



Pupil Premium Strategy Statement 2024–25

Godinton Primary School

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year, to help improve the attainment of our disadvantaged pupils.

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

School overview

| Detail | Data |
|---|-------------------------|
| School name | Godinton Primary School |
| Number of pupils in school | 417 |
| Proportion (%) of pupil premium eligible pupils | 71/417 (17%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024/2025 to 2028/2029 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Jill Talbot Headteacher |
| Pupil premium lead | Jill Talbot Headteacher |
| Governor / Trustee lead | Kelly Holden-Smith |

Funding overview

| Detail | Amount |
|--|------------------|
| Pupil premium funding allocation this academic year | £106,768 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £106, 768 |

Part A: Pupil Premium Strategy Plan

Statement of Intent:

Godinton Primary School is committed to providing excellent educational provision for all our children which will enable them to reach their full potential, make great progress and attain the levels of knowledge, understanding and skills required for their future lives. We endeavour to deliver high standards of quality first teaching and to provide additional support and intervention to raise standards and ensure that all children meet the targets set for them. We are an inclusive school and recognise the rich diversity of our school community.

Our commitment at Godinton is to ensure that all pupils irrespective of their background or the challenges they face, make good progress and attainment well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and to make good progress relative to their starting position. We endeavour to support our disadvantaged pupils to make as much progress as their peers and to close the gap between disadvantaged and non-disadvantaged pupils. We want to ensure that more of our disadvantaged pupils exceed the standards in reading, writing and maths and that our pupils who are SEN, as well as being eligible for pupil premium, make progress in line with their peers.

At Godinton, we consider the challenges faced by all children who are vulnerable, such as those who have a social worker, are young carers or are socially disadvantaged but not in receipt of free school meals. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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

Robust pastoral and wellbeing support at Godinton, helps to ensure that all our children are ready for learning.

Our Key Objectives:

- To narrow the gap between disadvantaged and non-disadvantaged pupils in our school.
- To ensure that all children meet their full potential in reading, writing, maths and speaking and listening.
- To ensure that suitable challenge is provided for all children and that high quality intervention is provided in a timely manner to provide additional support.
- To remove barriers to learning created by poverty, family circumstance and background.
- To ensure that children have positive learning behaviours and use our 'Guiding Stars' to assist them.
- To support our children's wellbeing and to provide a nurturing environment with positive mental health provision at our core.
- To provide enriching and exciting learning opportunities which will enthuse our children and broaden their experiences and outlook.

Achieving our Objectives:

In order to achieve our objectives and overcome identified barriers we will ensure that:

- All members of our school community are committed to ensuring that every child deserves the very best opportunities to succeed.
- High quality teaching is provided to all pupils every day and that support and CPD is provided to teachers in order to achieve this.
- Assessment strategies are used to monitor the progress and attainment of all children and to swiftly identify gaps and barriers to learning.
- We provide targeted intervention and support to quickly address identified gaps in learning through the use of small group or 1:1 work and that those who deliver interventions have the skills to do so as successfully as possible.
- All children have access to a wide range of opportunities and first hand experiences to develop their interests and talents for future success.
- Excellent, nurturing wellbeing support is provided for our children in response to their mental health needs.
- Support is provided for parents in supporting their children's social and emotional development and academic achievement.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| ONE | Our speech and language assessments and observations, show that there continues to be a high number of children with severe or moderate understanding of language or with speech delays within EYFS and KS1. More children are displaying underdeveloped oral language skills and vocabulary gaps compared to previous years. |
| TWO | An increasing number of children are identified as having Autism or are on an Autism assessment pathway. A number of these children have difficulties in engaging with their learning and some present significant behavior challenges which impact on their learning. This includes difficulties with task engagement and understanding. |
| THREE | Assessments reveal, some disadvantaged pupils have greater difficulties in acquiring phonics skills which impacts on reading, writing and communication skills. Some disadvantaged pupils receive less support at home with reading and phonics. |
| FOUR | School attendance for some disadvantaged pupils has been effected by illness and parental mental health. |
| FIVE | Leuven scale assessments for wellbeing and involvement, show that many of our disadvantaged children have lower levels of engagement, confidence and happiness compared with their peers. More children are presenting with issues related to anxiety and some parents have expressed concerns about their children's mental health. These findings are supported by National research. |
| SIX | A number of our families are still requiring greater assistance and involvement from our Family Liaison Officer. Some parents have seen a deterioration in their own mental health, making it more difficult for them to parent successfully. Families have also been impacted by issues of separation and bereavement. |
| SEVEN | The cost of living crisis is having an impact on many of our families and is expected to worsen particularly over the winter months. Many of our disadvantaged families are unable to offer their children wider experiences outside of school. |

