

Pupil premium strategy statement William Tyndale Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our pupil premium learners.

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	454
Proportion (%) of pupil premium eligible pupils	27%
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)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sophie Gavalda
Pupil premium lead	Michelle Georgeson
Governor / Trustee lead	Gemma Cotton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including EYPP)	£196 695
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£196 695

Part A: Pupil premium strategy plan

Statement of intent

At William Tyndale our aim is to use pupil premium funding to help children thrive at school and experience outstanding teaching and learning. It supports children to make good academic progress from the start of their school experience, including those who are capable of attaining at a higher level. The impact of our funding enables positive outcomes for disadvantaged children so that they are prepared for their next stage of education, with personal aspirations and the self-efficacy skills to succeed.

Nationally, the gap between non-disadvantaged and disadvantaged children has widened since the pandemic and continues to impact the learning and cultural experiences of children. National analysis shows that this gap has not reduced to pre pandemic levels and there remains a variance in disadvantaged children in comparison to their peers in terms of their:

- *starting points*
- *cultural opportunities*
- *social opportunities*

At the heart of our approach is

- *high-quality teaching, underpinned by excellent CPD*
- *early intervention and support where required*
- *a whole school approach that understands the difference in starting points for children*
- *targeted support based on robust diagnostic assessment of need*
- *carefully considered deployment of extra staff; and*
- *access to a broad, balanced, sequenced and progressive curriculum, which includes extras such as our debating and Skills Builder programmes.*

Our strategy is driven by the needs and strengths of each child, based on formal and informal assessments, not assumptions or labels. This helps us to ensure that we offer them the relevant support, skills and experience. Although this strategy focuses on the needs of pupil premium children, it benefits all children in our school. Not all children in receipt of pupil premium will be disadvantaged and may not all receive support at the same time or in the same way.

In order to make decisions on how we utilise our funding, we use a range of information gathered from internal and external sources.

- *Progress and outcomes data via internal and external national benchmark assessments as well as pupil progress meetings*
- *Attendance data via a School Management Information System, Attendance Officer and Office staff*
- *Welfare and behaviour data through CPOMS, behaviour analysis, whole staff monitoring/training*
- *Safeguarding data as monitored by the Designated Safeguarding Team and Senior Leadership Team*

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with children show that basic skills for pupil premium children are generally below a level that enables them to reach a good level of development across the curriculum. In particular, lower levels of language and communication skills can impact their development across the whole curriculum and particularly impact their writing.
2	Our internal observations and experiences support the <i>Maslow Hierarchy of Needs</i> model and show that children need to have their physiological, safety and belonging needs to be met to thrive at school. This is evident in some of our pupil premium learners who require emotional, social and family support.
3	Children from low socio-economic backgrounds may have limited educational aspirations. They have fewer opportunities to develop cultural capital outside of school and to develop talents in a wide range of subjects. This is evident in local borough figures for NEET children.
4	Our data shows that many of our pupil premium children who are performing below national expectations in all core subjects, are identified as having complex additional needs.
5	Children who have the potential to achieve at a greater depth level require more explicit support to reach their full academic potential. National outcomes also support this statement.

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
1. Children make good progress in reading, writing, oracy and maths fluency. The strong foundation of these skills enables them to access all subjects and be prepared for subject specific study at secondary school.	<p>In line with our equality objective, by the end of the strategy we aim to close the attainment gap to 10% or lower between pupil premium and non pupil premium learners nationally.</p> <p>Children achieve a Good Level of Development (GLD) that is in line with / above the national average.</p> <p>The majority of disadvantaged children taking the Year 4 maths fluency check achieve a score in line with / above the national pupil premium average.</p> <p>80% of children pass the phonics screening check by the end of KS1.</p> <p>80% of children invited to tuition sessions attend.</p>
2. Children feel supported at school and are emotionally regulated to learn and achieve their full potential.	<p>Pupil voice shows that children identified as in need of emotional or social support demonstrate a sense of wellbeing and positive personal identity.</p> <p>CPOM's analysis shows the wide range of support that is provided to families.</p> <p>Boxhall analysis of identified children in pastoral care demonstrates good impact during the course of their sessions.</p> <p>Absence rates for disadvantaged learners are well below national average (national average = 9%)</p>
3. Children are provided with a wide range of cultural opportunities to support their learning across the curriculum and have high aspirations for future learning.	<p>Children experience an educational visit or enriching experience at least once a half term.</p> <p>A careers curriculum supports children to set aspirational goals for their future learning as</p>

