



Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Old Buckenham Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2024-2025 2025 - 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Helen Mitchell, Headteacher
Pupil Premium Lead	Helen Mitchell, Headteacher
Governor / Trustee lead	Penny Shepherd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,960 (27 pupils) £3,368 (1 LAC pupil)
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,328.00

Part A: Pupil Premium Strategy Plan

Statement of intent

Our Vision

To inspire a community of life-long learners, knowing who they are, how they can flourish, having experienced a broad and balanced curriculum.

At Old Buckenham Primary School, our intention is that all pupils, irrespective of their background or challenges they face make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already higher attainers.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

There is a whole school priority and commitment to raising standards, closing gaps and addressing barriers to learning. We are committed to Closing the Gap between vulnerable pupils and the rest of the school population. We prioritise providing an exceptional range of personal development opportunities to enrich their schema of the world and life experiences.

We know that all of our children and families are different and have different needs and use our knowledge to allocate spending for best value and need.

Barriers to learning are identified for all pupils and individual support by class teachers is offered to groups and individuals through high quality teaching and learning. Additional interventions are led by qualified teachers and teaching assistants. Provision can be 1:1 or small group.

We aim to support pupils in receipt of Pupil Premium to overcome the varied and complex barriers and challenges that they might face. In particular we want to allocate funding for three key areas:

- ✦ Raising the attainment of disadvantaged pupils and diminishing the difference with their peers
- ✦ Providing funding for LAC and previously LAC (PLAC) pupils
- ✦ Supporting pupils with parents in the Armed Forces to help mitigate the negative impact on service children of family mobility or parental deployment

In deciding how to use our Pupil Premium Grant, we have drawn upon the following evidence- based sources of information:

- ❖ The EEF Guide to Pupil Premium
- ❖ Pupil Premium Tiered Model and Menu
- ❖ The EEF Moving Forward, Making a Difference
- ❖ Education Endowment Foundation Teaching and Learning Toolkit
- ❖ Our professional experience of what works best
- ❖ Our knowledge of our school's context

From these sources we have identified the following priority areas for spending:

High Quality Teaching

- Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention.
- Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.
- Curriculum development and reviews with a focus on meeting the needs of disadvantaged pupils

Targeted Academic Support

- Embedding assess/plan/do/review systematic approaches to the delivery of intervention programmes to support diminishing the difference in attainment gaps in core subjects
- Activities and resources that support the needs of disadvantaged pupils
- Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy

Wider Strategies

- Develop systems and processes to support high attendance
- Financial support to access all elements of the curriculum e.g. trips, workshops
- Pastoral support linked to high expectations on behaviour, routines and school culture to support pupils' sense of belonging, wellbeing and relationships
- Provide rich and varied experiences by enabling access to after school clubs where appropriate through financial support

Challenges

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

Challenge number	Detail of challenge
1	Some PP premium children have low prior attainment. Assessments and external data show a gap in the attainment of reading, writing and maths at the end of KS1 and KS2 exists between our disadvantaged and non-disadvantaged.
2	Increasing number of children entering school with specific additional needs including cognitive, communication and language and physical needs.
3	Weaknesses in learning behaviours, e.g. lack of independence or resilience.
4	Social, emotional and behavioural problems affecting wellbeing and progress.
5	Our overall figure for persistent absenteeism this year is 13%. 29% of disadvantaged pupils were persistent absentees compared with 13.3 % non disadvantaged during that period. Our assessments and observation indicate that absenteeism is negatively impacting disadvantaged pupils' wellbeing, attainment and progress.
	External Barriers (issues which require action outside of school)
6	Parental involvement; engagement with children's learning, supporting at home with reading and homework & supporting parents with their own learning/understanding
7	Narrow vocabulary and oracy. Limited access to high quality reading material outside of school.
8	Lack of first-hand experiences (some as a result of Covid/school closures) beyond the classroom.

