



St Charles Catholic Primary School

Pupil premium strategy statement 2025/26

This statement details our school's use of pupil premium (and recovery premium for the 2025-26 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	St Charles Catholic Primary School
Number of pupils in school	215 (including nursery)
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was first published	December 2021
Date this statement was reviewed	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Geraldine Hampton, Executive Headteacher
Pupil premium lead	F. Fowle, Assistant Headteacher
Governor / Trustee lead	Dave Hallbery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (25/26)	£143,925
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£143,925

Part A: Pupil premium strategy plan

Statement of intent

Our vision is that all pupils – including those who are disadvantaged – develop the knowledge, skills and understanding they need to access the curriculum fully and achieve highly. We believe that no child should ever be limited by their background. All pupils, regardless of circumstance, should benefit from a rich and aspirational curriculum and have access to a wide range of experiences, such as high-quality teaching, educational visits, clubs and enrichment opportunities, to help them develop strong cultural capital and a love of learning.

We recognise that many of our pupils continue to feel the impact of the legacy of COVID19 and the ongoing effects of the Grenfell tragedy. These challenges have affected vulnerable, disadvantaged and non-disadvantaged pupils alike. Our strategy has been shaped in response to these needs and is designed to address both academic gaps and emotional wellbeing, ensuring that pupils are supported holistically. This strategy is closely aligned with our whole-school improvement priorities so that provision is consistent, coherent and sustainable.

High-quality teaching is central to securing long-term improvement, and our approach places this at the forefront. We focus on the areas where disadvantaged pupils most need support, including the foundational skills of early reading, phonics, handwriting and mathematics. At the same time, we maintain strong provision for pupils' social, emotional and mental health, understanding that these foundations are essential for academic success and future progress. Targeting these priorities has been shown to be the most effective way to close the attainment gap while also improving outcomes for all pupils across the school.

To ensure staff are equipped to deliver strong provision, we continue to invest in high-quality professional development so that all adults have the expertise needed to support pupils effectively. Our approach is responsive to both shared barriers and individual circumstances. We use robust diagnostic assessment, trusted evidence and research-based practice to make informed decisions and secure measurable impact. The strategies we adopt are designed to complement one another and work collectively to help all pupils excel.

To ensure maximum effectiveness, we will:

- intervene early when additional need is identified, before gaps widen
- maintain high expectations and ensure disadvantaged pupils are consistently challenged by the work they are set

- adopt a whole-school approach in which every member of staff takes responsibility for the outcomes of disadvantaged pupils and contributes to raising aspirations and achievement

Through this strategy, we aim to remove barriers to learning, accelerate progress, close attainment gaps and enable all pupils – disadvantaged and non-disadvantaged – to flourish academically, socially and emotionally.

Challenges

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

Challenge number	Detail of challenge
1	Addressing gaps in basic skills for PPG (and other pupils) which persist from the legacy of Covid-19 pandemic and other factors. New children arriving in the school (whether children with English as an additional language and those transferring from other schools or have been previously elective home schooled) have significant gaps in foundation skills which is adding to the pressure of delivering interventions. There are ongoing gaps between PPG and non-disadvantaged pupils in phonics, writing and key maths skills.
2	Pupils' language, listening , vocabulary and communication skills in EYFS and KS1 are below age related expectations. Assessment of pupils joining EYFS and KS1 through Language for Thinking and the EY framework, has highlighted a significant gap in their language development. Part of this is due to the legacy of Covid-19 and other factors such as the cost of living crisis and a lack of parental and community support. The children in our Early Years were born during Covid-19 and missed out on support from Health Visitors and opportunities to socialise and develop language and listening skills. Consequently, focus and concentration levels among these pupils is poor. Additionally, some pupils experience frustration as they cannot articulate feelings, and this can lead to behavioural issues.
3	Lower attendance for PPG pupils. Although attendance was lower than our target last year, attendance of PPG pupils was 91.5% for 2024/25 (down from 91.7% the previous year) but lower than the school average of 93%. Lateness was also much higher for PPG pupils compared to the average level for the school.
4	Gaps in attainment between PPG pupils and their peers in many year groups.
5	Lack of engagement of PPG parents.
6	PPG Children in EYFS and KS1 have less developed skills for socialisation than their peers. Current pupils in EYFS were born during the Covid-19 pandemic and did not have access to opportunities for socialisation which has exacerbated the situation.
7	Low self-esteem and emotional distress amongst some disadvantaged pupil accompanied by lack of self-regulation relating to emotions, which can lead to them struggling to follow the behaviour expectations.

