

Pupil Premium Strategy Statement – Sunnyside Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	334
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	31 December 2026
Date on which it will be reviewed	Autumn 2026 Spring 2027 Summer 2027
Statement authorised by	Dale Johnson
Pupil premium lead	Katie Ridnell
Governor / Trustee lead	Shaun Carter

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,899.32
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£116,899.32

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Sunnyside Primary Academy, we are committed to ensuring that every disadvantaged pupil has the opportunity to thrive academically, socially and emotionally. We recognise that some disadvantaged pupils face barriers linked to attendance, language and communication development, literacy attainment, gaps in prior learning, social and emotional needs and access to wider enrichment opportunities. These challenges are our collective responsibility, and our strategy is designed to remove barriers, raise aspirations and ensure that all pupils can experience success both in school and beyond.

Our ultimate ambition is that disadvantaged pupils achieve outcomes that are at least in line with their peers, develop strong attendance habits, experience positive wellbeing and leave Sunnyside equipped with the knowledge, skills, character and confidence required for the next stage of their education and future life.

At the heart of our strategy is a firm belief that high-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils. Through an ambitious, language-rich curriculum, explicit vocabulary instruction, responsive teaching and carefully targeted support, we seek to ensure that disadvantaged pupils are able to access, enjoy and succeed in all aspects of school life.

To achieve this, we have identified clear priorities that directly reflect the challenges within our community:

1. **Significantly improving attendance and reducing persistent absence**, ensuring disadvantaged pupils have equitable access to learning and the wider curriculum.
2. **Strengthening early language, vocabulary and communication**, enabling pupils to access phonics, reading, writing and the wider curriculum with increasing confidence.
3. **Improving reading fluency, reading comprehension, writing attainment and mathematical fluency**, ensuring disadvantaged pupils develop secure knowledge, make strong progress and achieve well across the curriculum.
4. **Supporting pupils' social, emotional and mental health**, enabling them to regulate, engage and learn successfully.
5. **Enhancing home-learning readiness and access to enrichment**, ensuring disadvantaged pupils benefit from cultural, academic and social opportunities beyond the classroom.

These priorities are closely aligned with the academy's wider improvement priorities, ensuring that disadvantaged pupils benefit first from improvements in teaching, curriculum design, attendance, inclusion and personal development.

Our Approach

1. High-Quality Teaching

We prioritise high-quality teaching as the greatest lever for improving outcomes for disadvantaged pupils. Through consistent implementation of the Sunnyside Teaching Principles, effective modelling, adaptive teaching, explicit vocabulary instruction and high expectations for all learners, we ensure that disadvantaged pupils benefit first from excellent classroom practice.

Programmes such as Little Wandle, Letter-Join, Literacy Shed Plus, Accelerated Reader, TT Rock Stars, NumBots and Mathletics are embedded within teaching to support language development, reading fluency, writing, retrieval and mathematical understanding. Staff development, coaching and professional learning ensure that classroom practice continues to improve and that disadvantaged pupils receive the highest quality provision every day.

2. Targeted Academic Support

Disadvantaged pupils receive targeted, evidence-informed support to address identified barriers and accelerate progress. This includes:

- Little Wandle Keep-Up and Rapid Catch-Up programmes;
- Precision teaching and structured 1:1 and small-group tutoring;
- Language and communication interventions;

- Daily reading support delivered by trained staff;
- Targeted writing support to develop transcription, composition and writing stamina;
- The use of Accelerated Reader, Mathletics and other adaptive learning platforms to personalise support.

These interventions are carefully matched to assessment information and reviewed regularly to ensure they secure meaningful impact.

3. Wider Strategies

Our wider strategies focus on attendance, wellbeing, inclusion, aspiration and family engagement. This includes:

- A full-time Family Support Worker and Attendance Officer delivering casework, home visits and multi-agency support;
- Trauma-informed and relational approaches that promote belonging, regulation and positive behaviour;
- Enrichment opportunities, educational visits, residential experiences and free after-school clubs;
- Uniform support and financial assistance where required;
- Breakfast club provision and attendance initiatives that promote positive routines and engagement.

