

Templars Pupil Premium strategy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	<i>Victoria Gooding, Headteacher</i>
Pupil premium lead	<i>Victoria Gooding, Headteacher</i>
Governor / Trustee lead	<i>Barry Collyer, lead for disadvantaged pupils</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,120
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£139,120

Part A: Pupil premium strategy plan

Statement of intent

Decisions regarding the spending of pupil premium funding need to be fully considered in line with the challenges the school faces contextually and balanced with research from the EEF. For disadvantaged pupils, the common barriers faced are poor to weak language and communication skills, complex family situations at home at crisis point, attendance and consistent exposure to high aspirations.

The focus of this document is to support all disadvantaged pupils, regardless of levels of attainment. Our families also require significant support. At Templars, with all members of staff that make the school community, we pride ourselves on developing close, mentoring relationships with pupils and strive to understand the individual challenges they face at home, developing bespoke approaches to working with individual children and families. Teachers are fully involved in identifying and meeting the needs of our disadvantaged pupils, from social and emotional barriers to attainment and progress. High quality teaching is our primary strategy; disadvantaged and non disadvantaged pupil attainment will be improved through this strategy. The Senior Leadership Team hold a strong overview of the strengths and weaknesses across the school and regularly review, adapt and refine strategies in school in order to best support pupils.

Our Principles

- We understand that not all pupils in receipt of free school meals will be socially disadvantaged and conversely, that not all disadvantaged pupils will be in receipt of free school meals or pupil premium funding. The need of our pupils and families in school is wide and varied, and tailoring bespoke support for our families is key to their success. Every pupil deserves challenge and learning at their own level and a robust curriculum on which to base their learning
- Teaching and learning builds memory and retrieval skills and is pitched high so that expectations can continue to be raised. It meets needs and develops a transparent and integral understanding of the learning process
- We ensure that appropriate provision is in place for children who may be more vulnerable, particularly those who are on our 'live-caseload', ensuring specific needs, which are often an obstacle to fully accessing learning, are met and addressed

School Context, including demographic information

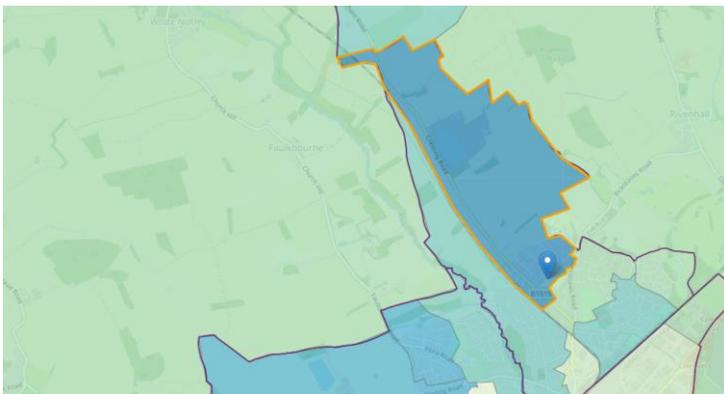
Templars Academy is part of Connected Learning MAT which comprises of 5 schools in Essex. Templars is located in Witham in Essex. Our school is now a 2 form entry. The number of pupils on roll has steadily increased over the last 5 years.

The map below, taking into account the Index of Multiple Deprivation 2019, shows that within England, the specific area of the school and housing where the majority of pupils live is situated within the 3rd decile of deprivation in England. This considers the indicators of employment, health, education and crime deprivation.