	<p>evidenced in Year 6 pupil voice and the Skills Builder Hub</p> <p>Disadvantaged children are identified and supported to attend a wide range of after school clubs. In 2025-2026 we aim to offer a targeted free place to at least 40% of FSM children.</p>
4. Children identified as having additional educational needs are provided with adapted learning opportunities that enable them to progress in all areas of their learning.	<p>Termly Pupil Progress Meetings and Annual Reviews show that children make good progress towards meeting their Redbridge steps of learning.</p> <p>Teacher voice demonstrates confidence in adapting learning to meet individual needs.</p>
5. Children with the potential to work at a greater depth standard of learning are supported to reach their full potential through high quality teaching and access to enrichment opportunities.	<p>Identified children are targeted for after school clubs and provided with a subsidised place.</p> <p>Access to additional support is offered through 'before school' tuition.</p> <p>By the end of the strategy, children at the end of KS2 achieve a GD standard of learning in core subjects that is above the national average for pupil premium learners.</p>

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: £103 810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and Retention secures the provision of high quality teaching through:</p> <ul style="list-style-type: none"> - <i>National Professional Qualification training (NPQ / NPQLT)</i> - <i>CPD for Teaching Assistants and</i> 	<p>Ensuring all children, but particularly those from disadvantaged backgrounds, have access to high quality teaching is vital.</p> <p>https://www.suttontrust.com/wp-content/uploads/2024/02/Closing-the-attainment-gap.pdf</p> <p>Offering effective professional development is key to retaining great</p>	1, 5

<p><i>supported opportunities for professional development and qualifications</i></p>	<p>teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning.</p> <p><i>'Menu of approaches': evidence brief and supporting resources Education Endowment Foundation (EEF)</i></p> <p>Training for Teaching Assistants can have an impact on reading levels and pupil engagement and ensure they are ready for their role in the classroom</p> <p><i>Maximising the Impact of Teaching Assistants - trial EEF</i></p> <p><i>TA Recommendations Summary.pdf</i></p> <p>Increasing the availability of high-quality CPD has been shown to improve retention problems, particularly for early-career teachers.</p> <p><i>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/?utm_source=chatgpt.com</i></p>	
<p>Continuous Professional Development sustains high quality teaching in core subjects through:</p> <ul style="list-style-type: none"> - <i>Talk for Writing Training for new members of staff and ongoing CPD</i> - <i>Maths Mastery CPD for new members of staff and ongoing training</i> - <i>STEM Training</i> - <i>Annual peer observation for teachers</i> - <i>Maximising the Practice of Teaching Assistants (MPTA) program</i> - <i>DSR and CPD training to support early reading</i> 	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils.</p> <p><i>'Menu of approaches': evidence brief and supporting resources Education Endowment Foundation (EEF)</i></p> <p><i>https://educationendowmentfoundation.org.uk/early-years/pupil-premium/balanced-approach</i></p> <p>Talk for writing improves outcomes for children across the school. The focus upon oral language particularly supports early literacy development in the early years</p> <p><i>https://www.talk4writing.com/about/does-talk-for-writing-work/</i></p> <p>Children from disadvantaged backgrounds are more likely to underachieve in maths throughout their school career than their more advantaged peers.</p> <p><i>https://www.gov.uk/government/publications/subject-report-series-maths/coordination</i></p>	<p>1, 4,5</p>

	<p>ng-mathematical-success-the-mathematics-subject-report</p> <p>Disadvantaged children are less likely to be represented in the STEM workforce. STEM training provides increased social mobility and aspirations and reduces gaps in attainment and progress STEM-Learning-Impact-Report-2025.pdf</p> <p>Observing other teachers when combined with coaching can develop reflective practice and improve student outcomes. https://www.researchgate.net/publication/323344838_The_Effect_of_Teacher_Coaching_on_Instruction_and_Achievement_A_Meta-Analysis_of_the_Causal_Evidence</p>	
<p>Three teacher model (Year 6)</p> <ul style="list-style-type: none"> - <i>Additional adult to help plan and deliver teaching</i> - <i>SLT member to support Year 6 learning</i> 	<p>Reducing class size can have a positive impact on socioeconomically disadvantaged pupils outcomes Reducing class size EEF</p>	1,5
<p>Challenge for Learners is provided through high quality teaching and helps develop aspiration in learners</p> <ul style="list-style-type: none"> - Close tracking of progress by Assessment and PP Lead - Strategic use of tutoring - Membership of NACE 	<p>Disadvantaged pupils are much less likely to achieve at the highest levels in primary school. This gap greatly widens in secondary school. https://social-mobility.data.gov.uk/intermediate-outcomes/compulsory-school-age-(5-to-16-years)/attainment-at-age-16/latest</p> <p>Increasing access to high quality teaching is essential to allowing those with high potential to flourish and should be inclusive https://www.suttontrust.com/our-research/potential-for-success-schools-high-attainers/</p> <p>Targeted professional development programs can equip teachers with the skills and knowledge necessary to effectively identify and support 'more able' learners https://www.yorks.ac.uk/media/content-assets/research/institute-for-social-justice/</p>	5

