

Pupil Premium Strategy Statement



This statement details our Newchurch Community Primary 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
Number of pupils in school	203 (Oct 2025)
Proportion (%) of pupil premium eligible pupils	20.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	December 2025 (reviewed) October 2026
Statement authorised by	Claire Howarth-Platt
Pupil premium lead	Jayne Narraway John Duckett
Governor lead	Jean Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,235
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	£67,235

Part A: Pupil premium strategy plan

Statement of intent

It is our primary intent to raise the attainment of all disadvantaged pupils, ensuring they receive a rich and varied curriculum that provides them with a flying start across all areas of learning, raises aspirations, and supports them in making a positive contribution to society. Our strategy is built upon a tiered, evidence-informed approach that addresses whole-school challenges, alongside identifying and meeting the individual academic, social and emotional needs of every disadvantaged pupil.

We prioritise high quality teaching as the most effective method for accelerating progress and narrowing the attainment gap. This is secured through developing effective teaching and assessment and embedding Rosenshine's Principles of Instruction across all classrooms, ensuring explicit instruction, secure knowledge building, and effective application of learning for all pupils.

A critical focus is placed on securing foundational skills:

Early Language and Communication: We will strengthen communication and language skills and oracy from Reception to Year 6, prioritising early education to prevent attainment gaps from establishing and widening. This is essential as many disadvantaged children are not securing foundational early outcomes, resulting in a low Good Level of Development (GLD) rate.

Literacy: We are dedicated to raising standards in writing across the school. Writing is currently a significant attainment barrier, and our strategy provides focused support for the acquisition and use of phonics and spelling strategies beyond the initial teaching phase,. We will strengthen early writing foundations and secure basic writing skills, including handwriting and spelling.

Numeracy: We aim to improve pupils' automaticity in number facts and basic operations across all year groups, ensuring children move from fluency to reasoning and problem-solving.

Finally, we recognise that non-academic barriers must be tackled for academic success. We will address the challenge of significantly higher absence and persistent absence rates among disadvantaged pupils. Furthermore, we will provide timely, effective, and personalised support and guidance for Social, Emotional and Mental Health (SEMH) needs, including difficulties with self-regulation, to ensure pupils are ready to learn and access the curriculum consistently.

By following these key principles, which build on our core values and school mission statement, we aim to give every disadvantaged child the best opportunity to succeed beyond the primary phase.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils show significantly higher absence and persistent absence rates compared to their non-disadvantaged peers. As a result, there are too many gaps in their learning which affects their outcomes, particularly in core subjects.
2	33.3% of disadvantaged pupils achieved a Good Level of Development which is below the national average for non-disadvantaged pupils and is well below the 71.4% achieved by non-disadvantaged pupils in the school, indicating that disadvantaged children are not securing the foundational early outcomes needed for future learning and progress.
3	60.0% of disadvantaged pupils achieved the expected standard for the phonics screening check at the end of Year 1 which is a notable gap compared to the 88.0% achievement rate of non-disadvantaged pupils. This has impacted on the children's reading attainment.
4	Writing is a significant attainment barrier for disadvantaged pupils, with over 60% working below the expected standard in most year groups. Limited spelling proficiency and reduced opportunities for purposeful, experiential writing are key factors impacting progress and widening the attainment gap across the school.
5	In Year 1, 60% were below expected in Writing, and 40% were below expected in both Reading and Maths. This indicates that many disadvantaged pupils fail to secure fundamental skills during the transition into formal schooling, contributing to later academic gaps.
6	Some disadvantaged pupils present with significant SEMH needs, including difficulties with self-regulation and a higher proportion of identified special educational needs. These challenges impact pupils' readiness to learn, engagement in lessons and the ability to access the curriculum consistently, creating barriers to sustained progress and attainment.
7	Reduced parental engagement and limited capacity to participate in school activities for some families restricts opportunities for shared support of learning. This barrier limits home-school partnership, reduces parental awareness of pupil needs and progress and impacts on the consistency of learning routines for some disadvantaged pupils.

