



**Pupil Premium Strategy for 2024-2025 (Y2 of 3)**

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

**School overview**

| Detail  | Data  |
|---|---|
| School name   | Park Academy  |
| Number of pupils in school  | 372 (Sept 22)<br>354 (Sept 23)<br>335 (Nov 24)                            |
| Proportion (%) of pupil premium eligible pupils   | 13% (Sept 22)<br>29% (Sept 23)<br>34.03% (Nov 24)                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2023-2026   |
| Date this statement was published   | November 2024   |
| Planned review date   | July 2025   |
| Actual review date  |   |
| Reviewed by   | Kris Radford<br>Charlotte McRae   |
| Statement authorised by   | Kris Radford (23)<br>Kris Radford (24)                                    |
| Pupil premium lead  | Clare Early (Sept 23)<br>Kris Radford (Sept 24)<br>Kris Radford (Sept 24) |
| Governor / Trustee lead   |   |

**Funding overview**

| Detail | Amount |
|--------|--------|
|--------|--------|



|   |  |
|---|--|
| Pupil premium funding allocation this academic year   | £105,259 (Sept 22)<br>£144,683 (Sept 23)<br>£144,144 (Sept 24) |
| Recovery premium funding allocation this academic year  | £22,331 (Sept 22)<br>£ 14355 (Sept 23)                         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £144,144 (Sept 24)   |



Our intention is that all pupils, irrespective of background or challenges they face, make the best possible 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 high achievers from their starting points. Research conducted by EEF is used to support decisions around the usefulness of different strategies and their value for money.

We know the challenges faced by vulnerable pupils such as those who are new to the British Education system (newly arrived pupils); those with English as an Additional Language (EAL), those with Special Educational Needs or Disabilities (SEND) including Social, Emotional and Mental Health (SEMH) or Communication and Interaction (CI) difficulties, those who have social workers or whose families are participating in TAC. We also know the new challenge of increasing numbers of children requiring support with communication, speech and language and pastoral support.

Many of our pupils experience multiple factors of potential disadvantage.

The activities we have outlined in this statement are intended to support the needs of all our pupils regardless of whether they are disadvantaged or not, but we understand that best practice such as this is best practice for all learners.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We recognise that pupil premium students are not all alike and as such we ensure that we don't categorise pupils, by labelling them disadvantages, but treating every child as an individual who has the potential to succeed and attain highly.

Our approach will be responsive to common challenges and individual needs, rooted in robust and regular formative and summative assessment.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We aim to achieve these objectives by:

- Ensuring all teaching is good or better, thus ensuring that the quality of teaching experienced by all children is improved.
- Deploying teaching staff effectively to ensure a focus on narrowing gaps between disadvantaged children and their non-disadvantaged peers.
- Focusing the spending of our pupil premium on accelerating progress, moving children to at least age-related expectations.



- Pupil premium resources are to be used to target more-able, disadvantaged children to exceed age -related expectations.
- Support payment for activities, educational visits and residentials ensuring children have first-hand experiences to use in their learning in the classroom, building their cultural capital.
- Providing extensive pastoral support to both disadvantaged children and their families through the effective deployment of a dedicated Family Welfare Officer, our Attendance Team, Early Help intervention, high-quality well-being provision, non-teaching SENDCo and TA2 deployed to target learning support for pupils with EAL.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Children start school with poor language acquisition and limited vocabulary.   |
| 2                | There is often limited parental engagement at school, and challenges in support for their children at home.  |
| 3                | Lack of readiness for learning – many of our pupils demonstrate, for example, difficulties regulating self-management of positive relationships, negative attitudes towards themselves and their own abilities, or demonstrate avoidance type behaviours in learning time. |
| 4                | Limited enrichment opportunities   |
| 5                | Number of pupils who are mobile – particularly new to country – who don't share the same learning experiences, programmes of study or cultural capital   |
| 6                | Poorer attendance and punctuality than their peers   |
| 7                | Lower starting points in writing than their peers, and slower progress where there is limited vocabulary, limited early experiences that support the development of writing and limited opportunities for writing  |

## Intended outcomes.

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome  | Success criteria   |
|---|--|
| Improved oral language skills and vocabulary among disadvantaged pupils.              | PP children more confident to take part in oracy activities. PP children have the 'tools' for effective speaking and listening within a range of opportunities. This evidence is triangulated through engagement in lessons, pupil voice and ongoing formative assessment. |
| Improved Writing attainment at the end of KS 1 and KS 2 among Pupil Premium children. | Writing outcomes in 2024/2025 show that Pupil Premium pupils meet the expected standard as frequently as their non-PP peer group. Pupils with additional needs, as well as PP  |



