# Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

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| **Detail** | **Data** |
| School name | Oasis Academy Clarksfield |
| Number of pupils in school | 415 (R – Y6) |
| Proportion (%) of pupil premium eligible pupils | **170 / 418 = 41%**    Breakdown:  161 / 415 = PP 39%  9 / 415 = LAC 2% |
| Academic year/years that our current pupil premium strategy plan covers | 2021 – 2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Nigel Fowler, Principal |
| Pupil premium lead | Rebecca Morrish, Deputy Principal |
| Governor / Trustee lead | Helen Arya, Regional Director |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | PP: £186,955  LAC: £21,105  **Total: £208,060** |
| Recovery premium funding allocation this academic year | School led tutoring funding: £16,524  Recovery Premium funding: £19,720  **Total funding: £36,244** |

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| 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 | **£244,344** |

# Pupil premium strategy plan

## Statement of intent

Oasis Academy Clarksfield is a learning powered school. We are passionate about all children making good progress regardless of their starting points. We intend for all children, in particular children who are disadvantaged, are given ample opportunities to be successful and ultimately become lifelong learners.

We invest our pupil premium entitlement carefully to reflect our education recovery needs. The EEF (The Education Endowment Foundation) has found that disadvantaged pupils have been the worst affected by school closures. At Oasis Academy Clarksfield, we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

Based on the academic, attendance and behavioural data for disadvantaged pupils, we have identified a number of key areas which have the highest leverage to make a difference with a focus on effective implementation. These key areas are embedded into a broader strategic cycle of a 3 year period. The key priorities are heavily based on strong educational research, predominantly from the EEF (The Education Endowment Foundation) Sutton Trust and National College.

To ensure that they key priorities will be successful, and so that impact can be accurately measured, we have broken them down into short, medium and long term outcomes, where practice and impact is monitored in a yearly cycle. The key priorities link strongly to our ADP (Academy Development Plan) and build onto existing successful practices within the school to ensure a sustained impact for disadvantaged pupils.

## Challenges

Oasis Academy Clarksfield is situated in an area of significant socio-economic need with high cultural diversity: Based on the IMD data where 30.4% of Oasis Academy Clarksfield pupils live in the 10% most deprived area, 42.6% of pupils at OA Clarksfield, live in similarly deprived areas. Many of our children speak Urdu or Romanian as their first language and speak their first word of English when they begin their school life with us. Life experiences, enrichment and Speech & Language needs are a huge barrier to their learning and development.

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| **Challenge number** | **Detail of challenge** |
| 1 | **Covid catch up including curriculum for recovery**  Assessments on return to onsite learning after significant periods of remote education highlighted that many of our disadvantaged children were most affected by the school closures. The EEF reported that, “For primary pupils from disadvantaged backgrounds…on average 0.5 months more learning loss in reading and 0.7 months more in mathematics compared to their non-disadvantaged peers”. This has resulted in significant knowledge gaps leading pupils to fall further behind, particularly in reading. |
| 2 | **Speech, language and communication needs**  Many of our disadvantaged children struggle with Speech and Language difficulties such as:   * Saying sounds accurately and in the right places in words. * Speaking fluently, without hesitating, or prolonging or repeating words and sounds. * Joining words together into sentences, sentences to build up conversations and longer stretches of spoken language. * Knowing and choosing the right words to explain what you mean * Making sense of what people say   This impacts on their academic achievement as well as their communication and relationships with peers and their SEMH. |
| 3 | **Ability to remember and apply basic skills**  Assessments, QLA analysis, discussions with teachers and children have highlighted that disadvantaged children are lacking some basic skills, in particular basic grammar and maths skills such as times tables and number bonds, which prevents them from accessing more challenging concepts and hinders their overall progress in these areas. |
| 4 | **Lack of exposure to cultural capital**  Observations and discussions with children demonstrate their lack of cultural capital. Many of our disadvantaged children underperform academically due to the barriers lack of cultural capital create. Children struggle to relate to texts and make links in their learning due to not experiences a wide range of experiences that prepare them for what comes next. |
| 5 | **Attendance of PP and LAC children**  Attendance data over the last year shows that disadvantaged pupils is ??% lower than their peers. We have this year had 9 LAC children join us, we are monitoring their attendance carefully to ensure they attend school regularly. |