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 attendance and punctuality of disadvantaged pupils	<ul style="list-style-type: none"> Attendance of disadvantaged pupils in all classes is at least in line (if not above) with the national average. As a result of effective partnership with parents, the % of disadvantaged pupils with persistent absence is reduced – target 5.5%.
Improved attainment of a Good Level of Development for disadvantaged pupils.	<ul style="list-style-type: none"> 100% of disadvantaged pupils achieve a Good Level of Development by the end of reception as a result of a high focus on the prime areas of learning, particularly personal, social and emotional development.
Improved reading attainment of disadvantaged pupils at the end of KS1.	<ul style="list-style-type: none"> 100% of disadvantaged pupils leave Reception secure at Phase 3 of Little Wandle. Cohort 2030 - 67% (2 out of 3) achieve the expected standard for the phonics screening check at the end of Year 1 with 33% of the disadvantaged pupils in this cohort making notable progress towards achievement at the end of Year 2. All disadvantaged pupils in Cohort 2029 will have achieved the phonics screening check by the end of Year 2. Outcomes in reading for disadvantaged pupils at the end of Year 2 are broadly in line with their non-disadvantaged peers.
Improved writing attainment of disadvantaged pupils across all year groups.	<ul style="list-style-type: none"> A higher proportion of disadvantaged pupils meet or exceed age-related expectations in writing and spelling across all year groups, closing the attainment gap with non-disadvantaged peers. Internal data shows sustained improvement in core writing skills, including transcription (spelling, handwriting) and composition, evidenced through teacher assessment and moderation. Work scrutiny demonstrates improved quality, accuracy, application of taught spelling patterns and increased independence in written outcomes for disadvantaged pupils over time.
Improved provision for pupils with SEMH barriers to their learning and attendance.	<ul style="list-style-type: none"> Disadvantaged pupils show improved self-regulation, emotional literacy and readiness to learn, evidenced through reduced SEMH-related incidents and positive behaviour records. Increased engagement in lessons and learning activities is demonstrated through improved participation, increased levels of independence and reduced time spent out of class. Provision for pupils with SEMH barriers to learning and attendance is strengthened, with targeted interventions leading to improved curriculum access, more consistent attendance and sustained academic

	progress over time.
Improved communication and engagement with parents/carers of disadvantaged pupils	<ul style="list-style-type: none"> Increased attendance of parents/carers of disadvantaged pupils at meetings, school events and workshops. Attendance at parental conferences leads to increased knowledge of learning targets, progress and support from home. Home learning and homework is completed with greater consistency and impacts on attainment. Increased and appropriate communication between home and school for parents/carers of disadvantaged pupils. Improved outcomes of disadvantaged pupils as a result of increased engagement, learning routines and measurable progress.
Narrow the gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths combined.	<ul style="list-style-type: none"> Increased % of disadvantaged pupils achieving age-related expectations in reading, writing, and maths. Targeted interventions and learning support results in disadvantaged pupils making expected or accelerated progress from their starting points. Teaching and support will effectively address identified gaps, and termly monitoring will show a measurable narrowing of the attainment gap between disadvantaged and non-disadvantaged pupils in all cohorts.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development for Early Years and Year 1 staff focused on best practice in early years and effective curriculum.</p> <ul style="list-style-type: none"> Strengthening communication and language skills through the introduction of the SHREC approach, a whole school oracy framework Implementation of WELCOMM as a speech and language tool to guide provision Audit of Early Years practice using the SSTEWS scale and 	<p>EEF – Improving classroom teaching (+4 months) Improve child outcomes including independent thinking, self-esteem, confidence and problem-solving skills.</p> <p>EEF – Mastery learning (+5 months) Builds growth mindset. All learners succeed in key curriculum objectives.</p> <p>EEF – Individualised instruction (4 months) Small group work allows for peer-support and progress. Adaptation to learning to support SEND pupils.</p> <p>EEF – Feedback (+6 months) Focused feedback aids target setting and</p>	2