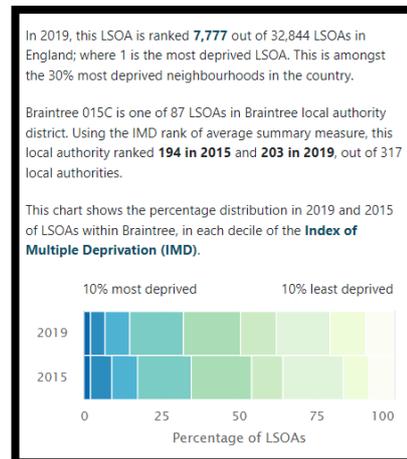


<https://mapmaker.cdrc.ac.uk/#> Accessed 23.9.23

An output of the Consumer Data Research Centre, an ESRC Data Investment, ES/L011840/1; ES/L011891/1”



https://dclgapps.communities.gov.uk/imd/ioid_index.html# Accessed 25.9.22



Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

- For disadvantaged pupils to reach age-related expectations by the time they reach year 6

The provision in place to achieve these objectives comprises:

- All Pupil premium work aimed at accelerating progress, moving children to at least age-related expectations
- LSA support, focussed on overcoming gaps in learning
- Targeted work for teachers to build understanding of the learning process and how to tailor this to pupils and bespoke needs
- Speech and language therapy provided in school to target a high level of communication need for PPG pupils
- Effective resourcing and high quality schemes to support the learning process
- Monitoring of attendance by Attendance Officer part of office team-targeted work
- Monitoring of pupils from Head teacher and SLT-pupil progress meetings, data, weekly FLO meetings.
- Development of attitudes to learning through bespoke, mentoring 1:1 work
- Development of a 'mentoring' strategy to effectively support pupils, modelled by SLT
- Reinforcement of the values of community
- Resourcing including support for trips and experiences as well as basic resources and equipment for school such as uniform. This allows children to fully access school and build experiences that are meaningful
- Transition from primary to secondary and transition internally and into EYFS

Challenges

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

Challenge number	Detail of challenge
1	Daily contact with pupils, especially those who have had less time at the school demonstrate low levels of verbal communication, with a widening gap between disadvantaged and non pupil premium pupils.
2	Assessments demonstrate that current year 1 pupils (24-25) have the most significant difference in attainment between pupil premium and non-pupil premium pupils. In reading and writing, there is a gap of 55% with maths at 58%.
3	Assessments also demonstrate that maths attainment is the subject with the greatest difference between disadvantaged and non disadvantaged pupils. This is most evident in KS1 and year 3. In year 2, the difference is 37%, year 3 it is 41%, year 4 is 10%, year 5 is 27% and year 6 is 8%.
4	Through observations and behaviour data, it is clear that pupils, especially those disadvantaged, face significant SEMH and self-regulation barriers. These pupils receive tailored support from the behaviour lead. For these pupils, strategies rooted in inclusion and accessibility to the curriculum are high priority.
5	Our attendance data over the academic year 23-24 demonstrates that there is a 2% difference in attendance between disadvantaged and non-disadvantaged pupils. Attendance is an issue for all pupils in the school and

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
Language skills will enable pupils to become effective learners.	Observations will show that improved ability to communicate has an impact on outcomes, engagement in lessons and ability to articulate the learning process. This will be measured through drop-ins, climate walks and pupil perceptions.

Improved attainment for the year 1 cohort by the time they reach year 3 in 25-26	Year 3 internal data will show that there is a less than 10% difference in attainment between pupil premium and non-pupil premium pupils across R, W and M
Improved maths attainment for disadvantaged pupils at the end of KS2.	In 2024-35, close the gap between the disadvantaged and non-disadvantaged pupils in years 6 and 4 and in years 2 and 3, narrow the gap to a difference of 10%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in significant behaviour incidents
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> • all pupils to reach 95% attendance • persistent absentees reduced by 50%

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 (for example, CPD, recruitment and retention)

Budgeted cost: **xxxx**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Upskill unqualified staff and ECTs very quickly in approaches and specifically, maths mastery</p> <p>Specific language based work: -Oracy (Conscious communication) and rich vocabulary based teaching (tier 2 vocab) Upskilling middle leaders to focus on oracy e.g legacy in the classroom, competitions</p> <p>-Ensuring lessons are planned to develop language and communication. Language is taught</p>	<p>Having whole school approaches which are consistent and underpinned by pedagogy are the key to quality first teaching, the primary approach we use to support all pupils.</p> <p>Understanding vocabulary is vital for comprehension at all stages – both reading and listening – and so for all pupils’ wider learning and progress (The Reading Framework, 2023)</p> <p>Targeted reading aloud and discussion; explicitly extending vocabulary; use of structured questioning to develop comprehension and purposeful interactions</p>	