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
Priority 1- Good progress <i>Teaching</i>	<ul style="list-style-type: none"> • All pupil premium children, whatever their prior attainment, make at least expected progress,

	<p>with some of those whose attainment is below age related expectations starting to catch up.</p> <ul style="list-style-type: none"> • Average progress score in reading and maths for our disadvantaged pupils is 0 or better. • Gap in writing outcomes for disadvantaged pupils is narrowed compared with non-disadvantaged.
Priority 2-Additional needs are supported effectively <i>Targeted Academic Support</i>	<ul style="list-style-type: none"> • Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that pupil premium children face
Priority 3-Improved learning behaviours <i>Wider Strategies</i>	<ul style="list-style-type: none"> • Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers
Priority 4 – Improved Attendance <i>Wider Strategies</i>	<ul style="list-style-type: none"> • Improve attendance of all pupils (particularly of disadvantaged pupils and those causing concern) so overall school attendance is 96% or greater. • Persistent absentee percentage is 10% or less for non-disadvantaged pupils and 13% for disadvantaged pupils. • High engagement from parents with school to support with their child's attendance.
Priority 5 - More first-hand experiences <i>Wider Strategies</i>	<ul style="list-style-type: none"> • Pupil premium children targeted to access 'wow' experiences, supported by funding from the PPG budget and evidenced through pupil discussions, attendance rates for visits and 'wow experiences' for PPG pupils

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1 – Teaching to improve basic skills in English and Maths so that they can be applied independently across the curriculum</p>	<p>Provide all staff with high quality CPD to support with the provision of quality first teaching -staff CPD programme.</p> <p>Teacher release to embed key elements of guidance in school and to access external CPD opportunities specifically:</p> <ul style="list-style-type: none"> • Myland hub training in phonics and teaching of reading 	<p>1, 2, 7</p>

	<ul style="list-style-type: none"> • Maths Mastery CPD, including mastering number training for Y4-6 and YR-Y2. • Trust network meetings for English and Maths half termly. <p>Teacher release to observe good practice in other primary schools as identified from staff survey.</p> <p>Teacher release to moderate writing outcomes at least once each half term with writing leader.</p> <p>CPD Rationale – Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The Sutton Trust 2011 report, revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. DfE Focus on high quality teaching, especially for disadvantaged pupils found here</p>	
Ensure accurate assessments in Maths, English and Science	<p>Purchase of standardised diagnostic assessments and training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Rationale - Standardised tests can 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, 2, 3

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 2 – To plan and deliver high quality intervention support for disadvantaged pupils in Reading, Writing and Maths	<ul style="list-style-type: none"> • Led by the SENCO, Reading, Writing and Maths subject Leaders identified groups/individuals are given academic support (Interventions) with time limited, specific, measurable targets to work towards in English and Maths (Lowest 20% reading and disadvantaged pupils in maths especially in Y4) • Teaching Assistants accessing relevant CPD to upskill, supporting effective delivery of interventions in English and Maths, including attendance at DfE Primary TA CPD programme from Sep 2024 -March 2025 • Additional phonics sessions targeted at disadvantaged pupils who require further 	1, 2, 7

	<p>phonics support especially those in Year 2 who failed to meet the requirement in Year 1 phonic screen.</p> <ul style="list-style-type: none"> • Continue with targeted speech and language intervention within EYFS to improve language and early literacy skills. • Additional TTRS sessions targeted at disadvantaged pupils for those who are looking likely to not meet MTC. • Precision teaching for disadvantaged pupils who require further support to make expected progress at end of KS2 in core subjects. • Booster sessions after and before school for Y6 in reading and maths. Interventions timetabled for maths and SPAG in the afternoons. Resources purchased to support these groups delivery including Test base, CGP materials. <p>Rationale - Small group tuition is found to be effective in closing gaps in knowledge and understanding. This to be addressed immediately after gap analysis.</p>	
<p>Encourage participation in maths activities, outside of the normal maths lesson to boost fluency in number.</p>	<ul style="list-style-type: none"> • Subscription to TTRS and Numbots • Themed non-uniform/ event days timetabled across the year. • Attendance at maths events to enrich pupils' experiences in maths e.g. primary maths challenge (Y5/6) and enrichment events e.g. Maths week at Sir Isaac newton (Y4 pupils). • Maths problem solving day in school to be organised • Lunchtime club for TTRS -pupils who do not have access to devices at home to improve access. 	<p>1, 2, 7 and 8</p>
<p>Purchase web-based programs to be used at home and in school.</p> <p>Little Wandle Times Table Rockstars and Numbots Letterjoin Handwriting</p> <p>Devices are available for pupils to 'loan' to be able to access web-based programs at home</p>	<p>EEF toolkit-parental engagement</p> <p>EEF guide to pupil premium- targeted academic support</p> <p>EEF- digital technology-clear evidence technology approaches are beneficial for writing and maths practice</p>	<p>1</p> <p>5</p>