<p>development of practice accordingly.</p> <ul style="list-style-type: none"> • Mastery in number training for new staff. • Engagement with EY2P 	<p>attainment.</p> <p>EEF – Collaborative learning (+5 months)</p> <p>Improved behaviour and motivation.</p>	
<p>Professional learning to enhance teachers' expertise in core literacy areas, including training on mastery-based approaches to teaching or focused training on effective feedback. This directly supports the need for improved transcription and composition skills.</p> <p>Engagement with the English Hub on the following:</p> <ul style="list-style-type: none"> • Oracy Development • Early Language Development • Ambition for All • Reading Fluency • Year 1 Writing Fluency 	<p>Stronger Foundations (October 2024)</p> <p>EEF – Mastery learning (+5 months)</p> <p>Builds growth mindset. All learners succeed in key curriculum objectives.</p> <p>EEF – Feedback (+6 months) Focused feedback aids target setting and attainment.</p> <p>EEF – Collaborative learning (+5 months)</p> <p>Improved behaviour and motivation.</p>	2, 3, 4, 5
<p>Professional learning to support the delivery of Little Wandle:</p> <ul style="list-style-type: none"> • Engagement in Ambition for All (English Hub) • Reading review by the English Hub to identify good practice and how to accelerate progress for the lowest attainers in reading. 	<p>EEF – Mastery learning (+5 months)</p> <p>Builds growth mindset. All learners succeed in key curriculum objectives.</p> <p>EEF – Feedback (+6 months) Focused feedback aids target setting and attainment.</p> <p>Analysis of Little Wandle assessment data</p>	3
<p>Investment in technology and other resources that support high-quality teaching, such as software necessary for conducting diagnostic assessments to effectively identify the specific core skills gaps in reading and maths.</p> <ul style="list-style-type: none"> • Subscription to INSIGHT • Subscription to Spag.com • Subscription to Maths.co.uk • Subscription to Dynamo Maths • Purchase of visualisers in all 	<p>EEF – Feedback (+6 months) Focused feedback aids target setting and attainment.</p> <p>EEF – Individualised learning (+3 months)</p> <p>Develops independence and personal responsibility.</p>	3, 4, 5

classrooms <ul style="list-style-type: none"> • Purchase of iPads and apps to support independent learning 		
Embedding of Rosenshine's Principles of Instruction to achieve instructional consistency for all children – The Newchurch Learning Cycle. Implement mentoring and coaching for teachers through: <ul style="list-style-type: none"> • the introduction of phase teams (Rec/Y1, Y2/Y3 and Y4/Y5/Y6) to ensure that teaching staff across all year groups are supported to keep improving, which is crucial for socio-economically disadvantaged pupils. • Identified areas for coaching and professional learning linked to lesson observations with a focus on the Newchurch Learning Cycle. 	EEF – Improving classroom teaching (+4 months) Improve child outcomes including independent thinking, self-esteem, confidence and problem-solving skills. EEF – Collaborative learning (+5 months) Improved behaviour and motivation. EEF – Mastery learning (+5 months) Builds growth mindset. All learners succeed in key curriculum objectives. EEF – Individualised instruction (4 months) Small group work allows for peer-support and progress. Adaptation to learning to support SEND pupils. EEF – Feedback (+6 months) Focused feedback aids target setting and attainment.	2, 3, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of one to one interventions for key disadvantaged pupils in: <ul style="list-style-type: none"> • Phonics • Fluency in maths (Plus 1 and Dynamo Maths) • Reading (Hornet) 	Internal analysis of pupil data. Phonics and reading / small-group tuition guidance in the EEF Teaching and Learning Toolkit — evidence indicates + 5 months' progress on average for pupils receiving phonics-based reading support. EEF – Individualised learning (+3 months) Develops independence and personal responsibility.	3
Delivery of small group intervention for disadvantaged pupils below age-related	Internal analysis of pupil data. EEF Small-group tuition and extended learning time guidance in Teaching and Learning Toolkit / Extra Hours strand — evidence supports gains for	2, 3, 4, 5