These approaches help to ensure that disadvantaged pupils experience stability, opportunity and a strong sense of belonging throughout their time at Sunnyside Primary Academy.

Key Principles of Our Pupil Premium Strategy

Evidence-Informed Practice

Our strategy is grounded in high-quality research, including the Education Endowment Foundation's tiered approach, ensuring that resources are directed towards approaches proven to have the greatest impact.

Collective Responsibility

Improving outcomes for disadvantaged pupils is the responsibility of all staff. The progress, attendance, wellbeing and personal development of disadvantaged pupils sit at the heart of our decision-making and school improvement work.

Data-Driven Action

We use assessment, attendance, behaviour and wellbeing information to identify barriers, monitor impact and adapt provision. Decisions are precise, timely and responsive to pupil need.

Inclusive and Ambitious Curriculum

Our curriculum is knowledge-rich, language-rich and designed with equity in mind. It enables disadvantaged pupils to build deep understanding, develop cultural capital and achieve success across a broad range of subjects and experiences.

Strong Partnerships with Families

We work proactively with parents and carers through effective communication, targeted family support, workshops and home-learning systems that promote shared responsibility for learning and attendance.

At Sunnyside Primary Academy, our Pupil Premium Strategy reflects our unwavering commitment to ensuring that every disadvantaged pupil can succeed. Through high-quality teaching, targeted academic support and carefully planned wider strategies, we aim to improve attendance, strengthen language and literacy, raise attainment in reading, writing and mathematics, promote wellbeing and ensure that every pupil has the opportunity to shine.

This strategy is informed by:

- EEF Guide to the Pupil Premium
- EEF Teaching and Learning Toolkit

- EEF Effective Professional Development Guidance Report
- EEF Improving Literacy in KS1
- EEF Improving Literacy in KS2
- EEF Working with Parents to Support Children's Learning
- DfE Attendance Guidance

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment and progress in reading, writing and mathematics, particularly writing. Internal Summer 2026 assessment data shows that: • 54% of disadvantaged pupils achieved ARE in Reading compared with 74% of non-disadvantaged pupils. • 46% achieved ARE in Writing compared with 69% of non-disadvantaged pupils. • 51% achieved ARE in Mathematics compared with 73% of non-disadvantaged pupils. Writing remains the area of greatest underperformance, particularly within Years 3 and 5.
2	Vocabulary, language and reading comprehension gaps that hinder access to the wider curriculum Reception baseline assessments and WellComm screening identified that 78% of disadvantaged pupils entered school below age-related expectations in communication and language compared with 37% of non-disadvantaged pupils.
3	Lower attendance and higher levels of persistent absence among disadvantaged pupils. Attendance for disadvantaged pupils in 2025-26 was 94.5% compared with 96.5% for non-disadvantaged pupils. Persistent absence for disadvantaged pupils remained 13.9%.
4	Gaps in prior learning and academic resilience resulting in a greater proportion of pupils working below age-related expectations. Pupil progress meetings identified a higher proportion of disadvantaged pupils requiring intervention to address gaps in prior learning, particularly in writing stamina, number fluency and independent application.
5	Reduced access to enrichment opportunities and cultural capital experiences. Participation analysis showed that disadvantaged pupils were less likely to access some paid enrichment activities and educational visits without targeted financial support.
6	Social, emotional, mental health and family-related barriers can impact readiness to learn, wellbeing, attendance and sustained academic success. Pastoral monitoring and behaviour reporting during 2025-26 identified that 62% of pupils receiving SEMH support were disadvantaged. Safeguarding records indicate that disadvantaged pupils were overrepresented in referrals relating to emotional wellbeing and family support. Pupil voice surveys highlighted lower confidence and resilience amongst disadvantaged pupils compared with their peers.