**2021 – 2022**

## Intended outcomes

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| **Intended outcome** | **Success criteria** |
| The in-school attainment gap in Reading, Writing and Maths will narrow between PP and non-PP children. | * 100% of quality first teaching is good or better by end of Summer Term.  |  |  | | --- | --- | | Autumn: | 80% | | Spring: | 90% | | Summer: | 100% |  * Subject deep dives, learning walks and book looks show effective scaffolding for lowest 20% of children in all lessons. * Subject deep dives, learning walks and book looks show more able children have opportunities to master their learning. * Tutor groups for targeted children to accelerate progress. * All LAC children make good or better progress. |
| Children with Speech and Language difficulties are identified early, referred to SALT and support in place so that they can overcome their S&L barrier. Children with S&L difficulties make good progress in line with their peers. | * Deputy SENDCo working in Nursery to support early identification of children with SEND including S&L. * Referrals made to SALT. * SALT therapist working onsite fortnightly to support targeted children. * Whole staff Elklan training. * LSA to deliver Wellcomm interventions across EYFS and KS1. * All children leave EYFS with a Speaking & Listening score at or above their chronological age unless there is a significant SEND need. |
| Ensure all children leave KS1 age related in Reading unless they have an identified development need. | * Reading Lead in post. * Reading team of LSAs developed. * All LSAs trained in BRP. * All LSAs trained in Benchmarking and delivery of Guided Reading. * All LSAs received internal and external phonics training from Read Write Inc. * Reading Team to target children in EYFS and Lower School who require additional support in Reading. * Year 2 Reading data to at least meet 65% * Year 2 phonics data to at least meet 80% |
| The cultural capital gap is narrowed. Children are given ample opportunities to experience a wide range of enrichment opportunities. | * Roll out of the 100 Clarksfield Pledge. * Tremendous Tuesday roll out based on the 100 Clarksfield Pledge. * Enrichment opportunities mapped out across the curriculum.   • New Evolve lead to support staff with planning enrichment opportunities off-site. CPD for staff delivered by Evolve Lead.  • Continue to develop the work with the Music Service.  • Work towards gaining the Music Mark for school in collaboration with the Music Service. |
| To achieve and sustain improved attendance, particularly for disadvantaged and LAC pupils. Attendance for disadvantaged and LAC pupils to be in line with or better than their peers. | • Attendance officer using SOL tracker to track attendance  • Monitor and act on persistent absence  • Good relationships with parents and foster carers  • Reasonable adjustments to facilitate older siblings pick  up/drop offs e.g. entering via the office, breakfast club etc.  to ensure children can always attend school.   |  |  |  | | --- | --- | --- | | Autumn | | | | PP | LAC | Non-PP | | 95.40% | 98.14% | 95.36% |   LAC attendance was good in Autumn Term  PP attendance in line and slightly higher than Non-PP   |  |  |  | | --- | --- | --- | | Spring | | | | PP | LAC | Non-PP | |  |  |  |  |  |  |  | | --- | --- | --- | | Summer | | | | PP | LAC | Non-PP | |  |  |  | |