	<p>WP1-NACE-CRG-Report.pdf?utm_source=chatgpt.com</p> <p>Progress of children should be carefully monitored to ensure the strategy is carefully implemented</p> <p>https://www.nace.co.uk/blogpost/1764156/461334/10-tips-for-effective-use-of-pupil-premium-to-support-more-able-disadvantaged-learners</p> <p>Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success</p> <p>https://www.suttontrust.com/our-research/potential-for-success-schools-high-attainers/</p>	
<p>Specialist support provides adaptation to meet individual learning needs</p> <ul style="list-style-type: none"> - <i>Educational Psychologist to provide individual programs of support for identified learners</i> - <i>High quality SEND CPD for Teachers and Teaching Assistants</i> 	<p>Children with SEND encounter multiple risks that impact educational outcomes. Early support can mitigate these risks.</p> <p>Factors influencing primary school pupils' educational outcomes - GOV.UK</p> <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching and require specific approaches</p> <p>'Menu of approaches': evidence brief and supporting resources Education Endowment Foundation (EEF)</p> <p>Some pupils will require high quality, structured, targeted interventions to make progress. The intensity of intervention should increase with need.</p> <p>Special Education Needs in Mainstream Schools recommendations Education Endowment Foundation</p>	4
<p>An essential skills and careers curriculum is provided through Skills Builder</p> <ul style="list-style-type: none"> - <i>Membership of Skills Builder Programme</i> - <i>Member of SLT to oversee implementation and develop community career opportunities</i> 	<p>Life skills are associated with a range of positive outcomes at school and later in life and are strong predictors of adult outcomes, including employment, well-being, and physical and mental health.</p> <p>Improving essential life skills for young people (Sutton Trust)</p> <p>The development of essential skills, such as Adapting and Planning, can lead to increases in reading, writing and social emotional skills</p>	1,3,5

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

Budgeted cost: £89 792

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Reading is prioritised to provide strong foundations across all subjects</p> <ul style="list-style-type: none"> - <i>Reading Recovery Teacher</i> - <i>High quality phonics / spelling intervention from Reception to Year 3 (eg 5 minute box, tuition, PAT, see and spell)</i> - <i>Beanstalk charity reading volunteer (reading for pleasure)</i> 	<p>Pupils who find it difficult to learn to read are likely to struggle across the curriculum</p> <p>https://www.education-uk.org/documents/pdfs/2023-reading-framework.pdf?utm_source=chatgpt.com</p> <p>There is good evidence that DSR has a strong impact on children's learning</p> <p>Assessing the impact of the Reading Recovery programme</p> <p>On average, one to one tuition is very effective at improving pupil outcomes.</p> <p>One to one tuition EEF</p> <p>Phonics can add up to 5 months progress and can be especially beneficial for children who are lower attaining</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=chatgpt.com</p> <p>Disadvantaged pupils are less likely to read in their free time and the gap has widened in 2025</p> <p>Reading report 2025: Rethinking reading for pleasure in schools National Literacy Trust</p> <p>Children have improved attitude to learning and improved communication / wellbeing skills as a result of reading with Beanstalk volunteer</p>	1

	https://www.beanstalkcharity.org.uk/news/coram-beanstalk-celebrates-50-years-of-creating-readers-with-latest-impact-report	
<p>Early language intervention enables academic progress and improves emotional regulation</p> <ul style="list-style-type: none"> - <i>Talk Boost in Nursery</i> - <i>NELI intervention Reception</i> 	<p>Oral language interventions can be an effective approach for disadvantaged pupils and add up to 6 months progress Oral language interventions EEF</p> <p>Nuffield Early Language Intervention (NELI) boosts language skills of disadvantaged pupils by seven months. Nuffield Early Language Intervention Impact Nuffield Foundation</p>	1
<p>Early morning tuition is provided for targeted children across all attainment ranges</p> <ul style="list-style-type: none"> - <i>Early morning tuition in extended school hours</i> 	<p>School tuition helps to level out access to a tuition programme https://www.suttontrust.com/wp-content/uploads/2024/02/Closing-the-attainment-gap.pdf</p> <p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Menu of approaches': evidence brief and supporting resources Education Endowment Foundation (EEF)</p> <p>Extended school time has a good impact. The average month progress is 3 months. Extending school time EEF</p>	1, 5
<p>Emotional and social support enables children to flourish and achieve a sense of belonging</p> <ul style="list-style-type: none"> - <i>Nurture groups in EYFS</i> - <i>Friendship groups in Year 1</i> - <i>Skills Builder support group</i> 	<p>Evidence suggests that children from disadvantaged backgrounds have weaker SEL skills. Interventions can add an additional three months' progress and impact social relationships and learning attitudes. There is particular promise for approaches that focus on improving social interaction between pupils Social and emotional learning EEF</p>	2