<p>Priority 1 and 2- Encourage wider reading</p>	<p>Enhance the current reading provision within school to encourage a love of reading, including developing reading environments that enable willing, avid and thoughtful readers.</p> <p>Parent open mornings to support understanding of phonics and early reading.</p> <p>Stay and read session introduced In Spring and Summer term - parents invited in at the start of the day for 15-20 mins to read with their children.</p> <p>Fun reading workshop e.g. crime scene related to inference, artwork based on a book, drama based upon a book.</p> <p>Subsidise scholastic -£3 for PP children</p> <p>Introduce incentives for whole school including Weekly raffle- if children read 5 times a week, they enter a raffle to win a brand-new book of their choice. Also, parent incentive- entered into raffle to win shopping vouchers- 1st prize- £75, 2nd prize- £50, 3rd prize- £25</p> <p>Rationale: The development of children’s reading skills and comprehension is intertwined with the need to nurture a love of books and reading to create lifelong readers. The ability to read is essential in children’s educational success and mental wellbeing. The National Literacy Trust’s research has shown that there can be few things as powerful as regularly reading to and with a young child. It has astonishing benefits for children: comfort and reassurance, confidence and security, relaxation, happiness and fun.</p>	<p>1, 2, 8</p>
<p>Strategies to support additional needs, specifically physical and CLL</p>	<p>HLTA timetabled daily every morning for sensory sessions.</p> <p>HLTA timetabled for Nurture sessions 3 days a week (1 hour)</p> <p>Identified TAs trained in C&L Interventions Training and supporting highly qualified teachers deliver targeted support.</p> <p>EEF-social and emotional learning-improves interaction with others and self-management of emotions-impacts on attitudes to learning and social relationships in school which increases progress in attainment</p>	<p>1, 2,</p>

Purchase of a programme to Improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupil language skills. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 7
--	---	----------------

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

Budgeted cost: £7,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 3- Support for parents	<ul style="list-style-type: none"> Behaviour Support Service to provide training and support, for staff and parents, to help children with controlling their difficult behaviour e.g. Solihull Parenting programming, Peep, Triple P Uniform items provided for pupils where a need is identified – including PE kit and school shoes. Where necessary, help families financially to ensure they can get their children to school (transportation). Safeguarding (including online), English, Maths, mental health and wellbeing training sessions provided by specialist outside providers/ staff in school to specifically address parental need. <p>Rationale – A parent’s role in a child’s life has farreaching impact. Parental involvement is extremely important and Studies continue to indicate that a parent’s role in children’s learning is critical to their academic achievement. Getting them on board and supporting them, as necessary, is key to overcoming some of the potential barriers</p>	3, 4, 7
Priority 3 – Provide healthy nutritious breakfast and snacks to meet pupil needs across the school community	<ul style="list-style-type: none"> Healthy breakfast for all pupils across school Promote healthy lifestyles and exploration of food to increase variety of diets Increase opportunities for meaningful communication led by pupil needs/ wants/ motivators Rationale – Without breakfast, studies show that children become irritable, tired, 	1, 3, 4