<p>expectations for:</p> <ul style="list-style-type: none"> • Spelling • Mathematics (arithmetic and number facts in particular) • Reading • Fine motor skills 	<p>low-attaining pupils when additional time is used well.</p> <p>EEF – Collaborative learning (+5 months)</p> <p>Improved behaviour and motivation.</p>	
<p>Targeted interventions to support language development:</p> <ul style="list-style-type: none"> • NELI • WELCOMM • Chatty Boxes • Communication Tables 	<p>Internal analysis of pupil data.</p> <p>Increased number of children with speech and language needs in reception and KS1.</p> <p>EEF Preparing for Literacy guidance and Early Years Toolkit's 'Communication and Language' and 'Early Literacy Approaches' strands — shows up to + 7 months development for oral language, and + 4 months for early literacy skills.</p> <p>EEF – Individualised learning (+3 months)</p> <p>Develops independence and personal responsibility.</p>	2, 3, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant to be used to support children with Social, Emotional and Mental Health (SEMH) needs.	<p>The Anxious Generation by John Haidt</p> <p>Internal behaviour analysis and pupil/staff voice</p> <p>Rosenshine's Principles of Instruction</p> <p>EEF 'Improving Social and Emotional Learning in Primary Schools' guidance and SEL/self-regulation toolkit entries — show moderate academic benefit (approx. +3–4 months) as well as improved behaviour, engagement, and social outcomes.</p> <p>EEF – Self-regulation and meta-cognition (+7 months). Motivate learners and instil resilience in their learning and boosting confidence.</p> <p>Enabling pupils to regulate their emotions and behaviour.</p> <p>EEF – Behaviour Intervention (+4 months). Reduction in classroom disruption. Maximised teaching and learning time. Greater independence in self-regulation</p>	6
Forest School training for	Internal behaviour analysis and pupil/staff voice	6

L3 Teaching Assistant to support wider provision for children with SEMH to facilitate readiness for learning.	<p>EEF 'Improving Social and Emotional Learning in Primary Schools' guidance and SEL/self-regulation toolkit entries — show moderate academic benefit (approx. +3–4 months) as well as improved behaviour, engagement, and social outcomes.</p> <p>EEF – Self-regulation and meta-cognition (+7 months). Motivate learners and instil resilience in their learning and boosting confidence. Enabling pupils to regulate their emotions and behaviour.</p> <p>EEF – Behaviour Intervention (+4 months). Reduction in classroom disruption. Maximised teaching and learning time. Greater independence in self-regulation</p> <p>EEF – Sports for health and wider outcomes (+2 months):</p> <ul style="list-style-type: none"> • Better physical and mental health. • Reduced obesity. • Improved social skills. • Improved attendance. 	
Outdoor Play and Learning (OPAL) development and purchase of resources and equipment	<p>Internal analysis of disadvantaged pupils' engagement in afterschool activities.</p> <p>EEF – Sports for health and wider outcomes (+2 months):</p> <ul style="list-style-type: none"> • Better physical and mental health. • Reduced obesity. • Improved social skills. • Improved attendance. <p>EEF 'Improving Social and Emotional Learning in Primary Schools' guidance and SEL/self-regulation toolkit entries — show moderate academic benefit (approx. +3–4 months) as well as improved behaviour, engagement, and social outcomes.</p> <p>EEF – Self-regulation and meta-cognition (+7 months). Motivate learners and instil resilience in their learning and boosting confidence. Enabling pupils to regulate their emotions and behaviour.</p> <p>EEF – Behaviour Intervention (+4 months). Reduction in classroom disruption. Maximised teaching and learning time. Greater independence in self-regulation</p>	6
Development of breakout	The Anxious Generation by Jonathan Haidt	6