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

Budgeted cost: £95 429

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support reduces the barriers to academic and social emotional success and improves attendance. Children are 'classroom ready'</p> <ul style="list-style-type: none"> - Attendance, Pastoral and Family Support Lead - Pastoral child support provided by specialist adult 	<p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance</p> <p>'Menu of approaches': evidence brief and supporting resources Education Endowment Foundation (EEF)</p> <p>Children in lower income families are more likely to suffer from health, mental health problems which lead to lower educational outcomes</p> <p>https://www.suttontrust.com/wp-content/uploads/2024/02/Closing-the-attainment-gap.pdf</p> <p>https://pmc.ncbi.nlm.nih.gov/articles/PMC11951343/</p> <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p> <p>'Menu of approaches': evidence brief and supporting resources Education Endowment Foundation (EEF)</p>	2
<p>Subsidised enrichment activities provides equality of access to wider learning opportunities and supports learning across the subjects</p> <ul style="list-style-type: none"> - Targeted access to after school clubs - Fully funded PGL places for children 	<p>Debating increases academic and learning attainment and higher-order thinking skills</p> <p>https://debatemate.com/wp-content/uploads/2025/09/2023-2024-Annual-Report-1-1.pdf</p> <p>Debating can be associated with increased attainment among disadvantaged students.</p> <p>https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FIN AL.pdf</p> <p>Extracurricular activities are an important part of education and may increase engagement in learning and may translate to outcomes</p> <p>'Menu of approaches': evidence brief and supporting resources Education Endowment Foundation (EEF)</p>	3

	<p>https://assets.publishing.service.gov.uk/media/66e2cd5a61763848f429d58f/Factors_influencing_primary_school_pupils_educational_outcomes.pdf?utm_source=chatgpt.com</p> <p>Cultural capital is often attributed to a higher value in the education system</p> <p>https://www.suttontrust.com/wp-content/uploads/2024/02/Closing-the-attainment-gap.pdf</p> <p>Residential, outdoor learning experiences provide opportunities that cannot be achieved in other educational settings. Disadvantaged pupils face the double disadvantage of access and cost.</p> <p>https://cfey.org/wp-content/uploads/2017/09/Learning-Away-The-state-of-school-residential-in-England-2017.pdf</p> <p>Many highly able students from disadvantaged backgrounds fall behind their more affluent peers due to a lack of access to enrichment opportunities and tailored support</p> <p>https://www.yorks.ac.uk/media/content-assets/research/institute-for-social-justice/WP1-NACE-CRG-Report.pdf?utm_source=chatgpt.com</p>	
<p>New staff trained in a trauma informed approach to support positive behaviour approach</p> <ul style="list-style-type: none"> - ITIPS training - Team Teach training 	<p>Understanding a pupil's context will inform effective responses to misbehaviour. Pupils who have more challenging behaviour will require an adapted approach to individual need.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf</p> <p>A trauma informed approach can have positive effects on mental health, wellbeing, social connectedness and reduced risk behaviours among vulnerable groups</p> <p>https://assets.publishing.service.gov.uk/media/65021079702634000d89b7f1/The-effectiveness-of-trauma-informed-approaches-to-prevent-adverse-outcomes-in-mental-health-and-wellbeing-a-rapid-review.pdf?utm_source=chatgpt.com</p>	2,4

Total budgeted cost: £289 030

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the course of the strategy (2022-2025) children have been well supported from the start of their education in the Early Years Foundation Stage. They have continued to make good progress as they move through the school, which is reflected in their phonics scores in Year 1 and attainment at the end of Year 6.

In Year 6 children made good progress in their learning during the academic year 2024-2025 and achieved well above national averages for disadvantaged children (68% compared to 47% nationally). Over the course of the three year strategy we have achieved our goal of closing the attainment gap to no more than 10% between disadvantaged pupils and others nationally. High levels of comprehension, a stated intention for our strategy, have been met as a result of high quality teaching and interventions, as well as a focus upon oral language acquisition.

