lack of progress.</p>	<p>5</p>

**Total budgeted cost: £ 315 000**

## 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.

Intended outcome	Impact
<ul style="list-style-type: none"> <li>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Phonics, Reading, Writing and Maths.</li> <li>The gap is narrowed in the progress and attainment of PP and non-PP children.</li> </ul>	<p>Through targeted intervention and support, school data shows that the gap for pupil premium children is narrowed in certain year groups in 2022-23.</p> <p>Due to significant staffing changes (including a new Headteacher starting in Easter 2022), absences and the ongoing impact of COVID there were still significant gaps between disadvantaged and non-disadvantaged outcomes in other year groups (Y2, Y3, Y4 and Y5) by the end of 2022-23.</p> <p>Work continues on this in 2023-24.</p>
<ul style="list-style-type: none"> <li>The language deficit for pupils in receipt of pupil premium funding is diminished.</li> <li>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</li> </ul>	<p>The introduction of RWInc has had a huge impact on the quality of teaching and learning in phonics and reading across Early Years and Key Stage 1. This work is ongoing in 2023-2024.</p>
<ul style="list-style-type: none"> <li>Vulnerable pupils and their families are well supported socially and emotionally.</li> </ul>	<p>Families and pupils received increased levels of support from a new, larger pastoral team. Vulnerable pupils are well supported to manage challenging circumstances. Children received targeted mentoring and families signposted by a new, experienced Family Support Worker, to agencies for additional support where needed. A larger number of families are accessing support and school are now tapping into a wider range of services and funds to support our children and families. This work is ongoing in 2023-24.</p>
<ul style="list-style-type: none"> <li>Parents engage well with school and support their child with learning at home.</li> <li>Children have access to appropriate learning resources, books and technology.</li> </ul>	<p>School have provided an increased number of opportunities for parents to attend school for support sessions which in turn has equipped them with a better understanding of how they can support their children at home. Work on technology and reading provision in school is underway. This work is ongoing and more will be on offer in 2023-24.</p>
<ul style="list-style-type: none"> <li>All disadvantaged pupils will meet national expectations for attendance and persistent absence.</li> </ul>	<p>Monitoring of attendance by the Attendance officer, supported by the family support worker, CSAWS and the headteacher, brings about an increase in PP pupils' attendance and a decrease in persistent absence. However, the challenges of absence levels for all pupils needs to remain an ongoing focus in 2023-24.</p> <p>Opportunities to attend breakfast club and returning to a full school day on a Friday has improved attendance and punctuality for some pupils.</p>
<ul style="list-style-type: none"> <li>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</li> </ul>	<p>In the year, children across school received a menu of experiences to develop their cultural capital. This included pupils in KS2 attending residential visits to Whitmore Lakes outward bounds centre and Paris. Work on this will be continued in 2023-24.</p>

## 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

<b>Programme</b>	<b>Provider</b>
Reading Plus	Reading Solutions
Marvellous Me	Marvellous Me
Oxford Reading Buddy	Oxford University Press
Times Tables Rockstars and Numbots	Maths Circle
Read, Write Inc	Ruth Miskin
Flash Academy	Flash Academy
123 Maths	Power of 2 Publishing