**Teaching**

Budgeted cost: £106,017

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| **Activity** | **Evidence that supports this approach** | | **Challenge number(s) addressed** | **Measurable Impact** | **Cost** |
| Instructional  Coaching used to improve the  quality first teaching across school. | * The Sutton Trust states that “the difference between an effective teacher and a poorly performing teacher is large” and that “with an effective teacher, pupils gain 40% more in their learning than they would with a poorly performing teacher”. * Fellow (2019) states that “in terms of impact on student outcomes,   instructional coaching has a [better evidence base than any other form of CPD](https://samsims.education/2019/02/19/247/) | | 1 & 3 | * All staff are signed up to Powerful Action Steps * 100% of teaching will be good or better across school * Internal data will show children making accelerated progress in reading, writing and maths * The trajectory of achievement for PP children will maintain in line with Non-PP children throughout the school so that outcomes at each assessment point are in line with their peers | Leadership time for Curriculum  Lead and  Subject  Leaders |
| Develop a  Reading Team to improve the standards of  Early Reading. | • The EEF (The Education  Endowment  Foundation) states that Phonics and Reading comprehension strategies have a very high impact for very low cost based on extensive research. | | 1 | * Year 1 and 2 Phonics Screening is 80% or higher * Phonics monitoring shows that 100% of the teaching of Phonics is good or better * All children in EYFS and KS1 leave their year groups reading the expected. * Regular assessments show all disadvantaged children make good progress from their starting points. | Cost of  Reading Teacher with oncosts: £31,296        Cost of  LSA 4 with |
|  | •  •  • | The Sutton Trust report by John Jerrim highlights the gap in achievement in Reading between high achieving boys from disadvantaged backgrounds and their wealthier peers.  Standards in Reading across the school are below National. There are gaps in children’s learning due to isolation and bubble closures.  ALT have identified Early Reading as the highest leverage action to make the biggest difference in the attainment and  progress of disadvantaged children across the curriculum. |  | book banded book for their age. | oncosts: £31,679        Cost of LSA 2 x2 with oncosts: £21,521 x 2  = £43, 042 |
| Develop Pupil Progress meetings with a focus on progress and attainment for disadvantaged pupils. | •  • | In house data reflects gaps in children’s learning.  The EEF (The Education  Endowment  Foundation) explains that disadvantaged children have been the worst affected by the school closures and lockdown. | 1 & 3 | * Staff use data to identify target children * All children make good or better progress against their starting points * Phase leaders are clear on the strengths and developments of their team * Disadvantaged children make accelerated progress and the gap between disadvantaged and their peers narrows. | Time for ALT to facilitate |

**Targeted academic support**

Budgeted cost: £16,524

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| **Activity** | **Evidence that supports this approach** | | **Challenge number(s) addressed** | **Measurable Impact** | **Cost** |
| * Whole school focus on Speech and Language. * Daily Wellcomm   interventions in EYFS and Lower School.   * Whole school CPD on the implementation of   Elklan. | • The EEF(The  Education  Endowment  Foundation)  Teaching and Learning Toolkit  states that oral language interventions have a very high impact for very low cost based on extensive evidence.   * Previous year’s delivery of   Wellcomm  interventions showed excellent progress for targeted children.   * The National   Collage explains the importance of Reception  Language and  Literacy to help children made accelerated progress across all subjects.   * Environment guidance developed to ensure classrooms are language rich. * Year 1 CPD delivered to Year 1   staff to close the gap between Reception and Year  1. | | 2 | * All children leave EYFS with a Speaking & Listening score at or above their chronological age unless there is a significant SEND need. | No cost |
| Engage with the National Tutoring Programme to provide small group sessions targeting gaps in children’s learning to accelerate progress with a focus on basic skills. | •  • | The EEF (The Education  Endowment  Foundation) states that small group tuition has a very high impact for very low cost based on extensive evidence.  Data across school highlights target children who require some additional tutoring to enable them to make accelerated progress. | 1 & 3 | * Disadvantaged children make accelerated progress and the gap between disadvantaged and their peers narrows. | £30 per hour totalling £16,524 |
| Additional phonics sessions targeted at disadvantaged pupils who require more support. |  | The EEF (The Education  Endowment  Foundation) states that Phonics and Reading comprehension strategies have a very high impact for very low cost based on extensive research. | 1 & 3 | * Disadvantaged children make accelerated progress and the gap between disadvantaged and their peers narrows. * Disadvantaged children are working in line or better than the phonics long term plan. | No cost |