Pupil voice shows that the majority of children enjoy coming to school, feel safe and have a trusted adult that they can talk to. Some children have discussed how they need further support to help express their emotions. Children mostly feel proud of their achievements and recognise the support, as well as ambition, that adults provide for their learning. They enjoy the access to a wide enrichment curriculum, in particular theatre trips. Attendance at after school clubs and instrumental lessons is also highly valued.

The overall absence rates for children last year was 6%, which is well below the national average of 9%. However, attendance remains an area of focus for some children and persistent absenteeism is overly represented by this group of learners.

As we move to a new strategy, assessments show that children's oral language skills, writing and maths fluency across the school continue to be impacted by economic disadvantage. This is also reflected at a national level. Many families continue to require support for their children's wellbeing and this is shown in the pastoral support that has been provided at the school over the duration of the policy. Analysis shows that many of our learners who are working below expected levels have accessed pastoral support. Analysis of attendance at restorative behavioural reflections, shows that 76% of children who repeatedly attended reflection were pupil premium learners. There has also been an increase in families who require support for their child's special educational needs and specialist approaches.

Below are key headlines from the impact of interventions that took place utilising Pupil Premium Strategy funding for 2024-2025

- NELI Intervention: 5 children took part in the NELI intervention and made good progress. One child will continue to be supported as they move to Year 1.
- Reading Recovery: 4 children received reading recovery this academic year. Two achieved expected levels of reading by the end of year 2 and one passed their phonics screening check. Ten children from the current Year 6 received Reading Recovery whilst at school; 9 achieved the expected standard at the end of Key Stage 2 summative assessments for Reading.
- After school club: 25 children were funded for a subsidised place and 9 for a concessionary rate for music lessons (£189 per child)

- PGL: 19 Year 6 children were fully subsidised for a PGL place 24/25 (£452 per child)

KS2	RWM combined			Reading			Writing			Maths			Science	
32% (Ev6)	Sch.	Nat.	GD	Sch.	Nat	GD	Sch.	Nat.	GD	Sch.	Nat.	GD	Sch.	Nat.
Other	97%	69%	25%	100%	81%	80%	95%	78%	25%	97%	80%	50%	100%	82%
Ever 6	68%	47%	4%	89%	63%	26%	74%	59%	4%	63%	61%	11%	74%	n/a
All	81%	62%	19%	95%	75%	63%	86%	72%	19%	92%	74%	37%	92%	82%

EYFS GLD	Sch	Nat
Other	98%	n/a
Ever 6	40%	45% (Islington)
All	86%	68%

50% of the children who did not achieve GLD have complex, additional needs. They will continue to receive specialist support as they move towards Year 1.

	Year 1		Year 2	
KS1 Phonics	Sch	Nat	Sch	Nat
Other	94%	84%	n/a	n/a
Ever 6	88%	67%	0%	n/a
All	93%	80%	n/a	

Children who have not yet passed their phonics screening in Year 1 will continue to be supported and monitored as they move to a new year group. In Year 2 the majority of the children who resat their phonics check all had complex additional learning needs. They will receive a specialist spelling approach as they move to a new year group.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

In addition to the above strategies and approaches, we also support our Pupil Premium children in the following ways:

- Weekly communication with parents sharing the learning for the week
- Pupil Progress meetings twice a year where individual learning is discussed.
- Extended tuition after school for children (funded by the Richard Reeves Foundation)
- Peer to peer tutoring through paired work
- *Dyslexia Friendly Schools Award (BDA)*
- Two Dyslexia trained teachers able to assess in specific literacy learning difficulties
- Regular use of data to focus on pupils at risk of underachievement and in receipt of Pupil Premium
- Provision maps to support targeted and personalised approaches to learning for SEND learners
- Forest school
- Nuffield Language intervention KS2
- Collaboration and theatre visits with the *Little Angel Theatre*
- Rights Respecting Curriculum: Gold Award
- Quality assurance of chosen strategies and interventions

In addition to this strategy we also receive Early Years Pupil Premium funding for children in the Nursery. In selecting how these funds are allocated, we apply the same principles of our whole school strategy. We aim to narrow the attainment gap from the very start of a child's journey at our school.

Our approach is based first and foremost on high quality, first wave teaching. In addition we provide:

- *Early language intervention (Talk Boost)*
- *Family pastoral support*
- *High quality professional development for teachers and teaching assistants*

Externally provided programmes

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

Programme	Provider
Talk Boost	Speech and Language UK
Skills Builder Accelerate	Skills Builder
Daily Supported Reading	Hackney Learning Trust
ITIPS	Islington Trauma Informed Practice Schools

