

Sutton Primary Academy

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

| Detail | Data |
|---|------------------------|
| School name | Sutton Primary Academy |
| Number of pupils in school | 169 (Oct census) |
| Proportion (%) of pupil premium eligible pupils | 16.56% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Liz Orton |
| Pupil premium lead | Liz Orton |
| Governor / Trustee lead | Keith Lawton |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £36,212 |
| Recovery premium funding allocation this academic year | £2,900 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £39,112 |

Sutton Primary Academy

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every child will be happy, confident, independent and resilient in a setting which nurtures positive attitudes underpinned by our values. Our school motto is:

S – Supporting each other

P – Preparing for our future

A – Achieve our potential

The pupil premium grant is provided by the Government with the aim of improving outcomes for all disadvantaged pupils and supporting them to achieve their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At Sutton Primary Academy our pupil premium strategy will be reviewed annually to ensure that the actions put in place continue to achieve the desired outcomes for our disadvantaged pupils and to ensure that the use of the Pupil Premium Grant (PPG) has a long-term effect on pupil outcomes.

Our strategy objectives:

- For all disadvantaged children to make good progress and where possible, to meet or exceed nationally expected progress.
- To eliminate the attainment gap between disadvantaged and non-disadvantaged children.
- Ensure that teaching and learning opportunities meet the needs of *all* of pupils ensuring that appropriate provision is made to support pupils needs.
- Allocate funding and support following an assessment and analysis of need (not *all* pupils who are socially disadvantaged are registered or qualify for free school meals).

Common barriers to learning for disadvantaged pupils may include:

- Less support at home.
- Weak language and communication skills.
- Lack of confidence.
- More frequent behaviour difficulties.
- Attendance and punctuality issues.

We are aware of the impact pupils' social and emotional wellbeing can have on their academic outcomes. Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment and liaising with other agencies including, where appropriate, parents. Assumptions will not be made about the impact of disadvantage. This strategy takes into account the need to support the whole child and remove the wider barriers to learning which may be experienced by some of our disadvantaged pupils.

We recognise the value of quality first teaching and this strategy aims to ensure that the PPG increases the access of our disadvantaged pupils to high quality learning experiences in class.

Sutton Primary Academy

The range of provisions available at Sutton Primary Academy include but are not limited to:

- High quality interventions (academic or emotional/social).
- Effective use of adult support for pre-teaching and post-teaching sessions.
- Allocating high quality teaching assistants to support learning and wellbeing (including a welfare/pastoral team).
- Purchasing additional learning resources fit for specific need.
- Purchase and access to digital resources and devices which can be accessed at home
- Frequent monitoring and intervention of progress and needs.
- Tracking and monitoring attendance to provide intervention and support where a need is identified.
- Frequent contact and support with parents regarding uniform, equipment, extra-curricular activities and trips.

All of the above aim to address teachers' ongoing assessment of children's gaps and misconceptions. Our approach will be responsive to individual needs.

To ensure our strategy works we will:

- Regular monitor and mentor staff to ensure they are providing support and challenge in lessons and that staff have high expectations for disadvantaged pupils
- Continue our school ethos of early intervention that is bespoke if necessary.
- Adopt a whole school approach which makes all staff responsible for the outcomes of disadvantaged pupils.
- Robustly monitor the impact of our intervention programmes and adapt them quickly if they lack impact as recommended in the EEF Pupil Premium guide – Developing an Effective Pupil Premium Strategy
- Frequent monitoring of data to ensure accurate and timely identification of children in need of support.
- Ensuring that vulnerable children have access to high quality pastoral and mental health support.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Due to previous years of lost academic time due to Covid, impacts are being seen in younger year groups, particularly, with lack of resilience and stamina for learning, as well as more social and emotional needs which need to be met. |
| 2 | Low baseline in oral communication, language and Literacy. Impact on Reading and Writing ELG and overall GLD. Impact on phonics screening results. Longer term impact on average reading and writing progress. |
| 3 | 32% of disadvantaged children have SEND (2021 & 2022 census) |

Sutton Primary Academy

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| 4 | Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition and/or attendance. |
| 5 | Staff awareness of PP learners and strategies for success. |