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 |
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| Improved oral language skills and vocabulary among disadvantaged pupils. | <ul style="list-style-type: none"> • Pupils with speech and language needs are identified quickly through initial screenings (Speech Link and Language Link) at the start of EYFS as well as class based observations. • Language Enrichment groups are put in place to support and activities included in daily class based routines. • Class teachers embed activities to support language development into quality first teaching with emphasis on rich vocabulary development. • Mid-year assessments monitor progress and attainment. • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. • Attainment in oral language skills is closer to that of non-pupil premium children by end of year (with the exception of some pupils with SEN). • Children use a wider range of vocabulary when speaking and in their written work. |
| Year 1 and Year 2 eligible for pupil premium reach the required standard in the phonics screening in line with non-pupil premium children in the school. | <ul style="list-style-type: none"> • The % of all children in Year 1 and Year 2 reaching the expected standard of the phonics screening check will be above that of National results. • The % of Year 1 and Year 2 pupil premium children reaching the expected standard in the phonics screening check is in line with that of non-pupil premium children (with the exception of some pupils with a specific SEN in this area). • Children have good decoding skills and are able to blend and segment with confidence. This increases their enjoyment of reading for pleasure. • An increased number of children read regularly at home. |

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| <p>Improved attainment among disadvantaged pupils in reading, writing and maths.</p> | <ul style="list-style-type: none"> • KS2 reading, writing and maths outcomes for disadvantaged pupils meeting the expected standard and exceeding, are at least in line with National results. • Attainment of disadvantaged pupils closer to that of non-pupil premium children in reading, writing and maths at KS2. |
| <p>To achieve and sustain improved wellbeing and engagement for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Leuven wellbeing and involvement scores show positive scores and an upward trend. • Qualitative data from student voice, surveys and teacher observations. • Children use the school Guiding Stars effectively to identify areas of strength in their learning habits. • Pupils with SEND, and especially autism show good engagement with learning and make suitable progress as a result. • An increase in participation in enrichment activities, particularly among disadvantaged pupils |
| <p>Improved attendance for all children including those in receipt of pupil premium.</p> | <ul style="list-style-type: none"> • The attendance of children eligible for pupil premium will be in line with that of non-pupil premium children (target 96%). • Number of persistent absenteeism reduces. • Reduction in lateness of pupil premium children. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,626

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Speech and Language teaching assistant employed to deliver focused language enrichment groups in Year R / 1 and to support other speech and language needs across the school.</p> | <p>Research by the EEF shows that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress (+6). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | <p>ONE</p> |
| <p>Training for all teachers and TAs across the school in the new phonics scheme being launched in September 2024. Additional training and on-going support for EYFS and KS1 teams to ensure phonics skills are strong and that the new scheme can be successfully delivered.</p> <p>Year 2 trained in the Rapid catch up phonics programme to ensure effective delivery of the new programme.</p> | <p>Research by the EEF states: Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (+5). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>THREE AND SEVEN</p> |