8	Ongoing issues with poor handwriting and fine motor skills are evident in EYFS and KS1, with some instances persisting in KS2. Although this affects most pupils, it is particularly evident for PPG and other vulnerable pupils. This is impacting on outcomes in writing.
9	Financial impact on PPG families of the cost of living crisis and other changes to income/benefits.

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
<p>Gaps in foundation skills (phonics, handwriting, reading & maths) for PPG and other pupils (including new arrivals) close</p> <p>Children in EYFS achieve ARE in literacy and maths</p>	<p>% of pupils with good grasp of basic skills (times tables, phonics, four operations, handwriting, sentence writing, fluency and comprehension in reading) increases</p> <p>Interventions deliver improvement in outcomes for children</p> <p>% of pupils passing screening is in line with or above national figures</p> <p>% of pupils achieve ARE in Literacy and Maths in line with other similar children and with outcomes nationally</p>
<p>Improved communication and vocabulary for PPG pupils in EYFS and also in KS1.</p>	<p>In Assessments and observations, pupils demonstrate improved vocabulary in all subjects</p> <p>Maintain Communication and Language outcomes EYFS at 75%+</p> <p>All pupils in KS1 demonstrate progress in Language for Thinking after intervention</p> <p>All pupils make progress from starting point following WELLCOM intervention</p> <p>Improved levels of focus and concentration in Reception and KS1 observable during lessons</p> <p>Key pupils to be able to articulate feelings clearly</p>
<p>Improved attendance and punctuality for PPG pupils</p> <p>Reduction in unauthorised absences</p>	<p>Over period of the strategy:</p> <p>Improved attendance for all groups including PPG and the disadvantaged to be in line with target of 96%</p> <p>Attendance for targeted pupils (those with attendance less than 90%) improves compared to previous year</p> <p>Reduction in % of pupils with persistent absence reduces from 21%</p> <p>Reduction in unauthorised attendance for PPG and other pupils</p> <p>Improved punctuality for PPG and other pupils</p>
<p>Improved attainment for PPG pupils in Reading, Writing and Maths</p>	<p>Over period of the strategy:</p> <p>Mastery in number to ensure pupils from years 1-5 demonstrate improved knowledge of key number facts</p> <p>Statutory Outcomes in KS2 (combined) (Year6) to be in line with or above national average circa 62%</p> <p>Average scaled scores to be in line with national average 105/106</p> <p>Progress for PPG pupils in line or better than peers</p>
<p>Improved engagement from parents of PPG pupils</p>	<p>Conversations with parents, parent/teacher consultations and other indicators show that parents better support pupils to engage with learning at home, and completion of homework improves.</p> <p>Improved behaviour for targeted pupils</p>
<p>EYFS and KS1 are able to form meaningful relationships with peers and adults</p>	<p>Assessments and observations show that over the period of this strategy:</p> <p>75%+/80%+ of pupils able to form good relationships in EYFS in line with national-</p> <p>Positive play in playground</p>

Positive behaviour in the playground and in classes	Reduction of behaviour incidents in playground – monitored using CPOMS
PPG pupils show increased self-confidence and resilience. They show engagement with learning	Gauged through surveys and impact on learning Impact of ELSA, Learning Mentor and therapy groups is evident following evaluations of interventions
Improved handwriting and fine motor skills	68% of Reception children use appropriate grip and form letters correctly Most children in KS1 write with neat cursive script by the end of Year 1 Interventions for pupils in Year 2, Year 3 and other years where necessary
Children have basic needs of food, clothing, warmth met. Children have equal access to all opportunities and are not disadvantaged by economic factors	All PPG pupils have access to clubs, trips, Breakfast Club PPG pupils supported economically as necessary All children to have access to at least one trip or workshop each term to improve cultural capital