**Wider strategies**

Budgeted cost: £121,803

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** | **Measurable Impact** | **Cost** |
| Roll out of  Tremendous  Tuesdays linked to the 100 Clarksfield Pledge. | * Parent and pupil voice showed that the community was keen for children to access a variety of after school clubs. * Outcomes at GLD, KS1 and KS2 show disadvantaged   children struggle access many of the texts due to limited life experience and a poor cultural capital. | 4 | Pupil and parent voice will reflect positive impact. | £7000 for resources |
| New Evolve Lead to train staff on successfully planning  enrichment opportunities. | * Staff voice reflected that many staff didn’t feel confident planning enrichment opportunities * The EEF (The   Education | 4 | Pupil and parent voice will reflect positive impact. | No cost |
| Curriculum lead to map out enrichment opportunities across the curriculum with Subject Leaders so that children, in particularly disadvantaged children are given a significantly increased access to wide range of experiences. | * Staff voice reflected that many staff didn’t feel confident planning enrichment opportunities * The EEF (The Education   Endowment  Foundation) states that arts participation has a very high impact for very low cost based on extensive evidence. | 4 | * Pupil and parent voice will reflect positive impact. * Data will show the positive impact that the wide range of experiences have had, disadvantaged pupils will achieve in line with their peers in all areas. | £20,000  £400 Year 4 trip to Manga to support learning in Science |
| Attendance Officer employed to monitor and track the attendance of PP and LAC children. | * In house data shows that PP attendance is poorer than non-PP attendance. * We have 9 new LAC children on roll this   year who we need to ensure attend school regularly. | 5 | Attendance of PP  and LAC children will be at or above National Average and in line with their peers. | Attendance  officer salary plus on costs: £38,000 |
| Ongoing  opportunities with the Music Service for a group of Year 6 children to continue to learn the clarinet. Small group lessons in school with a clarinet on loan from the Music Centre to take home to practice. | * Parent and child voice shows that children have limited opportunities to learn an instrument outside school. * Music assessments show that a group of year 6 children have excelled | 4 | Pupil and parent voice will reflect positive impact. | £10,000 |
| Implementation of The Hive for children to access specialist provision. | • Children to access a SAFE curriculum based on the EEF.  **S**equential  **A**ctive  **F**ocussed  **E**xplicit | 3 | * Data will show that targeted children will make accelerated progress in reading, writing and maths. * EHCP evidence gathering will reflect high quality learning and support. | £10,000 for  furniture and resources |
| Employment of a  Speech and  Language Therapist to work on site every fortnight delivering targeted interventions and support to children identified with SLCN. | • Whole school data shows S&L being a huge barrier to many children’s learning. | 2 | * Data will show that targeted children will make accelerated progress in Reading, Writing and Maths. * All children leave EYFS with a Speaking & Listening score at or above their chronological age unless there is a significant SEND need. | £4000 |
| Employ an LSA Level  2 to facilitate  Wellcomm  interventions in EYFS and Year 1. | * Whole school data shows S&L being a huge barrier to many children’s learning. * Wellcomm is a   proven robust toolkit which enables you to easily identify, support and track children with S&L difficulties. | 2 | Data will show that targeted children will make accelerated progress in Reading, Writing and Maths. | Cost of LSA 2 with oncosts: £21,521 |
| Curriculum resources to enable teachers to effectively deliver the curriculum. | • The EEF states that disadvantaged children were the most severely affected by the school closures. The curriculum needs to be effectively resourced to ensure that teachers can deliver the curriculum to aid catch up recovery. | 1 & 4 | Data will show that targeted children will make accelerated progress in Reading, Writing and Maths as well as the wider curriculum. | £11,282 for resources |