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|   | make good rates of progress from their starting points and increasingly close the gap with their peer group.  |
| Improved parental engagement in learning and school life in order to better equip parents and carers to support their children's success. | Park offers a wide range of engagement opportunities designed to foster positive relationships with learning and that are informative about learning expectations for parents and carers. Parents and carers are positively encouraged to attend, and do so in increasing numbers, activities such as workshops, assemblies, learning showcases, open classrooms, parents' evenings, induction and attendance action planning meetings. |
| Greater opportunities for enrichment activities with the PP children across school.   | Increased number of PP children taking part in the enrichment opportunities not only within the curriculum but also wider. Positive feedback from all children and families. Social skills, independence, perseverance and teamwork are developed.  |
| To achieve and sustain improved attendance and punctuality for all pupils, particularly our pp pupils.                                    | The attendance of PP pupils meets the school target of 95+% and is in line with National. Attendance Team have a clear plan in place for pupils with low attendance. Staff are aware of difficulties that may impact PP learners and have plans in place to support these.  |
| To ensure the behaviour and attitudes of pupils, particularly those PP pupils, is conducive to effective learning                         | Behaviour logs will show a decrease in the number of behaviour incidents throughout the school day.<br><br>Individuals receive targeted and specific support, as quickly as possible where necessary  |

### 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: £ 45,968.50

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed   |
|--|--|---------------------------------|
| DH and SLT to provide a high-quality programme of coaching support to improve T&L at a whole school or targeted level<br><br>Projected Spend - £30,000 | '[Coaching has the potential to make teaching more effective, more satisfying and more successful, through its agency for professional and personal growth. Undertaken systematically across a school, it can improve teaching quality and consistency.'<br><br><a href="#">The power of incremental coaching – improving teaching quality - TeachingTimes</a><br><br>'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'<br><br><a href="#">1. High-quality teaching   EEF</a> | 1<br>2<br>3<br>4<br>5<br>6<br>7 |




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| <p>Purchase of PIXL membership – tools and support network include diagnostic assessments, strategies and resources to support the identification of gaps and tools to address the gaps. Support for our Raising Standards Lead (RSL) who will lead; Targeted pupil progress meetings, unpicking barriers with key staff, planning to address them and supporting evaluation of progress in removing them.</p> <p><b>Projected Spend - £2,500 subscription</b></p>   | <p>‘Collecting data about the attainment and progress of pupils eligible for PP can help identify priorities and target additional support’<br/>Especially when combined with high quality approaches, intervention and efforts to improve whole class teaching</p> <p><a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p>   | <p>1<br/>3<br/>5<br/>7</p> |
| <p>Purchase of, and provision of in-house support in use of INSIGHT by our RSL. This will include training where necessary, development of key analysis tools, and time for staff to reflect, plan and evaluate together with the information, regularly.</p> <p><b>Projected Spend - £2,000 subscription</b></p>  |  |                            |
| <p>To develop the mastery Maths approach with a particular focus on developing language to support fluency and reasoning. This will be done through Kirfs and weekly arithmetic, in addition to whiterose informed, quality whole class teaching - will include CPD for new staff and ECTs, training for learning support staff.</p> <p><b>Projected spend: £1500</b></p>  | <p>Evidence indicates that high-quality talk can play an important role in supporting learning.<br/>Developing mathematical language – both informal and formal – in the classroom allows children to take an active part in learning. It helps children to develop a better and deeper understanding of mathematical concepts.</p> <p>Developing knowledge and understanding of precise mathematical vocabulary enables children to communicate more clearly. It supports children to justify, argue and prove their thinking more effectively.</p> <p><a href="#">EEF blog: Meaningful Moments for Mathematical Talk   EEF</a></p> <p><a href="#">EEF Maths EY KS1 Guidance Report.pdf</a></p> | <p>1<br/>3<br/>4<br/>5</p> |
| <p>To develop a whole school Timestables approach – Times Table Rockstars as programme for pupil practice and tracking, CPD and progress meetings to support staff in effective teaching. Evaluation of progress and planning for next steps in teaching. Removing cognitive load, enabling more pupils to recall facts quickly to support fluency in their oral and written reasoning.</p> <p><b>Projected spend: £1324 – subscription + CPD including middle leader coaching for colleagues’ times</b></p> | <p>The data shows that the average speed and accuracy of the children who were using Times Table Rockstars three times a week has improved significantly compared to their study counterparts who didn’t use technology to support their learning of times tables.</p> <p><a href="#">To-what-extent-does-technology-enhance-the-acquisition-of-times-table-knowledge-and-the-fast-and-accurate-recall-of-times-table-facts.pdf</a></p>  | <p>1<br/>3<br/>4<br/>5</p> |
| <p>Develop Spelling Shed programmes through Y4-Y6 in order to support effective delivery of high-quality teaching of spelling and the faster recall of spelling patterns, and commonly used words.</p> <p>Develop more effective transition in spelling approach between Little Wandle and Y4-6</p> <p><b>Projected spend: £1677.50</b></p>  | <p>Research suggests strong links between spelling, reading, and writing skills, indicating the ongoing importance of spelling despite changing attitudes and technological advancements. Misspelt words can hinder reading comprehension, while improvements in spelling are associated with better reading skills.</p> <p><a href="#">Does spelling still matter—and if so, how should it be taught? – The Writing for Pleasure Centre</a></p>   | <p>1<br/>3<br/>4<br/>5</p> |