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: £61,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted professional development for teachers to address specific needs, develop subject knowledge so that they can support pupils emotionally and academically.</p> <p>Targeted CPD for support staff to support learning in class and the emotional development of pupils</p> <p>Make the most of Federation-wide CPD opportunities to disseminate best practice and expertise</p>	<p>High quality professional development is key to ensuring that all staff can support pupils academically and emotionally. Support staff play a key role in supporting learning and emotional development so training will be provided for them.</p> <p>Professional development is most effective when it addresses school priorities and specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</p> <p>Effective Professional Development EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2, 4, 8
<p>Regular, targeted monitoring of pupil progress (including release time for teachers and leaders and CPD)</p> <p>Including at least termly pupil progress meetings and termly monitoring for core subjects</p>	<p>The EEF Guide to the Pupil Premium Education Endowment Foundation</p> <p>Close monitoring of outcomes and progress ensures that gaps are addressed and closed. It allows support to be provided where necessary to ensure pupils achieve to their full potential</p>	1, 2, 4, 8
<p>Delivery of consistent and effective Phonics programme across the school</p> <p>Ensuring quality teaching and carrying out monitoring of Early Reading and Reading generally across the school – monitoring and observations at least half-termly</p> <p>Promote reading for pleasure</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>CPD is key to ensuring consistent delivery of phonics and early reading to all pupils. It is also important to establish clear monitoring practices around reading and phonics.</p> <p>Includes release time for staff to attend CPD meetings, carry out monitoring, training and observations and disseminate good practice more widely including to parents</p>	1, 4

<p>Ongoing CPD for staff on Early Reading and Phonics</p> <p>CPD for staff on the Dfe writing framework to improve writing outcomes across the school</p> <p>Parental workshops on phonics, reading, writing</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</p> <p>https://assets.publishing.service.gov.uk/media/68bec95444fd3581bda1c86/The_writing_framework_092025.pdf</p> <p>The Reading Framework The reading framework - GOV.UK (www.gov.uk) Our response to research showing a fall in reading for pleasure EEF</p>	
<p>Improve pedagogy in maths, including around fluency, reasoning and problem solving and share best practice; initiatives to improve basic skills in maths (number bonds, multiplication and division facts, etc)</p> <p>Includes release time for staff to attend CPD meetings, embed practices, deliver training and disseminate good practice more widely</p> <p>Includes support from consultant to deliver CPD and raise standards</p>	<p>Participation in the Maths Hub/Mastery in Number programmes provides high quality, evidence-based CPD for staff which has been proved to raise standards and to embed a mastery approach. There will be a particular focus on developing mastering number from EY to Y5 which will then have an impact as children move through the school and to ensure good foundations in maths.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) 'They can see it straight away': the impact of Mastering Number NCETM</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p>	<p>1, 4</p>
<p>Consultant support to develop broad, balanced and transformational curriculum that meets the needs of all pupils</p> <p>Consultant support to help raise standards in writing</p> <p>Consultant support to develop EY provision to address gaps in learning and knowledge</p> <p>Consultant support for school improvement</p>	<p>Delivering a broad, balanced and inspirational curriculum is key focus for schools (Ofsted – EIF/DfE). We will continue to improve our curriculum with support from consultants to be broad, inspirational and meet the needs of our children.</p> <p>Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Preparing for Literacy EEF https://www.gov.uk/government/publications/giving-every-child-the-best-start-in-life https://assets.publishing.service.gov.uk/media/68bec95444fd3581bda1c86/The_writing_framework_092025.pdf https://www.gov.uk/government/news/parents-urged-to-read-more-to-boost-childrens-life-chances</p>	<p>1, 4, 2, 8</p>

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

Budgeted cost: £55,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Booster sessions for pupils, including 6, to address any gaps and further challenge pupils</p> <p>Booster sessions for phonics for children who need additional phonics support</p>	<p>Evidence from EEF and Sutton trust demonstrate the effectiveness of small group interventions groups on progress and on addressing gaps in learning</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4, 2, 8
<p>Improving language proficiency and vocabulary in EYFS and KS1</p> <p>Delivery of Wellcom intervention</p> <p>Other language interventions – Language for thinking/Elklan/Talk Boost</p> <p>CPD for staff for these interventions and cover to allow them to attend training and network meetings</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Improving language acquisition and proficiency in EYFS/KS1 will support learning and progress later. Also poor language skills can impact on behaviour as well as learning.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 6
<p>Delivery of Mastering number from EYFS to year 5</p> <p>Participation in Maths Hub's Teacher Research Group to improve maths teaching and outcomes</p> <p>Cover for staff to attend these half-term</p>	<p>EEF guidance on maths</p> <p>Mastery in maths research</p> <p>Ensuring children know key mathematical facts will support pupils to understand the relationships between numbers, develop their number sense and will give them more confidence to apply these to other areas of maths. Closing gaps in knowledge of key maths facts will improve maths outcomes more widely</p> <p>'They can see it straight away': the impact of Mastering Number NCETM</p>	1, 4, 2
<p>Additional support from Educational Psychologist to provide support for PPG and SEND pupils.</p>	<p>Specialist support from Educational Psychologist is fundamental to allow the needs of the most vulnerable to be addressed.</p>	5, 2, 1, 4, 6, 7, 8