## Review of outcomes in the previous academic year

**2020 - 2021**

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| Quality of teaching for all: | |  |  |
| Desired outcome | Chosen action/approach | Impact | Lessons learned |
| PP children have huge gaps in their learning due to the impact of Covid19. PP children need to make accelerated progress in reading, writing and maths to ensure there is no in school gap between PP and non-PP children. | * Quality First Teaching – Lesson Observations: By the end of the year 100% of teaching to be consistently good or better and triangulate with books and data. * ALT to support in PPA where appropriate * Pupil Progress meetings to include a focus on PP pupils * Work scrutiny to include one PP pupil’s book from each class * Learning walks and lesson observations * Recovery Curriculum in place in every year group * Rigorous assessment systems in place * Additional broken down assessments in Year 1 to ease transition from ELG to NC * Reading Recovery Teacher employed and Early Reading Team in place * Teach First student employed to release Assistant Principal to support planning and delivery in year   1 | % of children reaching ARE during academic year 20/21:   |  |  | | --- | --- | | PP: | Y6 | | Reading | 61.9% | | Writing | 57.1% | | Maths | 61.9% |      |  |  | | --- | --- | | Non-PP: | Y6 | | Reading | 50% | | Writing | 44.4% | | Maths | 50% |     The trajectory of PP children maintained in line with peers throughout the school, and the outcomes at each assessment point are in line or above their peers.    Progress in quality of teaching across school:   |  |  | | --- | --- | |  | % of teachers at or above their career expectations: | | December | 30% | | March | 50% | | July | 80% | | There was still a huge knock-on affect on teaching and learning due to the amount of time children accessed offsite learning due to numerous bubble closures. Although remote learning was a success, gaps in books and assessments make it difficult to triangulate evidence accurately. There needs to be a continued focus on accelerated progress in reading, writing and maths for disadvantaged children as current attainment and progress levels demonstrate that disadvantaged children are still working behind their peers. The biggest gap seen in current attainment and progress is disadvantaged pupil’s ability to read. Early reading needs to remain a high priority next academic year.  There is still further work to be done on the quality of teaching and learning across school as numerous bubble |