<p>and prioritised through the new 'Cornerstones' curriculum</p> <p>-Development of EYFS curriculum to ensure phonics is prioritised</p> <p>-Targeted oracy and summarising work with early career teachers</p> <p>-Effective 'teacher interruptions' used by LSAs and teachers (training and monitoring by SLT required)</p> <p>Clubs develop language and take opportunities to do this well, having impact on the curriculum</p> <p>Smaller classes in Year 3 and an additional teacher deployed in the mornings to work with Year 6 (who have the highest proportion of PPG pupils and lowest attainment), plus recruitment of good teachers to Templars in 22-23</p>	<p>all can improve learning by up to 6 months (research from the EEF)</p> <p>Previous research on early years interventions can improve learning by up to 5 months (EEF). Language interventions have a greater impact earlier on. The Reading Framework stresses the significance of a systematic programme of phonics teaching</p> <p>Oral language interventions make an impact of up to 5 months but there is a greater impact on children in the earlier stages of education. Oral Language Interventions emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>Research from the EEF shows that comprehension and reading skills require explicit discussion of both the content and processes of learning. Oral language approaches in the classroom can include:</p> <p>Targeted reading aloud and discussing books with young children</p> <p>Explicitly extending pupils' spoken vocabulary</p> <p>The use of structured questioning to develop reading comprehension.</p> <p>Consistent, timely and effective feedback to children can improve learning by up to 8 months (EEF). Feedback supports disadvantaged pupils by encouraging them to talk through their learning and reason themselves.</p> <p>The EEF states that: The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive</p>	
<p>Maths mastery curriculum to encourage explanations of thinking (continuation and development of Power maths)</p> <p>Maths mastery scheme 'Power Maths' supports oracy.</p> <p>-Led and monitored by maths lead (SLT) and maths lead across the MAT. Weekly feedback given to teachers</p> <p>Training of good teachers to become middle leadership and effectively disseminate and monitor effective teaching</p>	<p>A mastery approach adds on average 5 months' progress. Data from the EEF shows mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress. Power maths is having the most significant impact on pupil progress.</p>	

<p>Continued development of phonics into reading: Bug club now used as the one scheme for phonics (online books accessible to parents to prevent loss of physical books, which are kept in school)</p> <p>-Phonic based book scheme in KS1 -Work with parents on understanding the system and how to support phonics</p> <p>-Accelerated Reader in use in KS2 to support effective targeting of gaps and aligning of reading age with books Staff member deployed to monitor this</p> <p>-School focus on hearing all readers -Focus on reading for the 'priority 20%' in class. Monitored by Deputy Head</p> <p>-Tiered approach to hearing readers-targeting pupils and teachers to hear readers</p> <p>-AR reading data and diagnostics shared with the children so that they know what to work on</p> <p>-Teachers/ SLT to work with LSAs to target specific skills of reading plus monitoring</p>	<p>Phonics has a positive impact overall (+5 months). The EEF states it is highly important 'in the development of early reading skills, particularly for children from disadvantaged backgrounds'. Bug Club, as an accredited scheme, is systematic and the fully decodable texts support the progression of reading skills.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written</p> <p>Accelerated reader has shown to be effective for supporting weaker readers and as a system to encourage and support KS2 reading skills. The diagnostic element supports targeted work on specific areas of reading .Staff to constantly monitor these pupils and adjust interventions accordingly</p>	
<p>LSAs to provide verbal feedback (called teacher interruptions) and targeted intervention work to develop metacognition. All classes with shared LSA provision (some afternoon support)</p> <p>Time teachers dedicate to providing additional feedback to disadvantaged pupils</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)</p> <p>The EEF states that 'different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months)'. Feedback is targeted during the lessons with retaining it 'is important to give feedback when things are correct -- not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies</p>	