Ed Psych to work with families and pupils to improve outcomes		
Handwriting and fine motor skills interventions for identified children	<p>Having well-developed fine motor skills and good handwriting has been identified as being important for children to access the wider curriculum, develop reading and achieve well in English</p> <p>The effect of fine motor skills, handwriting, and typing on reading development - ScienceDirect</p>	1, 2, 4
Structured interventions across the school to support reading (including early reading), EAL interventions, SEND interventions and other interventions to close gaps	<p>Evidence from EEF and Sutton trust for small group interventions groups</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy</p> <p>EEF reports into literacy and maths support</p>	1, 2, 4, 6, 8, 9
Develop children's self-efficacy, resilience, develop behaviours for learning and improve engagement with learning through support from Learning Mentor and ELSAs. Cover for ELSAs to attend network meetings	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Hattie's work on metacognition EIF highlights the importance of effective learning behaviours on learning and progress</p>	4, 6, 7

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

Budgeted cost: £26,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to support children's emotional wellbeing to improve outcomes and attendance: Mind, ELSA, trauma-informed approaches Continue to deliver Healthy Schools Gold Action Plan which focuses on wellbeing	Our current cohort of EY children were born during lockdown and missed out on opportunities to develop their emotional and social development. Locally, Grenfell has had an impact on pupils and staff. Pupils including PPG and vulnerable pupils are demonstrating difficulties with relationships. This is having an impact on attendance for some pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel KCSIE focus on Pupil wellbeing Ofsted framework and briefings/reports on Covid-19 KCSIE	7,3,9
Fund learning mentor and ELSA time to support pupils with learning, behaviour and emotional needs and to support families with high absence	Learning mentor and ELSAs works closely with pupils to address learning barriers, behaviour and emotional needs. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel KCSIE focus on Pupil wellbeing Ofsted framework and briefings/reports on Covid-19 KCSIE	7, 3
Support staff wellbeing	DfE focus on reducing workload and supporting staff wellbeing @well being charter The Education Staff Wellbeing Charter - November 2021 (publishing.service.gov.uk)	
Half-termly monitoring of attendance and punctuality followed by meetings with parents to improve attendance and outcomes and ensure children are safeguarded	DfE Attendance comparison reporting tool to improve attendance including persistent absenteeism. Best practice advice from LA school improvement partner and attendance officer DfE statutory guidance Working together to improve school attendance - GOV.UK	3
Welfare support for vulnerable families Funding for supporting families with cost of uniform, school journey, breakfast club and club/music fees for PPG pupils Funded breakfast club places to support with improving attendance and punctuality for PPG pupils	Many of our PPG and vulnerable pupils are struggling to meet financial challenges of uniform, clubs, trips etc. We believe that no child should be prevented from taking part in the wider school curriculum because of financial pressures. PPG conditions of grant NFER research into support for vulnerable pupils and the children of key workers	9
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of	All

	funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £ 143,925

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.

Our internal assessments during 2024/25 show that, although pupils in receipt of Pupil Premium Grant (PPG) achieved below their non-disadvantaged peers in some year groups, their outcomes improved from the previous year and they made good progress overall. Outcomes for pupils in receipt of PPG improved in both writing and mathematics, particularly in Key Stage 2. In some year groups, pupils in receipt of PPG achieved well above their peers. Outcomes in reading for pupils in receipt of PPG were strong.

Pupils in receipt of PPG achieved well overall in statutory assessments, with outcomes in line with or above national averages. This has been achieved through targeted support, including school-led tutoring, boosters and other interventions, alongside rigorous monitoring and consistently high-quality teaching. Despite these successes, the long-term impact of Covid-19 and persistent gaps continue to affect some disadvantaged pupils.

In Key Stage 2 statutory outcomes, pupils in receipt of PPG achieved above the national average in all subjects, both for scaled scores and for Reading, Writing and Maths combined (82% for PPG pupils at St Charles compared with 62% nationally). In phonics, 78% of pupils in receipt of PPG passed the phonics screening. In Early Years, outcomes for pupils in receipt of PPG were particularly strong, with children outperforming their non-disadvantaged peers in all areas that had been highlighted for this year. Although the factors behind ongoing gaps between disadvantaged pupils and their peers are complex, we note that achievement for pupils in receipt of PPG is most significantly affected when combined with SEND or poor attendance.