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 |
|--|--|
| <ul style="list-style-type: none"> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <ul style="list-style-type: none"> Assessments/observations show that children are progressing. Pupils feel safe and happy at school. Children show progress against their individual targets on their individual Provision Map (SEND). Pupils with social and emotional needs are taught strategies to support them in accessing the curriculum. Proactive behaviour support and pastoral support ensures good learning. Pupils have access to resources and support specifically aimed to develop mental wellbeing, resilience and positive behaviour for learning. Pastoral support systems are in place, embedded and accessed by children as and when they need it. Additional support from ELSA and HMFA employed Educational Psychologist accessible. Improved and sustained levels of well-being by 2024/25 – evident through: <ul style="list-style-type: none"> Pupil voice surveys; Family discussions; Teacher feedback from observations. |
| <ul style="list-style-type: none"> Improved oral language skills and vocabulary among disadvantaged pupils. | <ul style="list-style-type: none"> Pupils with poor communication skills are identified quickly. Targeted support is put in place to enable pupils to address their individual targets. HMFA SaLT will be engaged to provide swift assessment and input. Outside agencies may be used for further professional guidance and feedback/reports. Increased opportunities to develop communication skills in EYFS will |

Sutton Primary Academy

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| | <p>impact on early reading and writing. EYFS – number of pupils achieving GLD 75% +.</p> <ul style="list-style-type: none"> Y1 Phonics Screening Result: Very large majority will pass the phonics screening 85 – 95%. |
| <ul style="list-style-type: none"> Pupils with SEND are identified quickly and appropriate provision is in place to ensure pupils with SEND (including disadvantaged) are given every opportunity to make good progress against their individualised targets. | <ul style="list-style-type: none"> Pupil's make good progress against their personalised targets on Individual Provision Maps (IPM). Targeted support is put in place to enable pupils to support their individual need. TA's will report progress on any intervention throughout the school on individuals and small group work/pre teach work. Support materials and resources are purchased and being used to support teaching and learning. Outside agencies are engaged to provide further support for the pupil or training for the adults. Parents are fully informed and engage with any additional activities to be done at home. |
| <ul style="list-style-type: none"> Parents of disadvantaged children engage with school, are aware of their child's learning and understand how they can support their child. | <ul style="list-style-type: none"> Families with low parental engagement are quickly identified. Staff seek to identify barrier for engagement and develop positive working relationships and develop their understanding of their role in their child's educational success. Pupils have access to resources to help them learn at home including: devices, equipment, digital resources etc. Where a need is identified, appropriate support is offered for example, Solihull Parenting Course, Basic Skills in Literacy and Numeracy, Phonics training etc. Pupils are making better progress as a result of support at home – improved reading, writing and basic number skills. The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners. Parent/carers surveys show engagement and satisfaction with school and school life. |

Sutton Primary Academy

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: £12,367

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Employment of a Speech and Language therapist offering specialist support and advice to staff.</p> <p>SALT will support staff develop communication friendly classrooms and develop CPD opportunities to embed language skills in every day practice.</p> | <p>Oral language interventions have proved to be very successful in raising attainment and accelerating progress. We have also found that early intervention in Early Years accelerates progress even faster. Having specialist support in school ensures all staff develop the skills required to maximise progress.</p> <p>EEF – Oral Language Interventions (Toolkit) suggest pupils can make a high impact on pupil progress +7 months in a year in Early Years and +6 months in KS1 & KS2.</p> | 2, 3 and 4 |
| <p>SLT closely monitor and intervene where the progress of disadvantaged learners is below that of non-disadvantaged learners. Release time given for this.</p> | <p><i>“Evidence consistently shows the positive impact that targeted academic support can have.”</i> Leaders promote positive engagement and teaching strategies with PP children.</p> <p>Leaders track PP children’s progress and liaise with each other to help signpost need for targeted intervention.</p> | 2,3 and 5 |
| <p>We will provide CPD for relevant staff on well-being and mental health</p> | <p>Poor mental health has previously been linked to poor school attendance, with anxiety described as a key risk factor.’ www.acamh.org</p> | 1 |