<p>Whole school development of early reading. KS2 approach to 'teaching reading', not 'guided-reading'</p> <p>'Teaching writing' lessons developed by Head and English lead. Staff training and moderation half-termly Application of writing</p> <p>Training and in-class support from the English lead. Team teaching, monitoring and coaching for staff. LSA training on supporting writing and knowledge of national curriculum expectations</p>	<p>The EEF states: the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>All staff trained by the English lead to fully understand this approach. The curriculum has been streamlined by the Head and English lead for our approach to teaching writing and VIPERS skills systematically for reading</p>	
<p>Specific language based work: -Vocabulary focus in 'teaching reading' sessions (CPD required to train teachers, developed in-house)</p> <p>-Ensuring lessons are planned to develop language and communication. Language is taught and prioritised through the new 'Cornerstones' curriculum</p> <p>-Development of EYFS curriculum to ensure phonics is prioritised</p> <p>-Language/mentoring interventions for specifically targeted KS2 PPG pupils</p> <p>-Targeted oracy and summarising work with early career teachers</p> <p>-Effective 'teacher interruptions' used by LSAs and teachers (training and monitoring by SLT required)</p> <p>Teacher clubs in EYFS to focus on language development (through lego)</p> <p>Smaller classes in Year 3 and an additional teacher deployed in the mornings to work with Year 6 (who have the highest proportion of PPG pupils and lowest attainment), plus recruitment of good teachers to Templars in 22-23</p>	<p>Understanding vocabulary is vital for comprehension at all stages – both reading and listening – and so for all pupils' wider learning and progress (The Reading Framework, 2023)</p> <p>Targeted reading aloud and discussion; explicitly extending vocabulary; use of structured questioning to develop comprehension and purposeful interactions all can improve learning by up to 6 months (research from the EEF)</p> <p>Previous research on early years interventions can improve learning by up to 5 months (EEF). Language interventions have a greater impact earlier on. The Reading Framework stresses the significance of a systematic programme of phonics teaching</p> <p>Oral language interventions make an impact of up to 5 months but there is a greater impact on children in the earlier stages of education. Oral Language Interventions emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>Research from the EEF shows that comprehension and reading skills require explicit discussion of both the content and processes of learning. Oral language approaches in the classroom can include:</p> <p>Targeted reading aloud and discussing books with young children</p> <p>Explicitly extending pupils' spoken vocabulary</p> <p>The use of structured questioning to develop reading comprehension.</p>	

	<p>Consistent, timely and effective feedback to children can improve learning by up to 8 months (EEF). Feedback supports disadvantaged pupils by encouraging them to talk through their learning and reason themselves.</p> <p>The EFF states that: The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **xxx**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring from class teachers in small groups, planned in for every teacher to deliver across the year</p> <p>LSAs/HLSAs to be up-skilled to deliver interventions, specifically precision teaching</p>	<p>Data from the EEF shows that tuition sessions set over a time period of 6-12 weeks have maximum impact. Tuition that is distinct from but links to normal teaching have the greatest effect.</p> <p>Structural Learning states: This technique has gained recognition for its effectiveness in ensuring high levels of accuracy and fluency in the learning process.</p>	
<p>Structured phonics teaching from the SENCO plus SENCO support in-class</p> <p>Targeted work with phonics decodable texts (See above for phonics approach)</p>	<p>1:1 targeted intervention for pupils entitled to Pupil Premium funding to help them make improved progress and to raise their standards of achievement.</p> <p>SENCO support in-class is bespoke and targeted at the needs of pupils. Progress with our current year 5 cohort was good in the academic year 21-22 and 22-23</p> <p>1:1 support, combined with the specific systematic approach to phonics, enables pupils to reinforce, practice and apply learning. Targeted approach works across the curriculum and has an impact on</p>	
<p>Speech and Language therapist employed by the MAT to work on a SALT caseload. This includes one day a fortnight for our alternative provision</p> <p>Subsequent targeted support from SENCO for language development</p>	<p>Speech therapist works with individual pupils. The caseload is evaluated regularly by the Head and 1:1 plans are put into place and delivered. They are reinforced by the class teachers, specifically in key stage 1. The EEF research shows 'that language interventions with frequent sessions over a sustained period may have a larger impact, overall.</p>	