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| <p>Monitoring by Phonics Lead and additional support provided.</p> <p>Training for a group of TAs in Soundwrite to ensure that high quality intervention support can be provided for identified children.</p> <p>Training for teachers in ensuring that phonics knowledge is deepened through a new approach to the teaching of spelling from Year 3 onwards which focuses on phonetical knowledge and application. Support from Writing Lead.</p> | | |
| <p>Ongoing involvement in the Kent & Medway maths hub TRG to provide key support for maths lead who disseminates learning to whole school, thereby enhancing teaching skills and pupil attainment.</p> <p>Training of staff for mastering number in Key Stage to provided by Kent & Medway maths hub. The Mastering number programme will help to develop fluency in multiplication and division facts, and a confidence and flexibility with number that</p> | <p>Sustaining Work Groups provide schools support where schools can focus on continued improvement, consistency and refinement of teaching for mastery. Teachers, maths leads and headteachers are all involved, looking at collaborative planning and subject knowledge development.</p> <p>https://drive.google.com/file/d/1ZHV7NTT7eeQhdb_bgndwikMw1uP0oSBE/view</p> <p>https://www.kandmmathshub.org/mastery/principles</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/</p> | <p>SEVEN</p> |

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| <p>exemplifies good number sense.</p> <p>Involvement in SKTM training for TAs to develop their own subject and pedagogical knowledge in maths.</p> | | |
| <p>Support / training for teachers and TAs in delivering effective guided reading sessions (focus on comprehension) and reading 1:1 with children and how to foster a love of reading within the children.</p> | <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | <p>SEVEN</p> |
| <p>Training for all teachers and support staff in autism awareness and development of strategies to help support pupils with autism engage positively with their learning in order to achieve good outcomes.</p> <p>After whole school training, we will then build upon this training by providing bespoke training for individual staff.</p> | <p>Autism is a lifelong developmental disability which affects how people communicate and interact with the world. More than one in 100 people are on the autism spectrum and there are around 700,000 autistic adults and children in the UK.</p> <p>https://www.autism.org.uk/</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> | <p>TWO</p> |

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| | <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. These strategies have an impact of +4 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37,175

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Language enrichment groups provide additional language / oracy work for children identified through Speech Link and Language Link screenings – led by TAs. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment (+6). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | ONE |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more | THREE AND SEVEN |

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| | <p>effective when delivered as regular sessions over a period up to 12 weeks (+5)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | |
| <p>Targeted interventions for reading, writing and maths, as outlined on provision maps in place to provide support to close the gaps in children’s knowledge and skills. Small group and 1:1 sessions provide children with more detailed feedback.</p> | <p>Small group interventions enable teachers and teaching assistants to provide more targeted support and therefore more detailed feedback to the children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF research shows that:</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve (+6).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Teaching assistants can provide a large positive impact on learner outcomes (+4)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | SEVEN |
| <p>A substantial investment in a new DfE validated</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not</p> | THREE AND SEVEN |

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| <p>Systematic Synthetic Phonics programme Little Wandle Letters and Sounds to secure stronger phonics teaching for all pupils in Yr R, 1 and 2. New scheme provides reading books to take home to ensure all children have access to real books.</p> <p>Additional reading books purchased to ensure that all pupils have high quality texts to choose from in order to develop a love of reading for pleasure. Focus on non-fiction texts in particular.</p> | <p>necessarily comprehension), particularly for disadvantaged pupils. (+5)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,967

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Employment of FLO to work with vulnerable families and to improve parental engagement through 1:1 and small group sessions (targeted support in the home, group workshops and weekly coffee shop sessions).</p> | <p>Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>SIX AND EIGHT</p> |
| <p>Employment of pastoral Teaching Assistant to provide small group and 1:1 work to improve wellbeing outcomes for pupils, especially those who are disadvantaged.</p> <p>Pastoral wellbeing sessions delivered to children to support wellbeing difficulties such as anxiety, friendship issues.</p> <p>Rainbows bereavement and loss support sessions.</p> <p>Therapeutic interventions in place e.g. Play therapy / drawing and talking therapy / ELSA for identified children.</p> | <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | <p>FIVE</p> |
| <p>Support for parents and children with attendance issues (regular meetings with FLO, Attendance Officer, Headteacher and SLO)</p> <p>Regular meetings between DSLs and Attendance officer.</p> | <p>New DfE guidance (August 2024) to be implemented to support pupil attendance in school. https://www.gov.uk/government/publications/working-</p> | <p>FOUR</p> |