	and restless, unable to complete tasks or listen to instructions.	
Priority 4 – To improve attendance, particularly of disadvantaged pupils and those causing concern.	<p>Headteacher/SENCO to address any issues of poor attendance and punctuality. The lead will also be on hand to offer advice and support to identified families on behalf of the school and support with emotional health and wellbeing.</p> <p>Encourage improved attendance of pupils by praising and rewarding good attendance through certificates, badges, vouchers and trips to the cinema.</p> <p>Rationale – Children who are settled in school are far more likely to demonstrate good learning behaviours and learn well</p>	1, 3,4, 6, 7
Priority 3 and 4 - supporting resilience and independence in pupils, managing own emotions and mental health	<ul style="list-style-type: none"> -Identified TAs to engage in CPD e.g. ELSA, Lego therapy to deliver interventions which support pupils regulating emotions. -All staff attend zones of regulation training- whole school approach disseminated, resources for every class purchased. -Parent training for zones of regulation. -Assess pupils’ wellbeing- purchase Boxall profile to support identification of needs. -mindfulness/ yoga training -wellness team implemented consisting of identified staff. Wellness pupil teams being delivered by identified staff. <p>Rationale: Embed the use of resources and approaches to support Pupil Premium pupils with maintaining and improving mental health</p>	3, 4
<p>Priority 5- More first hand experiences to enhance learning opportunities</p> <p>Provide extracurricular opportunities for all children– focusing on wellbeing, speaking & listening & outdoor learning</p>	<p>Subsidised trips, visitors and theatre visits/visitors to support curriculum delivery and enhance learning opportunities.</p> <p>Broaden life experiences and opportunities through attendance at a range of clubs. The money will be used to provide resources, rewards, transport etc. as required.</p> <p>Provide all pupils with specialist, high quality music provision</p> <p>Rationale – Like many of us, children learn best through action rather than instruction –</p>	3, 4, 5, 7, 8

	<p>that's why first-hand experiences are so vital to early development. Children thrive on the exploration and discovery that shapes their knowledge and understanding of how and why things work – it encourages critical thinking, teamwork, and problem-solving skills.</p>	
--	--	--

Total budgeted cost: £43,320.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 – 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pan-demic impacts) and to results achieved by our non-disadvantaged pupils.

Challenge 1: To narrow the gap in progress and attainment of Pupil Premium pupils when compared to non-Pupil Premium pupils, with a clear focus on developing knowledge, skills and understanding in the core subjects of Mathematics and English

PPG Outcomes (Attainment) at Year End

Year	No. of children	Reading	National	Writing	National	Maths	National	GLD	National
R	4	25%		25%		25%		25%	68%
1	5	100%		75%		100%			
2	2	50%		50%		50%			
3	4	25%		25%		50%			
4	6	33.3%		33.3%		33.3%			
5	4	100%		50%		25%			
6	9	67%	59%	56%	58%	44%	62%		

Attainment outcomes have been impacted by the following points:

* In Year 3, one PP pupil left the school to move to a SEND school due to their high-level needs.

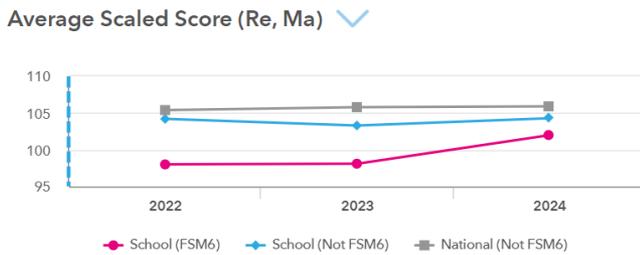
*In Year 6, 2 PP pupils had high level SEND needs with EHCPs; they have transitioned to SEND high schools as a result of this.

*In Year 2, one PP pupil was new to the country in October 2023 from China, and new to the school, with no English. Progress was evident but not to the point where ARE expectations could be met in Reading and Writing. They did meet ARE for Maths.