	Approaches that are delivered one-to-one also have larger impacts'	
Sensory room for a range of pupils, specifically disadvantaged who benefit from a calming zone	The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year (EEF)	

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

Budgeted cost: xxx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Office staff member to monitor attendance and build relationships with families</p> <p>Attendance strategies in place such as reward cake for highest attending class</p> <p>Analysis from SLT to ensure attendance issues are addressed with children and families. 1:1 Reward systems</p> <p>Targeted work by SLT, including individualised mentoring to develop attitudes to learning. Built into 1:1 support for pupils every day</p>	<p>Weekly attendance recording sheet monitoring will aim to:</p> <p>Improve attendance for identified pupils</p> <p>Consider alternative ways of promoting the importance of good attendance</p> <p>EEF suggests increasing the school day can improve attainment by up to 3 months. Staff to liaise and offer support for families where pupils have poor rates of attendance. To also signpost to relevant agencies that can support and help to promote regular attendance at school.</p> <p>Ensure that there are rapid response systems that are in place to address poor attendance.</p>	
<p>Support with costs of equipment and uniform that make disadvantaged pupils part of the school community, including trips</p>	<p>Pupils who feel part of the school community by having the correct uniform, allows them to be ready for the school day</p> <p>Children identified having no breakfast as a barrier (year 6)</p>	
<p>Dedicated time for school-based behaviour lead to work 1:1 with staff and monitor behaviour and develop behaviour strategies around school, particularly LSA strategies on restorative behaviour (including TPP training</p> <p>Support for 7 ECTs/unqualified in consistency with behaviour approaches</p>	<p>The EEF states that: Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average'</p> <p>The intervention this focuses on is: 'Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning'</p>	

<p>Essex provision-Alternative provision set up to support pupils at risk of permanent exclusion. LSA and HLSA also support with the transition back to class for individual pupils</p>	<p>Children who would otherwise be excluded. Specialist SEMH provision and SEMH work allows them to access the provision. External barriers for these children to access mainstream classrooms.</p> <p>Transition back into mainstream is the ultimate aim</p>	
<p>Mentoring approach to working with disadvantaged pupils</p> <p>Support from SLT to develop learning behaviours (presence at lunch time etc)</p>	<p>Spot triggers that affect learning. Time dedicated by Family Liaison Officer, Head and Behaviour Lead to address these issues. Daily monitoring by the SLT will ensure that:</p> <p>Staff are deployed effectively</p> <p>Timely interventions are provided, especially through the behaviour lead working with teachers on Consistent Management Plans and strategies for specific pupils</p> <p>Behaviour records are kept on a daily basis in the 'lunchtime room'</p> <p>Children will talk confidently about how to self-regulate, or make the choice to come in at break and lunch time for a safe space</p> <p>Swift action and liaison with parents</p> <p>Regular contact with parents</p> <p>The EEF says that up to 8 months' progress can be made through teaching self-regulation strategies:</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	
<p>FLO support work for children, 1:1, targeted</p> <p>£9356.10</p> <p>Staff CPD on planning effective PSHE/ SEMH practice</p>	<p>Weekly and planned contact with families to address needs. MyConcern used to record concerns. FLO to build in time each week to support emotional needs of children 1:1 (See impact above)</p> <p>Curriculum built to support emotional needs and physical needs of children (well-planned and sequenced Cornerstones curriculum)</p>	
<p>Exposure to high quality experiences that impact on aspirations</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress</p>	

Total budgeted cost: £139,120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

-PPG pupils have the highest attainment in year 3 and in in year 5. This has been consistent throughout all data drops this academic year. Most significantly, reading now outperforms the other subjects for PPG pupils. This data fully supports the strategies that have been developed for reading, specifically early reading, across the school. The structure of these lessons supports comprehension and summarising skills. Year 5 PPG pupils have closed the gap with the rest of the cohort in reading, attaining the same.