SEMH sanctuaries in KS2 to support time out from learning and meet sensory needs and self-regulation	<p>Internal behaviour analysis and pupil/staff voice</p> <p>Rosenshine's Principles of Instruction</p> <p>EEF 'Improving Social and Emotional Learning in Primary Schools' guidance and SEL/self-regulation toolkit entries — show moderate academic benefit (approx. +3–4 months) as well as improved behaviour, engagement, and social outcomes.</p> <p>EEF – Self-regulation and meta-cognition (+7 months). Motivate learners and instil resilience in their learning and boosting confidence. Enabling pupils to regulate their emotions and behaviour.</p> <p>EEF – Behaviour Intervention (+4 months). Reduction in classroom disruption. Maximised teaching and learning time. Greater independence in self-regulation</p>	
Subsidy of residential activities in Year 2, Year 4 and Year 6 and of enrichment activities e.g. trips and visitors to increase experiences to support writing for purpose.	EEF 'Improving Social and Emotional Learning in Primary Schools' guidance and SEL/self-regulation toolkit entries — show moderate academic benefit (approx. +3–4 months) as well as improved behaviour, engagement, and social outcomes.	6, 7
Strengthen communication with families of disadvantaged pupils who have poor punctuality, low attendance and persistent absence and establish a bespoke plan of support.	<p>Working together to improve school attendance</p> <p>Attendance toolkit</p> <p>Analysis of engagement in data collection, parental conferences etc.</p> <p>EEF - Working with Parents to Support Children's Learning</p> <p>EEF - Parental engagement strand in Early Years Toolkit — average +5 months' progress; strong impact especially with disadvantaged or vulnerable families</p> <p>EEF - Supporting school attendance guidance — emphasises belonging, relationships, removing barriers as key to attendance and engagement.</p> <p>EEF – Parental engagement (+4 months). Increased engagement in learning. Improved punctuality and increased attendance</p>	1, 7
Offer breakfast club for disadvantaged pupils	<p>EEF - Working with Parents to Support Children's Learning</p> <p>EEF – Behaviour Intervention (+4 months). Reduction in classroom disruption. Maximised teaching and learning time. Greater</p>	

	independence in self-regulation EEF – Parental engagement (+4 months). Increased engagement in learning. Improved punctuality and increased attendance	
Uniform voucher provided to all children in receipt of Pupil Premium funding.	Developing School Uniform Policy (April 2024)	

Total budgeted cost: £ 67,235

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Following an internal pupil premium review in July 2025, a key contextual factor noted is the significant overlap between the PP and Special Educational Needs (SEND) cohorts. In Autumn 2025, 30% of PP pupils were identified as SEND (11% with an EHCP and 19% with SEN Support). Overall, 22% of the disadvantaged children are SEND, and 55.6% of the nine SEND children have an Educational Health Care Plan (EHCP).

Academic Outcomes 2024–2025

The strategy focused on addressing core challenges, including lower attainment, low writing skills across Key Stage One and Key Stage Two, phonological awareness and spelling, Social, Emotional and Mental Health (SEMH) and punctuality/attendance.

Early Years Foundation Stage (EYFS) (3 disadvantaged pupils)

The overall attainment review found that the percentage of disadvantaged children achieving the Good Level of Development (GLD) was 33%. This outcome places disadvantaged attainment substantially below that of their non-disadvantaged peers (76%), resulting in a gap of 43%. The PP GLD outcome (33%) is below the national average for PP pupils (51%).

Progress and Successes: All three PP children made expected or better than expected progress in all areas of learning from their starting points. It is notable that all three PP children achieved better than expected progress in fine motor skills, word recognition, and comprehension, which is directly attributed to the implementation of the Little Wandle programme.

The school's overall writing outcomes for EYFS in 2024–2025 reached 80.0%, which is 8.2% above the national average (71.8%). This improvement is linked to the increased confidence in teaching Little Wandle and the focus on communication, language and fine motor skills across continuous provision.

Phonics Screening Check (PSC) (5 disadvantaged pupils)

The outcomes for the Phonics Screening Check show that 60.0% of disadvantaged children achieved the standard. This attainment is below that of their non-disadvantaged peers (88%), reflecting a gap of 28%. Disadvantaged attainment (60.0%) is below the national average for PP pupils (66.7%). The impact of the introduction of the Little Wandle Phonics Programme is clearly seen in these outcomes. The outcomes were dependent on the cohort's demographics.