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| | <u>together-to-improve-school-attendance</u> | |
| <p>To increase the number of nurture sessions available to pupils to support areas of need identified through Boxall profiles through the employment of a full time Nurture Teaching Assistant.</p> | <p>NurtureUK have been working with schools in Kent for a number of years to support inclusive education through a nurturing approach. A rigorous and broad look at what works to support vulnerable pupils in Kentish schools, coupled with the Timpson Review and the Department for Education’s survey of mental health support in schools has led Kent County Council to recognise that nurturing approaches, with their rigorous evidence base, ground swell of support and outcomes in schools are a great investment to support inclusion in education. Their County Wide Approach to Inclusion or CATIE report, acknowledges the importance of nurture.</p> <p><u>https://www.nurtureuk.org/our-programmes/nurturing-kent-programme/</u></p> | <p>FIVE</p> |
| <p>Wider range of clubs and after school activities offered to engage pupils in a wider range of activities e.g. design, drama, computing.</p> | <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (+3)</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</u></p> | <p>FIVE AND EIGHT</p> |

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| <p>Launch of Opal play at lunchtimes to improve opportunities for all children whilst developing a wide range of skills including; social, emotional, resilience and perseverance. Opal play will benefit all children but will support children who find social interaction more challenging.</p> | <p>There is a wealth of research evidence showing that children need plenty of time to be outside, active and freely playing to keep them feeling happy and healthy and yet many children only spend a few hours a week in outdoor play. Schools can do more to put this right than any other organisation as they have the time and space and the children.</p> <p>https://outdoorplayandlearning.org.uk/the-opal-primary-programme/improve-well-being/</p> | <p>THREE, FOUR AND SEVEN</p> |
| <p>Support for families experiencing financial difficulty: costs of curriculum activity covered e.g. swimming and school trips.</p> | <p>We place high value on the importance of engagement in wider activities such as Forest Schools, school trips, and extra-curricular activities. We offer a broad range of activity which is open to all pupils with costs covered by the school.</p> | <p>ALL</p> |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>ALL</p> |

Total budgeted cost: £106,768

Part B: Review of outcomes in the previous academic year

Outcomes for Disadvantaged Pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Data Outcomes

Key Stage One SATS – These are no longer a statutory assessment and therefore data is not collated or published.

Key Stage Two SATS

In the 2024 KS2 SATS, the attainment of disadvantaged pupils at expected was lower than that of non-disadvantaged pupils with an average difference of 44.9% across all 4 subjects, compared with a Kent difference of 16.1%.

In the expected and Greater Depth bands, disadvantaged pupils at Godinton attained lower than Kent averages.

| KS2 SATS 2024 | SCHOOL | | KENT | | NATIONAL |
|---------------|--------|---------------|-------|---------------|----------|
| | All | Pupil Premium | All | Pupil Premium | All |
| R/W/M EXS | 58.3% | 14.3% | 60.8 | 42.5% | 61.0% |
| R/W/M GDS | 11.7% | 0.0% | 8.1% | 2.5% | 8.0% |
| Reading EXS | 70.0% | 42.9% | 75.2% | 61.0% | 74.0% |
| Reading GDS | 26.7% | 0.0% | 30.4% | 18.5% | 28.0% |
| Writing EXS | 75.0% | 28.6% | 73.3% | 57.5% | 72.0% |
| Writing GDS | 16.7% | 0% | 14.5% | 5.6% | 13.0% |

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|------------------|-------|-------|-------|-------|-------|
| GPS EXS | 83.3% | 42.9% | 69.0% | 51.4% | 72.0% |
| GPS GDS | 28.3% | 14.3% | 28.2% | 14.9% | 32.0% |
| Maths EXS | 80.0% | 14.3% | 71.1% | 54.2% | 73.0% |
| Maths GDS | 28.3% | 14.3% | 22.5% | 10.7% | 24.0% |

Attainment for pupil premium children was not as good at either expected or greater depth compared with all children.