-Year 3 show the largest discrepancy between writing and reading, with PPG pupils attaining higher in writing. These pupils have had strong teaching in the application of GPS skills into written outcomes, but struggle with some key basics of phonic decoding, despite heavy intervention this academic year.

-Reception and year 2 demonstrate the most consistency between attainment in all subjects. This marries with the attainment of the whole cohort; the pupils in these year groups have similar outcomes in all subjects because those children who are significantly below ARE or at least working towards, demonstrate barriers to learning such as processing and memory retention.

-The gap continues to narrow between PPG attainment and that of the whole cohort, particularly in year 3. With PPG pupils achieving 55%, 77% and 66% in R,W and M respectively and the rest of the cohort at 68%, 76% and 76%, they are achieving similar outcomes, there is a less than 10% difference on average. Teaching has strengthened this year due to a heavy support package.

Breakdown of data by group:

ARE		Reading	Writing	Maths
Year R	PPG (5)	20	20	20
	SEN (9)	33	33	56
	EAL (16)	63	63	63
Year 1	PPG (12)	50	33	33
	SEN (9)	67	33	11
	EAL (6)	100	100	100
Year 2	PPG (11)	27	27	27
	SEN (13)	15	15	31
	EAL (11)	73	36	73
Year 3	PPG (9)	55	77	66
	SEN (8)	0	25	25
	EAL (9)	89	89	89
Year 4	PPG (16)	44	37	44
	SEN (9)	22	11	33
	EAL (8)	88	88	88
Year 5	PPG (15)	80	60	73
	SEN (9)	56	22	45
	EAL (6)	67	67	83
Year 6	PPG (16)	56	50	44
Provisional	SEN (10)	30	20	20
	EAL (4)	50	75	50

Final outcomes (Internal Data):

		Reading				Writing				Maths			
		Baseline Sep 23	Autumn 2	Spring 2	Summer 2	Baseline Sep 23	Autumn 2	Spring 2	Summer 2	Baseline Sep 23	Autumn 2	Spring 2	Summer 2
*EYFS	ELG GDS		44 (70% end of year predicted data)	61	75		34 (76% end of year predicted data)	63	75		54 (78% end of year predicted data)	65	78
		0	0	7		0	0	14		0	0	9	
Year 1	ARE	78	63	63	73	77	59	57	61	77	67	66	70
	GDS	7	0	16	13	8	0	19	5	3	0	0	11
Year 2	ARE	64	54	60	64	61	56	60	61	70	56	67	68
	GDS	20	9	9	11	14	11	7	3	16	7	11	17
Year 3	ARE	71	64	67	68	71	64	64	76	77	72	74	76
	GDS	14	10	21	22	11	10	18	24	20	13	28	27
Year 4	ARE	69	61	63	71	53	57	59	64	67	63	65	71
	GDS	7	12	14	18	4	4	6	9	7	12	12	16
Year 5	ARE	68	63	60	81	66	58	63	73	82	75	76	81
	GDS	12	21	16	21	10	8	4	13	0	6	10	15
Year 6	ARE	45	53 (63% potential)	59	60	30	32 (50% potential)	48	73(excluding A-M-C)	55	47 (64% potential)	59	53
	GDS	0	12	17	23	0	0	0	7	0	12	21	23

Externally provided programmes

Programme	Provider
Times Tables Rockstars	Times Tables Rockstars
Power Maths	Pearson
Accelerated Reader	Renaissance Reading
Bug Club	Pearson
Spelling Shed	Education Shed
SCARF	Coram Life Education
Flash Academy	Learning Labs
Curriculum Maestro	Cornerstones
Testbase	Doublestruck Ltd
Widgit, Communicate: in print	Widgit Software
Infinity	White Rose Hub
Master the Curriculum	Master the Curriculum