Key Stage Two Outcomes (KS2) (7 disadvantaged pupils)

In all areas, the gap between Pupil Premium and non-Pupil Premium attainment at Newchurch (for pupils reaching Expected Standard, EXS+) was less than the national gap, with the exception of writing.

Combined EXS+ (Reading, Writing, Maths): 43% of disadvantaged pupils achieved EXS+ combined, compared to 48% of non-disadvantaged pupils. The school gap of 5% is significantly less than the 2025 national gap of 21%.

Reading EXS+: Disadvantaged pupils outperformed their non-disadvantaged peers (75% vs 68%), resulting in a positive gap of 7% in favour of PP pupils.

SPAG EXS+: Disadvantaged pupils achieved 75% EXS+, compared to 76% for non-PP peers, leading to a minimal gap of 1%. This compares favourably to the national gap of 19%.

Maths EXS+: Disadvantaged pupils achieved 50% EXS+, compared to 64% for non-PP peers (Gap 14%). This is less than the national gap of 19%.

Writing EXS+: Disadvantaged pupils achieved 50% EXS+, compared to 72% for non-PP peers (Gap 22%). This gap is slightly larger than the national gap of 19%.

Times Tables (MTC) – 9 disadvantaged pupils

In the Year 4 Multiplication Tables Check (MTC), the school's Average Point Score (APS) for 2024–2025 was 22.5, marking an improvement of +5.47 points from the previous year's score (17.03). This score of 22.5 is 1.4 points above the national average (21.1 TBC). The APS for disadvantaged pupils was 23 and non-disadvantaged APS was 22.5.

Wider Strategies and Impact

Attendance and Punctuality (Challenge 5)

The school aimed to improve the attendance of disadvantaged pupils in line with the school target of 95%.

Attendance for Pupil Premium Ever 6 FSM was 92.4% in Summer 2025. This outcome is broadly in line with the national average for this group (92.6%) but falls short of the school target of 95%.

Next Steps identified in the internal review include identifying disadvantaged pupils who need to raise their attendance and engaging more robustly and timely with parents to provide support.

Social, Emotional and Mental Health (SEMH) (Challenge 4)

The school focused on ensuring provision was in place to support children's SEMH. The school boasts a very strong pastoral provision which is impacting whole-school outcomes. A consistent approach to the delivery of Forest School has been established, which also impacts positively on the children's social, emotional, and mental health. Children work alongside the Emotional Literacy Support Assistant (ELSA) to engage in Forest School and also receive bespoke pastoral support. Newchurch is often described by external agencies as calm and nurturing.

Enrichment and Cultural Capital

The strategy included ensuring enrichment opportunities were in place to increase aspirations and develop cultural capital. Disadvantaged pupils, alongside their non-disadvantaged peers, experienced class trips and visitors to enhance their curriculum learning. Visitors engaged with the school to support assemblies and the curriculum, showcasing their roles.

Residential visits successfully took place for Year 2 (Burwardsley Outdoor Education Centre), Year 4 (Boreatton Park) and Year 6 (Arete Outdoor Education Centre).

Summary of Impact:

The outcomes for 2024–2025 demonstrate success in narrowing the attainment gap at Key Stage 2, particularly in combined reading, writing and mathematics, where the school gap (5%) was substantially less than the national gap (21%). Disadvantaged pupils significantly outperformed their non-disadvantaged peers in reading. Progress in Early Years was strong across all areas of learning, with specific gains in literacy skills attributed to the Little Wandle implementation. Progress was also noted in the Multiplication Tables Check, exceeding the national average. However, attainment gaps remain in EYFS GLD and Phonics, and attendance for disadvantaged pupils fell just short of the school target. The school's significant investment in pastoral provision continues to support SEMH needs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TTRockstars	Maths Circle Ltd
Little Wandle	Littlewandle.org.uk
Nessy learning	www.nessylearning.com
Emotional Literacy Support (ELSA)	Warrington Local Authority (Educational

	Psychology Service)
National College online	National College

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Not applicable
The impact of that spending on service pupil premium eligible pupils
Not applicable

Further information (optional)