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
Disadvantaged pupils achieve increasingly strong outcomes in reading, writing and mathematics, with attainment gaps between disadvantaged and non-disadvantaged pupils diminishing over time. A greater proportion of disadvantaged pupils achieve age-related expectations and make at least expected progress from their starting points.	• The percentage of disadvantaged pupils achieving age-related expectations in reading, writing and mathematics increases. • The attainment gap between disadvantaged and non-disadvantaged pupils reduces across reading, writing and mathematics. • The percentage of disadvantaged pupils working below age-related expectations decreases. • School assessment information demonstrates that disadvantaged pupils make at least expected progress from their starting points. • End of Key Stage outcomes for disadvantaged pupils compare favourably to national disadvantaged outcomes.
Disadvantaged pupils develop strong vocabulary, oracy, language comprehension and reading fluency, enabling them to access the full curriculum successfully and communicate with increasing confidence.	• Disadvantaged pupils demonstrate improved vocabulary acquisition and use of subject-specific language. • Reading fluency and comprehension outcomes improve across all year groups. • Pupils identified with language and communication needs make demonstrable progress from their starting points. • More disadvantaged pupils achieve age-related expectations in reading and writing. • Classroom monitoring demonstrates consistent implementation of Sunnyside's oracy and vocabulary approaches.
Attendance for disadvantaged pupils improves significantly and persistent absence reduces, ensuring disadvantaged pupils access learning consistently and maximise opportunities to succeed.	• Overall attendance of disadvantaged pupils improves from the 2025-26 baseline. • The attendance gap between disadvantaged and non-disadvantaged pupils narrows. • Persistent absence among disadvantaged pupils reduces year-on-year. • The proportion of disadvantaged pupils achieving attendance above 95% increases. • Individual attendance plans demonstrate measurable improvements for targeted pupils.
Disadvantaged pupils rapidly address gaps in prior learning and demonstrate increasing confidence, resilience and independence within lessons, allowing them to access age-related learning successfully.	• Assessment information demonstrates that identified learning gaps diminish over time. • The proportion of disadvantaged pupils requiring significant intervention decreases. • Disadvantaged pupils sustain strong engagement in lessons and complete learning independently with increasing success. • Intervention evaluations demonstrate positive impact on pupil outcomes. • Work scrutiny evidences progress through the planned curriculum.
Disadvantaged pupils participate fully in the wider life of the academy and benefit from enrichment, leadership and personal development opportunities that enhance aspiration, cultural capital and wellbeing.	• Participation rates of disadvantaged pupils in clubs, trips, residentials and enrichment activities increase. • Disadvantaged pupils are proportionately represented in leadership and pupil voice opportunities. • Pupils report positive experiences of enrichment and wider curriculum opportunities. • Financial barriers do not prevent disadvantaged pupils from participating in key experiences.

- Personal development monitoring demonstrates strong engagement from disadvantaged pupils.

Activity in this Academic Year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £55,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation of the Sunnyside Teaching Principles through coaching, instructional leadership and quality assurance processes.	Evidence from the EEF's <i>Effective Professional Development</i> guidance report (2021) and <i>Teaching and Learning Toolkit: Feedback (+6 months)</i> , <i>Metacognition and Self-Regulation (+7 months)</i> suggests that improving teacher expertise has a significant impact on pupil outcomes, particularly for disadvantaged learners.	1, 2, 4
Whole-school focus on oracy, vocabulary instruction and language-rich teaching across the curriculum.	Supported by the EEF's <i>Improving Literacy in Key Stage 1</i> and <i>Improving Literacy in Key Stage 2</i> guidance reports, which highlight the importance of explicit vocabulary instruction and structured classroom talk in improving comprehension and literacy attainment.	2, 1
Sustain and further develop the school's writing approach, including explicit modelling, shared writing, sentence-level instruction and opportunities for extended writing across the curriculum.	Evidence suggests that high-quality literacy teaching, including explicit instruction, modelling and structured practice, improves writing outcomes. Consistent implementation across subjects supports transfer and retention of learning.	1, 4
Continued investment in Little Wandle training and quality assurance to ensure the consistent delivery of phonics and early reading.	Systematic synthetic phonics has a strong evidence base, particularly in supporting early reading development and closing attainment gaps for disadvantaged pupils. The EEF Toolkit identifies <i>Phonics (+5 months)</i> as a highly effective approach to early reading instruction, particularly for disadvantaged pupils.	2, 1
Development of staff expertise in adaptive teaching, responsive teaching and diagnostic assessment through CPD and coaching.	Effective use of assessment allows teachers to identify misconceptions, respond to gaps in learning and provide appropriate levels of support and challenge.	1, 4
Strengthening teachers' use of retrieval practice, fluency-building activities and curriculum sequencing	Evidence from cognitive science suggests that retrieval practice, carefully sequenced curriculum content and opportunities for	1, 4