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|  | * Deploy Associate Principal as extra capacity to teach Reading in Year   6   * Phonics lead received additional training from RWI * All EYFS and KS1 staff received additional phonics training from RWI | |  | | | | | | |  | | closures and the switch from on-site to off-site learning hindered the progress of this for some staff. Progress was still made but we recognise there are still some novice areas which need to be a focus again next year. |
| Targeted support: | | | | | | | | | |  | | |
| Desired outcome | Chosen action/approach | | Impact | | | | | | |  | | Lessons learned |
| INA children are not appropriately supported upon  their arrival to the country and school. Children who were new to the country just before lockdown have  regressed in their English language development. | • Use of a Level 3 LSA to facilitate a comprehensive support programme for children who are new arrivals focussing on language acquisition. | | Attainment and progress of a sample of children accessing this support: | | | | | | |  | | The group was a huge success and support during bubble closures continued remotely. The support was extended to families during bubble closures to ensure parents/older siblings could support children with their learning.  After analysing the data we have identified that the highest leverage area for improvement would be reading and phonics to accelerate progress of these children further. This is also the case for a wider group of children who were affected the most by bubble closures and therefore need some intense support in reading and phonics. The support for INA children will continue next year but widen to target more children and focus on accelerating progress in reading and phonics. |
|  | Autumn: | Sandwell  Assessments  (maths) | Benchmarking  (reading) | Sandwell  (reading age) | Wellcomm  (Speaking and listening) | |
| Child A | Below 4 | Pink A | 4:3 | 18-23 months | |
| Child B | 4:7 | Below Pink A | Below 4 | 2-17 months | |
| Child C | 6:2 | Below Pink A | Below 4 | 2-17 months | |
| Child D | 4:6 | Pink A | 4:6 | 30-35 months | |
| Child E  Summer: | Below 4  Sandwell  Assessments  (maths) | Below Pink A  Benchmarking  (reading) | Below 4  Sandwell  (reading age) | | 2-17 months  Wellcomm  (Speaking and listening) |
| Child A | 6:8 | Yellow | 7:6 | | 60-72 months |
| Child B | 7:4 | Blue | 7:2 | | 24-29 months |
| Child C | 9:4 | Yellow | 6:5 | | 24-29 months |
| Child D | 8:2 | Green | 7:1 | | 60-72 months |
| Child E | 7:10 | Blue | 6:4 | | 60-72 months |
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| There are an increasing number of PP children with social and emotional issues. This has been heightened due to the experiences some children have had during the Covid-19 pandemic. | •  •  • | Recovery Curriculum in place, focussing heavily on SEMH of children.  PP children who require pastoral support to be targeted and supported.  Support for vulnerable families including involvement of outside agencies tracked to enable us to monitor each case and target support appropriately and effectively. | This was a huge focus this year due to ongoing bubble closures. More time and resources was needed that initially planned to support children and their families through bubble closures and isolation periods. The impact on those targeted children’s attainment was positive and they all made good or better progress.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  | September |  |  | July |  | |  | R | W | M | R | W | M | | Child A | EXP | EXP | EXP | EXP | EXP | EXP | | Child B | WTS | WTS | WTS | EXP | EXP | EXP | | Child C | EXP | EXP | WTS | EXP | EXP | EXP | | Child D | WTS | WTS | EXP | EXP | EXP | EXP | | | | | | | | | | This was a huge success and we successfully developed many relationships with our most vulnerable families. The support they received was carefully tracked and monitored and the children made progress academically as a result. |
| There has been an increase in the number of pupils who come into Reception with additional needs linked to speech and language. These children had not yet made enough  progress before lockdown commenced  therefore year 1 now has an increase in S&L needs. | •  •  •  •  • | Robust assessment systems in place in year 1  Phonics lead attended S&L training and delivered training to all EYFS and KS1 staff.  Recovery phonics curriculum in place linked to Elklan to develop vocabulary alongside key words from phonics sessions.  All Level 3 LSAs will be trained to deliver quality Wellcomm interventions to EYFS and Year 1. Effective Reception baseline in place to identify children with S&L issues early. | Assessments show good progress for those targeted children.   |  |  | | --- | --- | | September: | Wellcomm Assessment | | Child A | 2-17 months | | Child B | 6-11 months | | Child C | 2-17 months |      |  |  | | --- | --- | | July: | Wellcomm Assessment | | Child A | 42-47 months | | Child B | 60-72 months | | Child C | 42-47 months | | | | | | | | | | Wellcomm interventions have been a strength and have made a huge impact on the speech and language gap. This will continue to be a focus next year as the gap will still be there for the new intake of Reception children who have spent a huge amount of time in lockdown prior to attending school. |
| Whole school strategies | | | | | | | | | | | | |
| Desired outcome | Chosen action/approach | | Impact | | | | | | | | Lessons learned | |
| Attendance for PP children is too low. | * Child friendly attendance displays in all classrooms. * Home visits where no contact made or absent pupil is classed as vulnerable/at risk of PA. * Termly rewards for good attendance. * Provision of Breakfast Club targeted at poor attenders/punctuality. * SOL attendance tracker to track children’s attendance and target children/families that need support. * Class teachers log attendance conversations with parents on CPOMS. | | Attendance for all pupils was poor this academic year due to isolation and bubble closures.  Shadow data without affect of isolations and bubble closures:  **PP:** 97.61%  **Non-PP:** 96.17% | | | | | | | | Shadow data shows attendance is good for all pupils and the focus on attendance of disadvantaged pupils has been a success as PP attendance is better than non-PP.  Role of attendance officer to continue next year to ensure attendance stays in line or above National. | |
| PP children do not have access to wider experiences and enrichments. | * Child-led curriculum designed around children’s interests. * Trips/visitors/play in a day planned around the curriculum topic areas. * A wide variety of extra curricular activities targeted at PP children. * Curriculum lead to map out enrichment opportunities across topics in all year groups. * Pupil voice. * Robust monitoring of books to look at the impact of experiences. * HUB lead to ensure a variety of after school and holiday clubs are | | This was not able to happen due to restraints on Covid-19 risk assessments. The money was therefore reallocated to still meet the outcome. £3000 was spent on the music centre for music lessons throughout lockdown including small group sessions and whole class sessions. The music centre have a Covid-19 risk assessment that met our risk assessment so we could safely have them in school to deliver a variety of practice. We also paid the music centre to provide online music lessons for children at home who were isolating. | | | | | | | | Although the money wasn’t spent how it was originally intended, the impact of the music service was a success. We would like this to continue next year, but we also still feel the experiences and trip would be hugely beneficial to our disadvantaged children so this will remain a focus next year as well. | |
|  | available and targeted to PP children. | |  | | | | | | | |  | |

## Externally provided programmes

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| **Programme** | **Provider** |
| Read Write Inc. | Ruth Miskin |
| Maths Mastery | Ark Curriculum Plus |
| White Rose Maths | Trinity MAT |
| Music Service | Oldham Music Service |