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| <p>EAL intervention for pupils who have PP and EAL – baseline assessment, identify needs as early as possible and delivery of high quality intervention</p> <p><b>Projected Spend: TA2 salary % - £4500</b></p>   | <p>Overall, 19% of all disadvantaged pupils will use EAL and 19% of all FSM pupils will use EAL (DfE, 2020). Furthermore, as noted above, 41% of children who use EAL living in the most deprived areas. will be in the early stages of developing English language competence which is the group at risk of under-performing compared to their English-speaking peers; by contrast, in a less deprived area only 27% of pupils who use EAL will be at the early stage of developing language. competence (DfE, 2020). So, there is an intersection of both deprivation and EAL status for a significant portion of the EAL population as there is with their first language English peers</p> <p><a href="#">Language and learning loss: The evidence on children who use EAL</a></p> | <p>1<br/>2<br/>3<br/>5<br/>6<br/>7</p> |
| <p>Teacher CPD in Careers and Aspirations programme led by LCC – Start Small, Dream Big</p> <p>Supply costs for teacher CPD and staff training opportunities:</p> <p><b>Projected costs; £2500 training, cover teacher, investment in resources</b></p> |  | <p>2<br/>3<br/>4<br/>5<br/>6</p>       |

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

Budgeted cost: £56,300

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Little Wandle phonics programme to ensure a consistent systematic synthetic phonics approach is taken and phonics intervention target PP pupils – includes Fluency and spelling programmes.</p> <p><b>Projected spend: £4000</b></p>   | <p>Hulme, C and Snowling MJ 2013 – ‘Learning to Read – What we know and what we need to understand better.’</p> <p>Phonics <br/> <small>High impact for very low cost based on very extensive evidence</small></p> <p><a href="https://educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>  | <p>1<br/>5<br/>7</p>          |
| <p>Invest in and embed the use of Accelerated Reader in order to support teachers with assessment and tracking of learning progress in Reading. To enable teachers to identify areas of development promptly.</p> <p>MyOn rolled out across school and to parents/ carers in order to ensure children have access to a wide range of quality texts that match their interests where possible, as well as their Reading level.</p> | <p>NLT (2013) annual Literacy survey found that ‘children and young people who use AR tend to enjoy Reading more, read more often, read a greater variety of fiction texts and think more positively about Reading than their peers who do not use AR.’</p> <p>See Improving Literacy in Key Stage 2: Recommendation 2 and 3.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> | <p>1<br/>2<br/>5<br/>7</p>    |