to improve long-term retention.	rehearsal support long-term learning and retention.	
Professional development focused on metacognition and self-regulated learning, enabling pupils to plan, monitor and evaluate their learning more effectively.	Metacognition and self-regulation are identified by the EEF as high-impact, low-cost approaches that particularly benefit disadvantaged learners when embedded within classroom teaching.	1,4
Recruitment and retention of high-quality staff through coaching, professional development and leadership opportunities.	Sustained improvement in teaching quality requires investment in staff development, implementation and retention. Effective professional development improves teacher practice and pupil outcomes.	1,2,4

Targeted Academic Support

Budgeted cost: £32,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Keep-Up and Rapid Catch-Up interventions for pupils who are at risk of falling behind in phonics and early reading.	Systematic synthetic phonics is recognised as one of the most effective approaches for developing early reading and reducing attainment gaps. Early intervention is particularly beneficial for disadvantaged pupils.	1,2
Daily targeted reading support delivered by trained staff for disadvantaged pupils below age-related expectations.	Reading comprehension strategies, supported reading and regular reading practice have a positive impact on attainment and help pupils access the wider curriculum. EEF Toolkit evidence indicates that Reading Comprehension Strategies (+6 months) and structured reading approaches have a positive impact when implemented consistently.	1,2
Evidence-informed writing interventions focused on transcription, sentence construction, vocabulary development and composition.	Targeted literacy interventions are most effective when they complement high-quality classroom teaching and address identified gaps in pupils' literacy development.	1,2,4
Precision teaching and structured one-to-one support for pupils with identified gaps in learning.	One-to-one tuition can be an effective approach for pupils requiring additional support, particularly when sessions are short, focused and linked to classroom learning. EEF Toolkit evidence suggests One-to-One Tuition (+5 months) can accelerate progress when targeted to specific identified gaps.	1,4
Targeted speech, language and communication	Evidence suggests that early identification and intervention for speech and language	2

interventions, including WellComm and bespoke support programmes.	needs can improve pupils' communication, literacy and curriculum access.	
Use of Accelerated Reader to support reading fluency, comprehension and reading engagement.	Reading approaches that promote regular practice, comprehension and engagement contribute to improved literacy outcomes when implemented consistently alongside high-quality teaching.	1, 2
Use of Mathletics, TT Rock Stars and NumBots to develop fluency, recall and confidence in mathematics.	Evidence indicates that effective use of technology can support learning where it is carefully integrated with classroom teaching and provides opportunities for targeted practice and feedback.	1, 4
Timely identification of disadvantaged pupils through pupil progress meetings, ensuring interventions are responsive to emerging needs and evaluated for impact.	Diagnostic assessment and responsive intervention enable staff to identify misconceptions, address learning gaps and allocate support where it is most needed.	1, 2, 4

Wider Strategies

Budgeted Cost: £29,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full-time Family Support Worker/ Attendance Officer providing attendance monitoring, home visits, early help, family support and multi-agency working.	The EEF identifies parental engagement and targeted approaches to improving attendance as important factors in supporting disadvantaged pupils. Addressing barriers to attendance ensures pupils access high-quality teaching consistently.	3
Robust attendance systems including first-day response, attendance panels, individual attendance plans and rewards for improved attendance.	Improving attendance is associated with improved educational outcomes. Early identification and targeted intervention can reduce persistent absence and improve engagement in learning. Supported by the EEF's Working with Parents to Support Children's Learning guidance and recent attendance research indicating that improved attendance is strongly associated with improved attainment.	3
Targeted SEMH support, pastoral interventions and access to external agencies where appropriate.	Evidence suggests that supporting pupils' social, emotional and behavioural needs can improve engagement, attendance and academic outcomes when integrated within a whole-school approach. EEF Toolkit evidence identifies Social and Emotional Learning (+4 months) as having a	5