Progress has been made against the outcomes set out in our previous strategy. While gaps in attainment between pupils in receipt of PPG and their peers persist, for many pupils these gaps have closed, and they have made accelerated progress over the last year. In Year 6, pupils in receipt of PPG made greater progress than their peers in English and mathematics, leading to excellent outcomes in statutory assessments. We have also noticed that pupils joining the school, many of whom are in receipt of PPG or have English as an Additional Language (EAL), arrive with significant gaps in basic skills. This increases the need for interventions and will present an ongoing challenge going forward.

The cost-of-living crisis has placed disadvantaged families under increased financial pressure, which continues to be the case and will remain a focus going forward. The school supported families through the provision of food, uniform and subsidised fees and charges. PPG funding was also used to provide breakfast club places for some families in receipt of PPG, successfully improving punctuality and supporting the wellbeing of both children and parents.

In line with national trends, attendance continued to be affected. Overall attendance was 93.5%, well below the school target of 96% but in line with national figures of 92.9%. Attendance for pupils in receipt of PPG remained challenging and was over 1% lower than the school average, at 91.9%.

For a number of disadvantaged pupils, attendance continues to be affected by medical conditions and mental health issues impacting both parents and pupils. Several disadvantaged families experienced high levels of persistent and unauthorised absence. The school worked closely with these families to improve attendance, making use of external agencies where necessary. One target within the 2024/25 strategy was to reduce the proportion of pupils with persistent absence of 10% or more. This target was achieved, with persistent absence reducing from 21.9% to 17.7%. Additionally, the proportion of pupils in receipt of PPG with persistent absence over 10% decreased from 31% to 23.1%. Attendance will continue to be a key focus.

Our attendance processes and actions had a positive impact on many pupils in receipt of PPG. For some pupils with historically very poor attendance, attendance increased by almost 10%, while others saw improvements of between 3% and 6%. These represent significant successes.

Assessments and observations indicate that pupil behaviour, resilience, concentration, wellbeing and mental health continue to be impacted by a range of factors. In particular, there has been a sharp increase in family breakdown, which has had a profound and ongoing effect on children and families. The number of pupils on the safeguarding register at Child in Need and Child Protection levels remains high. There is an increased need for Team Around the Child and Team Around the Family meetings to support pupils and families. The use of PPG funding, alongside pastoral and behaviour support, led to improvements across the year. For some disadvantaged pupils, pastoral and therapeutic support resulted in increased attendance of up to 10%. Pupil surveys indicate that pupils feel happy and safe at school.

The school has continued to invest heavily in emotional wellbeing and mental health support for pupils, including disadvantaged pupils, through learning mentors, ELSA support and other therapeutic provision. All therapeutic services, including ELSA and MIND, currently have waiting lists.

Programmes such as Language for Thinking, Talk Boost and WellComm have had a positive impact on language development and vocabulary skills for pupils in EYFS and Key Stage 1. Communication Champions work across the school to support Speech, Communication and Language Needs (SCLN). Baseline assessments in Early Years for the 2025/26 academic year show particular needs in

Communication and Language and Personal, Social and Emotional Development (PSED). Only 64% of pupils in Nursery are currently working at age-related expectations for self-regulation. As a result, funding will continue to be used to support pupils in these areas.

Handwriting remains a key focus within this strategy. The pandemic, lockdowns and disruption to education have had a significant impact on fine motor skills and handwriting. Although targeted focus and interventions have led to improvements across the school, handwriting will remain a priority in 2025/26, particularly for pupils in receipt of PPG and pupils with SEND.

New starters to the school continue to present with noticeable gaps in basic skills. These pupils require targeted interventions, which is increasingly challenging as intervention capacity is already at full stretch.

Our phonics programme delivered good outcomes for pupils across the school. In 2024/25, phonics outcomes were above the national average (81% compared with 80% nationally). The whole-school focus on phonics and reading has resulted in strong outcomes. 67% of disadvantaged pupils passed the phonics screening check. Of the two pupils in receipt of PPG who did not pass, one was unable to access the assessment and the other is on track to pass in Year 2. Reading will continue to be prioritised in the coming year, with increased parental engagement to support reading at home. The school will also deliver the Mastering Number programme and further mathematics interventions to ensure gaps in basic knowledge continue to close.

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
Wellcomm Language Programme	
Language for Thinking	
Essential Letters and Sounds	OUP
Aspire	Fischer Family Trust
Mathematics Mastery	Ark
Mastering Number	NCETM