Sutton Primary Academy

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

Budgeted cost: £10,418

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>We will purchase subscriptions for the following programmes:</p> <ul style="list-style-type: none"> • 1,2,3 Maths • TT Rockstars • Nessy • Dyslexia Gold • Century Tech | <p>Where pupils made regular use of the resources last year, it led to improved confidence in class and a more secure basis in numeracy and literacy.</p> <p>'Students are 38% faster at answering times tables questions after using TTRS than before.' Shine Trust</p> | 1, 3, 4 and 5 |
| <p>Teaching Assistants will deliver specific interventions 1:1 and small group support as needed.</p> | <p>There is strong evidence that targeted phonics interventions benefit disadvantaged pupils. Regular, systematic intervention groups can accelerate progress by 6+ months over a year – especially when targeted in Early Year/Yr1 EEF - Phonics (Toolkit)</p> <p>Teaching assistant intervention – high average impact +4 months additional progress – EEF Toolkit</p> <p>The research suggests TA interventions are only effective if carefully targeted and planned. Within the collaboration staff are highly skilled at deploying their TA teams to maximise their benefit. Observations and pupil feedback have shown that same day interventions have the biggest impact on disadvantaged pupils. In-class TA led interventions in small group work best for our SEN pupils, especially when the activities have been planned/differentiated by the class teacher.</p> | 1, 2, 3 and 5 |
| <p>We will purchase comprehension materials (Schofield) across the school to improve comprehension skills and language skills (2021-22)</p> <p>Additional training and resources for Talk4Reading will be provided.</p> | <p>This promotes discussion around books and a deeper understanding of text and the world around them. Reading comprehension strategies are high impact on average (+ 6 months). Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or</p> | 2 and 5 |

Sutton Primary Academy

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| | understanding particular vocabulary, which may be subject specific. (EEF report) | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,717

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>We will ensure that we have pastoral support in place –</p> <p>Qualified Emotional Literacy Support Assistant in school (ELSA). Training accessed and financed.</p> <p>We will pay to access the advice, training and support of an Educational Psychologist.</p> <p>We aim to promote the emotional wellbeing of children and young people.</p> | <p>Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.</p> <p><i>“Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.”</i> EEF teacher toolkit.</p> <p><i>“There is strong international evidence to suggest that a whole school approach is vital in effectively promoting emotional and social competence and wellbeing.”</i> (Weare and Gray 2003)</p> <p>Research-Commission-Report-2018-ELSA-training-Gloucestershire.docx(live.com)</p> | 1 and 4 |
| <p>We will provide extra-curricular clubs and trip support.</p> <ul style="list-style-type: none"> • PE specialist • Music sessions (piano lessons, etc.) | <p><i>“Findings from previous research suggest extra-curricular activities are important in developing social skills as well as being associated with a range of other positive outcomes (e.g. achievement / attendance at school)”.</i> Social Mobility Commission research.</p> | 1, 2 and 3 |
| <p>We will pay for the Attendance officer to closely monitor and support PP attendance.</p> | <p><i>“... when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour”.</i> EEF framework.</p> | 4 |
| <p>We will access Safeguarding services from HMFA</p> <ul style="list-style-type: none"> • MyConcern • Family Liaison Officer • Safeguarding Director (includes attendance). | <p>MyConcern allows anyone responsible for the protection of children, young people and adults at risk to easily manage and record all safeguarding and wellbeing concerns. This information is able to be shared easily with all relevant personnel.</p> | 1 and 4 |

Sutton Primary Academy

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| We will pay Forest Schools Practitioners to run weekly forest school sessions for all pupils (rota) throughout the year. | EEF Teachers toolkit. NEF (New Economics Foundation) showed improved confidence, social skills, motivation, communication, physical skills and knowledge and understanding. | 1, 2 and 3 |
|--|---|------------|

Total budgeted cost: £39,502

Sutton Primary Academy

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

The data below is taken from internal assessments and outlines the performance of our school's disadvantaged pupils.

Year 1 Reading

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 60.0% | 40.0% | 0.0% | 40.0% |
| March 2022 | 60.0% | 40.0% | 0.0% | 40.0% |
| July 2022 | 60.0% | 40.0% | 0.0% | 40.0% |

Year 1 Writing

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 60.0% | 40.0% | 0.0% | 40.0% |
| March 2022 | 60.0% | 40.0% | 0.0% | 40.0% |
| July 2022 | 40.0% | 60.0% | 0.0% | 60.0% |

Year 1 Maths

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 40.0% | 60.0% | 0.0% | 60.0% |
| March 2022 | 40.0% | 60.0% | 0.0% | 60.0% |
| July 2022 | 40.0% | 60.0% | 0.0% | 60.0% |

Sutton Primary Academy

Year 2 Reading

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 0.0% | 100.0% | 0.0% | 100.0% |
| March 2022 | 50.0% | 0.0% | 50.0% | 50.0% |
| July 2022 | 0.0% | 100.0% | 0.0% | 100.0% |