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| <p>Projected Spend - Total: £5300 subscription Training, book investment AR reading titles</p>   |   |                                  |
| <p>Investment in rich Reading resources to support Reading for pleasure and across the curriculum in whole class reading approach.</p> <p>Total: £3000</p>   | <p><a href="https://www.gov.uk/government/publications/the-Reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-Reading-framework-teaching-the-foundations-of-literacy</a></p> <p>'The guidance discusses the importance of talk and stories, and the critical links between these, especially the role stories play in developing young children's vocabulary and language.'</p> | <p>1<br/>2<br/>3<br/>4<br/>7</p> |
| <p>Enhancement of our Writing provision.</p> <p>Fund teacher release time to offer coaching and embed key elements.</p> <p>Targeted Writing groups in Y6, Y5, Y3 and for pupils also with EAL (mornings workshops on regular basis, same day intervention, or targeted groups according to cohort needs.)</p> <p>Teacher-led pupil conferencing for Y6</p> <p>Regular CPD on effective teaching of writing for all staff from EYFS to Y6.</p> <p>Monitoring and moderation across whole school and Trust – release time for inhouse moderation, action planning and cluster moderation and planning</p> <p>Supporting teachers through Team teaching and modelling, as well as coached planning</p> <p>Projected spend: £25,000 – coaching, targeted writing groups led by teachers, TDM and whole staff development on rolling programme, cover teacher costs</p> |   | <p>1<br/>2<br/>3<br/>4<br/>7</p> |
| <p>Targeted gp interventions will also include;</p> <p>Breakfast intervention workshops in Y4 and 6 - teacher led – Maths, arithmetic – informed by weekly arithmetic sessions and Pixl QLA</p> <p>Drawing club EY to 3 – stage appropriate early Writing intervention – TA and teacher led, training costs</p> <p>Pegs to Paper approach, EY, 1 and 2 – TA led, small group approach to improving fine motor skills and Handwriting stamina</p> <p>Projected costs; £10,000 learning support allocation</p>   | <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p>   | <p>1<br/>3<br/>5<br/>7</p>       |





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| <p>Early Assessment and intervention to be supported additionally by;</p> <p>Welcomm Assessments and intervention where necessary.</p> <p><b>Projected Costs: £5000 subscription, assessment time and intervention programme delivery</b></p> |  | <p>1</p> <p>3</p> <p>5</p> <p>7</p> |
|---|--|-------------------------------------|

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

Budgeted cost: £40,410

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Targeted support from family welfare and safeguarding officer to support vulnerable families to ensure that early help is implemented.</p> <p><b>Projected: £6600</b></p>  | <p>The Mental Health Foundation – ‘extended circle time check ins as a whole class can be a helpful way to share experiences and re-establish skills like listening to others, turn-taking and concentration.’</p> <p>NSPCC – Key Findings following Coronavirus pandemic – ‘Conditions caused by the pandemic have heightened the vulnerability of children and young people.’ ‘ There is evidence that the normal safeguards we rely on to protect children and young people have been reduced during the pandemic. However, social connections and social support an provide a protective effect for children’s safety and wellbeing.’</p>  | <p>2</p> <p>3</p> <p>6</p>    |
| <p>Attendance Champion and Attendance officer to monitor attendance and implement Attendance strategies, including:</p> <ul style="list-style-type: none"> <li>• Breakfast club</li> <li>• Rewards for good attendance</li> <li>• SASM meetings</li> <li>• Targeted support plans where appropriate</li> <li>• Coaching 1:1 or small group for improving understanding of attendance and impact on learning for pupils</li> <li>• Parental induction for families new to school</li> </ul> <p><b>Projected: £10,000</b></p> | <p>EEF – Improving Behaviour in Schools - Recommendation 2 Teach learning behaviours alongside managing misbehaviour EEF – Improving Behaviour in Schools – Recommendation 4 Use simple approaches as part of your regular routine EEF – Improving Behaviour in Schools – Recommendation 5 Use targeted approaches to meet the needs of individuals in your school</p> <p>There is an national link between attendance and attainment evident in results each year. <a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</a></p> <p>Evidence demonstrates that a breakfast club <a href="https://www.researchgate.net/publication/338111111">The Effects of Breakfast Club Attendance on Cognitive and Academic...   Download Table (researchgate.net)</a> and improve performance in school in a variety of ways, including attendance and social relationships <a href="https://pubmed.ncbi.nlm.nih.gov/31111111/">More than Just a Meal: Breakfast Club Attendance and Children's Social Relationships - PMC (nih.gov)</a></p> | <p>2</p> <p>3</p> <p>6</p>    |