Please note that there are no progress measures available for 2024 as the Key Stage one teacher assessments did not take place in 2020 due to the Covid 19 pandemic.

| KS2 SATS PROGRESS | All | Pupil Premium |
|--------------------------|-----------------------|-----------------------|
| Reading Progress | Not applicable | Not applicable |
| Writing Progress | Not applicable | Not applicable |
| Maths Progress | Not applicable | Not applicable |

Phonics Screening

In 2023–24, results for children in receipt of pupil premium was lower than that of all children in the Year 1 screening with a difference of 18.5% compared to a Kent difference of 11.1%.

| PHONICS | SCHOOL | | KENT | | NATIONAL |
|---------|--------|---------------|-------|---------------|----------|
| | All | Pupil Premium | All | Pupil Premium | All |
| Year 1 | 80.0% | 50% | 78.6% | 63.2% | 80.2% |
| Year 2 | 50% | 42.9% | 52.1% | 45.3% | 54.6% |

Internal data

Our internal assessments during 2023/24 showed that the attainment of disadvantaged pupils was lower than that of non-pupil premium children in all year groups and all subjects. The attainment of pupil progress children at expected and greater depth remains an area of focus. The progress and attainment of children in each year group is discussed at pupil progress meetings and discrepancies between pupil premium and non-pupil premium children investigated.

Review of Action Points from 2023–24

1. Improved oral language skills and vocabulary among disadvantaged pupils.

Our children continue to benefit from having a Teaching Assistant dedicated to providing speech and language support. In 2023–24, 15 out of 25 children hit all age appropriate measures by the end of the language enrichment group sessions. For the 10 children who did not meet all age appropriate levels, 7 children have moderate to severe language difficulties. Provision to support children with identified needs will continue to be provided in year 1.

2. Year 1 and Year 2 eligible for pupil premium reach the required standard in the phonics screening in line with non-pupil premium children in the school.

Phonics results have improved since last academic year and are more in line with the previous positive trend. When the individual performance of children is explored, most made good progress from their initial starting points, including a number of children with significant needs. Results are shown on the table above. Where children did not meet the threshold of the screening in Year 2, a SEN has been identified.

After a second year of our new phonics programme, a carefully considered decision was taken to cease the use of this scheme as of July 2024 due to the quality of the resources in the validated scheme. Whilst our phonics results have improved this year, staff were required to adapt the scheme to ensure a high standard of lessons.

3. Improved attainment among disadvantaged pupils, especially in reading, writing and maths

See tables above for further information.

4. To achieve and sustain improved wellbeing and engagement for all pupils in our school, particularly our disadvantaged pupils.

A significant amount of work has gone into providing continued support for our children's wellbeing and mental health with numbers accessing support continues to rise. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Our FLO and the employment of a pastoral Teaching Assistant has provided excellent support for both children and parents during periods of significant challenge. This has included 1:1 and small group sessions and parenting mentoring sessions. FLO has successfully signposted children and families to outside agencies who have offered additional help and support. We have been able to make developments with therapeutic interventions and we are now a Nurture UK accredited school.

There is still significant need for this type of support in school, therefore our provision will continue next academic year.

5. Improved attendance for all children including those in receipt of pupil premium.

Pupils at Godinton demonstrate good attendance patterns. Attendance of all pupils and of pupil premium children is better than National averages.

Externally provided Programmes

The table below lists the names of non-DfE programmes that the school has used Pupil Premium to fund in the previous academic year.

| Programme | Provider |
|---|---------------------------------|
| Teacher Research Group (TRG) sustaining programme | Kent and Medway Maths Hub |
| Nurture Schools Accreditation | Nurture UK |
| Soundwrite | Soundwrite |
| Rainbows Bereavement Support | Rainbows Bereavement Support GB |
| OPAL | Outdoor Play and Learning |