Year 2 Writing

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 0.0% | 100.0% | 0.0% | 100.0% |
| March 2022 | 0.0% | 100.0% | 0.0% | 100.0% |
| July 2022 | 0.0% | 100.0% | 0.0% | 100.0% |

Year 2 Maths

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 0.0% | 100.0% | 0.0% | 100.0% |
| March 2022 | 0.0% | 100.0% | 0.0% | 100.0% |
| July 2022 | 0.0% | 100.0% | 0.0% | 100.0% |

Year 3 Reading

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 0.0% | 100.0% | 0.0% | 100.0% |
| March 2022 | 0.0% | 66.7% | 33.3% | 100.0% |
| July 2022 | 0.0% | 100.0% | 0.0% | 100.0% |

Year 3 Writing

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 0.0% | 100.0% | 0.0% | 100.0% |
| March 2022 | 0.0% | 100.0% | 0.0% | 100.0% |
| July 2022 | 0.0% | 100.0% | 0.0% | 100.0% |

Sutton Primary Academy

Year 3 Maths

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 33.3% | 66.7% | 0.0% | 66.7% |
| March 2022 | 0.0% | 100.0% | 0.0% | 100.0% |
| July 2022 | 0.0% | 100.0% | 0.0% | 100.0% |

Year 4 Reading

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 25.0% | 37.5% | 37.5% | 75.0% |
| March 2022 | 12.5% | 50.0% | 37.5% | 87.5% |
| July 2022 | 0.0% | 50.0% | 50.0% | 100.0% |

Year 4 Writing

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 25.0% | 62.5% | 12.5% | 75.0% |
| March 2022 | 25.0% | 50.0% | 25.0% | 75.0% |
| July 2022 | 12.5% | 62.5% | 25.0% | 87.5% |

Year 4 Maths

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 25.0% | 62.5% | 12.5% | 75.0% |
| April 2022 | 25.0% | 50.0% | 25.0% | 75.0% |
| July 2022 | 0.0% | 75.0% | 25.0% | 100.0% |

Year 5 Reading

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 40.0% | 60.0% | 0.0% | 60.0% |
| March 2022 | 40.0% | 60.0% | 0.0% | 60.0% |
| July 2022 | 40.0% | 40.0% | 20.0% | 60.0% |

Sutton Primary Academy

Year 5 Writing

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 40.0% | 60.0% | 0.0% | 60.0% |
| March 2022 | 40.0% | 60.0% | 0.0% | 60.0% |
| July 2022 | 60.0% | 40.0% | 0.0% | 40.0% |

Year 5 Maths

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2020 | 40.0% | 60.0% | 0.0% | 60.0% |
| March 2021 | 40.0% | 60.0% | 0.0% | 60.0% |
| July 2021 | 60.0% | 40.0% | 0.0% | 40.0% |

Year 6 Reading

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 0.0% | 100.0% | 0.0% | 100.0% |
| March 2022 | 20.0% | 60.0% | 20.0% | 80.0% |
| July 2022 | 20.0% | 60.0% | 20.0% | 80.0% |

Year 6 Writing

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 20.0% | 80.0% | 0.0% | 80.0% |
| March 2022 | 20.0% | 80.0% | 0.0% | 80.0% |
| July 2022 | 20.0% | 80.0% | 0.0% | 80.0% |

Year 6 Maths

| Pupil Premium | Percentage not on track to achieve ARE | Percentage on track to achieve ARE | Percentage on track to exceed ARE | Percentage on track to Achieve and Exceed ARE |
|---------------|--|------------------------------------|-----------------------------------|---|
| December 2021 | 0.0% | 100.0% | 0.0% | 100.0% |
| March 2022 | 0.0% | 100.0% | 0.0% | 100.0% |
| July 2022 | 0.0% | 80.0% | 20.0% | 100.0% |

Sutton Primary Academy

Year 1 Phonics

17% of the cohort are disadvantaged out of this 60% passed the Phonics Check. 2 pupils did not pass (40%) one of which is SEND with an EHCP and the other is working below age related expectations.

Data from tests and assessments throughout the school suggest that there have been some strong individual performances and overall, the progress and attainment of the school's disadvantaged pupils in 2021/22 was good. In years 2, 3 & 4, the pupil premium pupils outperformed their peers in all subjects. In Year 5, the gap between disadvantaged children and their peers was 20% in all subjects but 40% of these pupils have additional needs (SEND). In Year 6, the gap is smaller and ranges from 7%-16% lower attainment than their peers.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| | |