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| <p>SENDCO and raising standards officer to monitor behaviour where it is directly impacting on learning and progress, and to implement behaviour strategies such as:</p> <ul style="list-style-type: none"> <li>• Staggered playtimes</li> <li>• Sensory room</li> <li>• Behaviour policy support and implementation</li> <li>• Total communication approach</li> </ul> <p>Projected: £5,000</p>  | <p><a href="#">EEF Blog: What are effective Learning Behaviours - and how can...   EEF</a><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">The Relationship between Children’s Wellbeing and their Educational Outcomes</a> (<a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p>   | <p>2</p> <p>3</p> <p>5</p> <p>6</p> |
| <p>Increase enrichment opportunities for disadvantaged children:</p> <p>Exposure to professional taught music through the Lincolnshire Music service Team – whole class ensemble, teaching in house provision or external (LCC)</p> <p>Promoting wellbeing and increasing the confidence of all children through being part of a ‘Singing School’ - collaboration with Sparkyard and LCC</p> <p>Provision of subsidised places at breakfast and after school club</p> <p>Provision of Choir club</p> <p>Projected spend: £3,000</p> | <p>The Power of Music Changes lives: A National Plan for Music Education<br/><a href="#">The power of music to change lives - A National Plan for Music Education</a> (<a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p>EEF Toolkit [Arts Participation] states: There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>Nuffield Foundation - The Value of After school Clubs for Disadvantaged Children found: Teachers, parents and children identified a range of positive outcomes from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment</p> | <p>4</p> <p>5</p> <p>6</p>          |
| <p>Participation in Young Voices or the Big Spring Sing (Boston Stump), target PP pupils – transport, tickets, resources to support preparation and attendance, coaching external.</p> <p>Total: £2000</p>  | <p>The Power of Music Changes lives: A National Plan for Music Education<br/><a href="#">The power of music to change lives - A National Plan for Music Education</a> (<a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p>   | <p>4</p> <p>5</p> <p>6</p>          |



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| <p>Investment in Charanga and Sparkyard resources to support teaching of music, and whole school music. This year, particular focus on vocal development and language development through singing</p> <p><b>Projected costs: £1000</b></p>                           |   | <p>4</p> <p>5</p> <p>6</p>          |
| <p>To ensure that all children have the opportunity to take part in trips in order to close the cultural capital gap as well as incorporating day experiences within the curriculum.</p> <p><b>Projected spend: £4000</b></p>  | <p>Henry Sauntson – A Complete Guide to Cultural Capital in Education.'</p> <p><i>'It is well researched and shown that students bring their own perceptions and emotional responses to learning environments built on their prior experiences and this can in turn affect both their cognitive ability to process ideas and their ability to pay attention'</i></p>                                      | <p>4</p> <p>5</p> <p>6</p>          |
| <p>Subsidised uniform and resources to improve attendance and participation in school life.</p> <p><b>Total: £1500</b></p>   | <p>'We believe uniforms provide a sense of belonging for students. They are helpful in fostering a good learning environment and can promote the ethos of a school.'</p> <p><a href="https://educationhub.blog.gov.uk/2022/09/01/back-to-school-week-school-uniform-what-you-need-to-know/">https://educationhub.blog.gov.uk/2022/09/01/back-to-school-week-school-uniform-what-you-need-to-know/</a></p> | <p>2</p> <p>3</p> <p>6</p>          |
| <p>STEM club, participation in F1 project and other activities associated with raising aspirations.</p> <p><b>Projected costs: £1050 Resources and entry to activities, Stem CPD, Training external - keystone.</b></p>  |   | <p>4</p>                            |
| <p>Picture News</p> <p><b>Subscription; £460</b></p> <p>NoOutsiders</p> <p><b>Training, whole staff; £500</b></p> <p><b>Books and Resources: £1500</b></p> <p>Positive Futures</p> <p><b>Programme investment: £500</b></p> <p><b>Associated resources; £500</b></p> | <p>Understanding and valuing cultural capital is essential for creating inclusive and equitable educational environments. This is important to enable children and young people, as well as the adults who work with and for them, to flourish, and improve outcomes for all.</p> <p><a href="#">Ofsted's Definition of 'Cultural Capital': A Comprehensive Guide</a></p>                                 | <p>2</p> <p>3</p> <p>4</p> <p>5</p> |
| <p>Additional opportunities for enriching provision and resources through tools including;</p> <p>Flash Academy</p> <p>Teachmateai</p>   |   |                                     |



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| Projected Costs; proportion of total costs to school - £1000   |   |             |
| Subsidised breakfast and afterschool club places – on planned or ad hoc basis.<br><br>Projected costs; £2000 | American Poet Langston Hughes “The playground is a special place, where children learn to run the race, Of life, with all its ups and downs, And all its smiles and frowns.”<br><br><a href="https://theresehoyle.com/">https://theresehoyle.com/</a> | 2<br>3<br>6 |
| Develop provision of nurture lunch provision led by FWO<br><br>Projected costs; £400 - resources             |   | 2<br>3<br>6 |

**Total budgeted cost: £ 142,678.50**

**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      |
|-----------------------------|---------------|
| Spelling Shed               | EdShed        |
| WhiteRose Maths and Science | Pearson       |
| Accelerated Reader<br>Myon  | Renaissance   |
| Pixl                        | Pixl          |
| Little Wandle               | Little Wandle |
| Welcomm                     |               |

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

See document PPG **Evaluation, Academic Year 23-24** on our school website