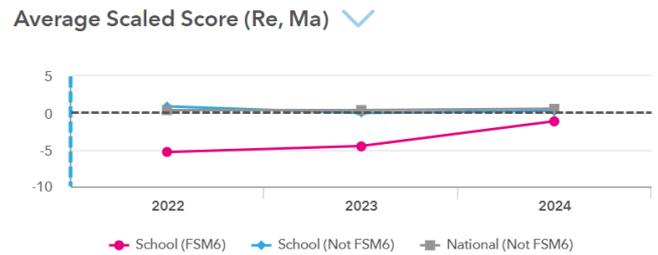
*Improving Mathematics outcomes for all pupils (not just PP pupils) continues to be a key priority in 2024-25; whilst some progress was observed, not enough improvement was observed overall in this subject.

*3-year trend for KS2 attainment and progress for disadvantaged pupils shows a rising improvement in the average scaled scores for Reading and Maths- see data below:

KS2 attainment for disadvantaged pupils 2024



KS2 progress for disadvantaged pupils 2024



*The gap between disadvantaged and non-disadvantaged pupils in relation to progress has narrowed over the last 3 years, with data also getting closer to national averages. Strategies are beginning to have an impact overall.

Phonics

	FSM	National FSM	All Pupils School	National
Year 1	80%	68%	74%	80%

* Data shows that disadvantaged pupils working above non-disadvantaged pupils in phonics.

Challenge 2: Diminish the gap in attendance of our pupil premium children and non-pupil premium children

* Attendance breakdown for Sept 2023-July 2024- comparison of FSM6 and not FSM6 -please see information below:

			2022	2023	2024	2022	2023	2024	2022	2023	2024
FSM6			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
FSM6	34	School	91.1%	92.0%	91.8%	77.9%	95.3%	93.1%	92.6%	89.1%	
		FFT National	91.8%	90.1%	91.3%	91.9%	92.2%	92.2%	92.0%	91.9%	
		Difference	-0.6%	+1.9%	+0.5%	-14.0%	+3.1%	+0.9%	+0.6%	-2.7%	
			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Not FSM6	166	School	95.8%	94.7%	95.9%	96.6%	96.7%	96.1%	95.2%	94.9%	
		FFT National	95.2%	94.1%	95.0%	95.4%	95.6%	95.6%	95.5%	95.4%	
		Difference	+0.6%	+0.6%	+1.0%	+1.2%	+1.1%	+0.5%	-0.2%	-0.4%	

This data shows overall for the whole school FSM6 we were just below national average. Data for FSM6 pupils was above national in all year groups except Year 2 and Year 6. Disadvantaged Pupils in these two separate year groups impacted on our overall school average for disadvantaged pupils. Fast track process was implemented for the Year 2 pupil with significant improvement observed. At the end of summer 1 attendance was, by summer 2

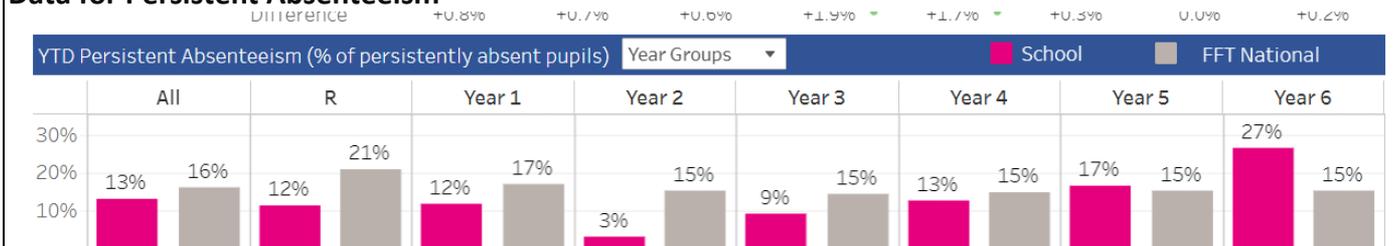
Regional comparative data (FFT) for FSM6 pupils v NonFSM6 pupils is below:

			2022	2023	2024	2022	2023	2024	2022	2023	2024
FSM6			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
FSM6	34	School	91.1%	92.0%	91.8%	77.9%	95.3%	93.1%	92.6%	89.1%	
		East	91.3%	89.6%	90.9%	91.6%	91.8%	91.9%	91.4%	91.4%	
		Difference	-0.2%	+2.4%	+0.8%	-13.7%	+3.5%	+1.2%	+1.2%	-2.2%	
			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Not FSM6	166	School	95.8%	94.7%	95.9%	96.6%	96.7%	96.1%	95.2%	94.9%	
		East	95.3%	94.1%	95.1%	95.5%	95.7%	95.6%	95.5%	95.3%	
		Difference	+0.5%	+0.6%	+0.9%	+1.1%	+1.0%	+0.4%	-0.3%	-0.4%	

Again, we can see that all year groups except for Year 2 and Year 6 were above regional averages. We were -0.2% below regional average overall for our disadvantaged pupils, yet above for our non-disadvantaged pupils.

Whilst there is still a gap between whole school data between PPP and non-PPP, this is largely due to 3 specific pupils, one in Year 2 and 2 in Year 6. The fast track process was implemented for the Year 2 pupil, impact was evident (attendance moved from severely absent to 70.86%).

Data for Persistent Absenteeism



*As a school, our data for persistent absenteeism is better than national.

* For PP pupils, 29% were persistent absentees in July 2024. There is still a gap to diminish between PPP and non-PPP pupils despite the improvements seen overall.

Challenge 3: Limited life experiences and opportunities to join in enrichment opportunities

*Of the 16 pupils who attended the residential to Hilltops; funding supported the PP pupils accessing this opportunity.

*All places for the Premier Sports after school club were free for one term. PP pupils were prioritised in the first instance.

*Subsidised place provided to one PP pupil for access to weekly Rocksteady Music lessons provided.

* Subsidised places provided for PP pupils to access instrumental music lessons.

*Subsidised place provided for LAC pupil to attend Drama lunchtime club weekly during the summer term of 2024.

*Subsidised place provided for PP pupil to access cooking club on offer during summer term 2024.

* 100% of PP pupils able to attend the trips planned throughout the academic year with school funding used to support where necessary.

Challenge 4: Many of our pupil premium also fit into another vulnerable group such as having an additional special educational need

* Weekly DSL meetings support identification of needs and strategies to support pp pupils. As the SENCO is also DDSL, professional dialogue is consistent and supports early identification of needs.

*Pupil progress meetings provide opportunities for discussing PP pupils, interventions implemented to address specific needs and impact.

*Improvements observed in the involvement of external professionals, in particular, NCC Inclusion Team when identifying strategies to support specific pupils displaying need.

* TA roles and responsibilities have been restructured to better support needs being met across the whole school.

*An accurate SEND register which identifies those pupils who are PP is in place, which is regularly reviewed by the SENCO with staff.

*Increase in use of Alternative Provision has been observed where appropriate. This has been a great support for pupils with SEMH needs in particular.

* Music provision implemented for 2 high level SEND needs EHCP pupils who are also PP pupils. Pupil voice demonstrated their enjoyment of this intervention, feeling that this helped them to learn. Staff voice demonstrated an improvement in their emotional regulation, thus also an improvement in focus in learning after accessing this intervention.

Challenge 5: Access to high quality adult targeted support via targeted interventions

- * Statutory Assessment in Year 1 Phonics: 80% of PP pupils met the expected standard in phonics in Year 1. All PP pupils received access to phonics intervention during the academic year.
- * PP pupils targeted for extra reading sessions with volunteer in Year 1 and Year 2.
- * PP pupils targeted for booster groups in maths and reading in Year 6.
- * PP pupils targeted in Year 6 for small group support led by Assistant Headteacher in reading and maths lessons during Autumn term 2023.
- * Monitoring of teaching, assessments and pupil voice show good progress.

Based on all the information above, the performance of our disadvantaged pupils partly met expectations, and we have partially met the outcomes we set out to achieve by 2023/24, as stated in the Intended Outcomes section.

Our evaluation of the approaches delivered last academic year indicates that the aspects which the school has been implementing are resulting in outcomes improving since the start of this plan. Further progress is required in this area which will reflect in the new 3 year strategy plan written, starting with 2024/25.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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