	positive impact on academic outcomes while improving wellbeing.	
Financial support for educational visits, residentials, curriculum enrichment and wider participation opportunities.	Access to a broad and balanced range of experiences can support aspiration, engagement, personal development and cultural capital, helping disadvantaged pupils to participate fully in school life.	6
Free or subsidised after-school clubs and enrichment opportunities.	Participation in enrichment activities can strengthen engagement, belonging, confidence and wider personal development.	6
Family engagement initiatives, parent workshops and support for reading and learning at home.	The EEF highlights parental engagement as having a positive impact on pupil outcomes when effectively planned and implemented.	2,6
Monitoring participation of disadvantaged pupils in clubs, trips, pupil leadership and wider opportunities, with targeted support where required.	Removing barriers to participation helps ensure disadvantaged pupils benefit equitably from personal development opportunities and school experiences.	6

Total Budgeted Cost: £117,600

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils 2025/2026

Our Pupil Premium Strategy was evaluated using a broad range of evidence, including statutory assessment outcomes, internal assessment information, attendance analysis, intervention evaluations, pupil voice, behaviour monitoring and quality assurance activities. This enabled leaders to evaluate both academic outcomes and the wider personal development, attendance and wellbeing of disadvantaged pupils. Evidence was drawn from [PP Strategy Review - 2025-26](#), [Insight - Statutory Assessments](#) and [PP vs. Non PP - Attendance 2025-26](#).

Achievement and Attainment

Disadvantaged pupils achieved positive outcomes across several key measures in 2025-26, reflecting the impact of improvements to teaching, targeted interventions and wider support. Internal assessment data showed that 54% of disadvantaged pupils achieved the expected standard in reading and 51% achieved the expected standard in mathematics. Writing remained a greater area of challenge, with 46% of disadvantaged pupils achieving the expected standard. Positive progress measures (+0.5) were evident for many disadvantaged pupils receiving targeted support, and evaluation of intervention programmes demonstrated that a significant proportion successfully closed identified learning gaps.

When compared with their non-disadvantaged peers, attainment differences remain. In Summer 2026, 71% of non-disadvantaged pupils achieved the expected standard in reading compared with 54% of disadvantaged pupils, a gap of 17 percentage points. In writing, 67% of non-disadvantaged pupils met the expected standard compared with 46% of disadvantaged pupils, representing the largest attainment gap of 21 percentage points. In mathematics, 64% of non-disadvantaged pupils achieved the expected standard compared with 51% of disadvantaged pupils, a gap of 13 percentage points. The proportion of disadvantaged pupils achieving the combined expected standard in reading, writing and mathematics was 42%, compared with 57% of non-disadvantaged pupils.

Despite these differences, assessment information, book scrutiny and intervention reviews indicate that disadvantaged pupils are increasingly accessing the full curriculum successfully and making stronger progress from their individual starting points. Improvements in phonics, reading, language development and mathematics suggest that the academy's strategy is having a positive impact, with attainment gaps narrowing in some areas, although further work is required to accelerate progress in writing and improve combined attainment outcomes.

Whole-school outcomes remained strong and provide important context for these improvements. In the Year 1 Phonics Screening Check, 91% of pupils met the expected standard, exceeding national averages. At Key Stage 2, 75% of pupils achieved the expected standard in reading and 78% achieved the expected standard in writing. The proportion of pupils achieving the combined expected standard in reading, writing and mathematics was 60%, while 70% of pupils achieved a Good Level of Development in the Early Years Foundation Stage. These outcomes demonstrate the continued strength of the academy's curriculum and teaching provision while highlighting the importance of maintaining a strong focus on reducing attainment differences for disadvantaged pupils.

Language Development and Reading

The Academy's focus on communication, language and vocabulary development has had a particularly positive impact. WellComm assessments and intervention evaluations demonstrate that targeted support has accelerated language acquisition, communication skills and curriculum access for identified pupils. Children entering Reception with lower starting points in communication and language made strong progress during the year.

Leaders also identified positive improvements in reading engagement, phonics attainment and reading fluency. The continued implementation of Little Wandle, alongside targeted reading support and enhanced reading opportunities, has contributed to improved outcomes for disadvantaged pupils and strengthened pupils' ability to access learning across the curriculum.

Attendance

Attendance remained a significant focus throughout 2025-26 and leaders judge that actions taken have had a positive impact. Attendance for disadvantaged pupils reached 94.5%, representing an improvement from previous baseline figures and placing attendance above national averages. Attendance remained below that of non-disadvantaged pupils (96.5%), leaving a gap of approximately 2 percentage points (national gap is 5.2 percentage points), which continues to be a priority for further improvement. Evidence from attendance reviews indicates that sustained support, including targeted casework, home visits, attendance panels and multi-agency working, has helped improve attendance for a significant number of vulnerable pupils.

The Academy has been particularly successful in reducing persistent absence amongst disadvantaged pupils. Internal evaluation demonstrates that the proportion of disadvantaged pupils who were persistently absent reduced from 16.7% to 13.9% over the course of the strategy, reflecting the impact of early intervention and bespoke family support. Attendance records also indicate that 54.1% of disadvantaged pupils achieved attendance above 95%, highlighting both the progress made and the continued work required to improve regular attendance for all disadvantaged pupils.

Leaders have established robust systems to identify barriers early and provide timely, targeted support. Attendance monitoring is forensic and informs personalised intervention plans for identified pupils and families. While attendance for disadvantaged pupils remains lower than that of their peers, the positive trend in overall attendance and the reduction in persistent absence demonstrate that the Academy's attendance strategy is having a measurable impact. Leaders have a clear understanding of the remaining barriers and continue to prioritise attendance as a key driver for improving achievement, wellbeing and life chances for disadvantaged pupils.

Personal Development, Behaviour and Wellbeing

Disadvantaged pupils benefited from a wide range of pastoral, emotional and wellbeing support. School monitoring demonstrates strong levels of engagement, positive behaviour and readiness to learn. Pupils who accessed targeted SEMH support showed improvements in emotional literacy, confidence, resilience and self-regulation.

Pupil voice evidence remained highly positive, with the overwhelming majority of pupils reporting that they feel safe, valued and happy at school. Leaders therefore judge that the school's approaches to inclusion, belonging and pupil wellbeing are highly effective.

Enrichment and Wider Opportunities

A significant strength of the Academy's strategy is the breadth of enrichment opportunities available to disadvantaged pupils. Participation rates in clubs and wider opportunities were high, with disadvantaged pupils participating at least as well as, and in some cases better than, their peers. Leaders ensured that financial barriers did not prevent pupils from accessing educational visits, extracurricular activities and wider curriculum experiences.

Through these opportunities, disadvantaged pupils developed cultural capital, leadership skills, confidence and aspirations, contributing positively to both personal development and academic engagement.

Overall Evaluation of the Strategy

Leaders judge that the strategy has been effective in addressing many of the key barriers faced by disadvantaged pupils.

Strongest areas of impact include:

- Improvements in communication, language and vocabulary development.
- Improved phonics attainment and early reading outcomes.
- Improved attendance and reductions in persistent absence.
- Positive outcomes in behaviour, wellbeing and personal development.
- High participation in enrichment and wider opportunities.
- Improved writing outcomes and strengthened curriculum implementation.

The evidence demonstrates that disadvantaged pupils are benefiting from an increasingly ambitious curriculum, effective teaching and targeted support. Remaining priorities focus on further strengthening attendance, improving Writing and Mathematics outcomes, and continuing to reduce attainment differences between disadvantaged and non-disadvantaged pupils. These priorities directly inform the Academy's 2026-27 Pupil Premium Strategy and Academy Improvement Plan.

Externally provided programmes

Programme	Provider
TTRockstars	Maths Circle Ltd
LetterJoin	
Mathletics	
Numbots	Maths Circle Ltd
LiteracyShed	
Accelerated Reader	Renaissance Learning
Collins Big Cat e-Books	Harper Collins Publishers
Little Wandle Phonics	Little Wandle Letters and Sounds
White Rose Hub – Premium	White Rose