

# Oasis Harpur Mount Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School name	Oasis Harpur Mount
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	63% without Nursery  55% with Nursery pupil numbers included (33 of the nursery pupils will be eligible for funding in Rec year)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	20.10.22
Date on which it will be reviewed	Sept 2023
Statement authorised by	Sally Herbert
Pupil premium lead	Amy Newsome
Governor / Trustee lead	Emma Johnson (Regional Director)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,245
Recovery premium funding allocation this academic year	Recovery premium - £34,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£362,900

# Part A: Pupil premium strategy plan

## Statement of intent

Our strategy sets out the ways in which we aim to ensure our pupil premium pupils receive a high-quality education that enables them to thrive in school and the wider community.

We aim to ensure disadvantaged pupils have equal access to quality first teaching in a nurturing trauma-informed school environment, which will enable them to become resilient learners with well-developed language and vocabulary skills. A research informed curriculum alongside effective teaching and learning practices are essential in every classroom.

Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.

Our strategy is informed by a thorough knowledge of our disadvantaged pupils' levels of attainment and insight into the barriers that this vulnerable group may face.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We aim to give our pupils experiences and an awareness of the world around them, alongside vocabulary and communication skills with which to explain it all. This cultural capital should provide a solid foundation on which they can build further knowledge, skills and understanding. Our Pupil Premium Strategy is aligned with our SEF and Local One Plan to ensure a sustained impact.

Our strategy aims are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

To nurture our children's health and wellbeing to enable them to be resilient learners with positive self-esteem.

To develop reading skills early in their lives and encourage reading frequently; in order to add to their vocabularies exponentially over time.

To give pupils experiences that will build cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap in Reading, Writing and Maths at KS2 PP pupils achieving expected standard at KS2 RWM: 37% (2018/19 data) (All pupils 42%)
2	Narrow the attainment gap in PP children achieving greater depth at KS2 PP pupils achieving high standard at KS2 RWM: 0% (2018/19 data) (All pupils 4%)
3	Low self-esteem and pupil wellbeing for this vulnerable group
4	Lack of cultural capital, impacting vocabulary and aspirations
5	Low parental engagement in reading
6	EYFS and Y1 pupils show weakness in oral language skills and are therefore at risk of experiencing difficulty with reading. This can impact on phonic basic skills: 2019 58% KS1 pupils passed the phonics screener.

## 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. Increase PP attainment in R, W and M at the end of KS2	PP pupils achieve in line with non-PP children in KS2 end of stage assessments
2. Increase % pupils attaining Greater Depth In R, W and M at the end of KS2	PP pupils achieve in line with non-PP children in KS2 end of stage assessments
3. Children to be resilient, confident learners and citizens with an awareness of their strengths	Pupils will make progress on Flourishing Model and will achieve targets on a strength-based action plan to become the best version of themselves
4. Children are exposed to a rich vocabulary throughout the curriculum and access a variety of learning experiences outside the classroom	Vocabulary hoard is increased and retained  Children experience 100 of Oasis Harpur Mount Pledged activities throughout their time at school
5. Parents are more engaged in reading with and to their children	Parental Reading workshops are well attended  Parents access an online library with their child at home through Oasis Horizons IT initiative (parent and child voice reflects this enriched offer)  Parents are empowered to support their child's reading through online phonics and reading videos provided by staff (parent and child voice reflects this enhanced in home support offer)

<p>6. Improve pupils' early language and phonics skills</p>	<p>Pupils in EYFS and Y1 to make progress in early language skills. Evidenced by Wellcomm tracking.</p> <p>PP pupils in KS1 phonics screener to achieve in line with the national average</p>
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## 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: £172,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>2021-22 Cohort driven</b></p> <p>Additional UPS teacher assigned to work within Year 6 for morning lessons to allow Year 6 cohort to be taught as three smaller classes.</p> <p>£32,544 (for 50% of the day each day) Including on costs.</p>	<p>EEF(+3)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p><i><b>Our context:</b> We have analysed the needs of our year 6 cohort and have identified that 3 small classes would allow teachers to increase the amount of focused attention and relational support each child will receive. This is a high PP cohort: 73% PP</i></p>	<p>1, 2</p> <p><b>Success criteria:</b> PP pupils achieve in line with non-PP children in KS2 end of stage assessments PP pupils achieve in line with non-PP children in KS2 end of stage assessments</p>
<p><b>2022-23</b></p> <p>Additional UPS teacher assigned as part of the Reading Team to embed early reading approaches</p> <p>£32,544 (for 50% of the day each day) Including on costs.</p>	<p>EEF (+6)</p> <p>Effective reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>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 understanding particular vocabulary, which may be subject-specific.</p> <p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects</p> <p><i><b>Our context:</b> A new phonics scheme has been implemented with Oasis National Lead Practitioner advice. We are keen to raise attainment in phonics as a crucial early reading skill. We are keen to ensure that</i></p>	<p>6</p> <p><b>Success criteria:</b> PP pupils in KS1 phonics screener to achieve in line with the national average</p>

	<p><i>our phonics approaches maximise learning and track attainment forensically. Daily supported reading was established in Spring 2022 and now needs careful monitoring to embed consistently.</i></p>	
<p>Staff CPD focused on research informed approaches to teaching and learning. Oasis Curriculum informed by this approach.</p> <p>UPS teachers released from class to support and monitor application of Curriculum theory and practices every afternoon</p> <p>CPD costs: 4+ curriculum staff meetings a term</p> <p>Phonics CPD and NLP time</p> <p>£32,544 curriculum leader time (for 50% of the day each day)</p> <p>Including on costs</p> <p>CPD costs: £10,000 4+ curriculum staff meetings a term</p> <p>+£2500 phonics CPD and NLP time</p>	<p>OCL Curriculum informed by Rosenshine's Principles of Instruction</p> <p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Focusing on teacher CPD based on research informed principles ensures that all pupils access good teaching.</p> <p>Explicit vocabulary teaching is a key thread through the curriculum to widen vocabulary hoards and support retention and application of this knowledge.</p> <p><b>Our context:</b> <i>The vocabulary gap is a prevalent issue for our pupils. Daily explicit vocabulary teaching is at the heart of our reading approaches to address this. Teaching of tier 2 and tier 3 vocabulary is embedded throughout the curriculum.</i></p>	<p>1, 2, 4, 6</p> <p><b>Success criteria:</b></p> <p>MST and internal monitoring will show effective use of research-informed teaching from N-Y6</p>
<p>Coaching model implemented for all teaching staff</p> <p>(Fortnightly coaching sessions for all teaching staff, CPD and classroom cover for coaching)</p> <p>CPD and classroom cover costs £10,000</p>	<p>The EEF continues to support the use of instructional coaching as a form of professional development which is supported by an emerging body of evidence, derived mainly from the US.</p> <p>Instructional coaching uses expert teachers to deliver one-to-one, recurring, sustained, classroom-practice focused sessions, which use observation and feedback cycles and encourage teachers to engage in the deliberate practice of specific skills.</p> <p>Oasis Community Learning has developed Powerful Action steps to implement this model.</p> <p>Coaching will focus on classroom routines, behaviour for learning and pedagogy. It therefore has a wide-ranging impact on both attainment and pupil wellbeing.</p> <p><b>Our context:</b> <i>We have a number of highly-experienced teachers and the coaching</i></p>	<p>1, 2 3, 4, 6</p> <p><b>Success criteria:</b></p> <p>Feedback cycles show regular progress with individual targets</p>

	<i>model will enable these experienced members of staff to support early career teachers. Likewise, experienced staff can learn from new approaches. This will share a wealth of knowledge and personalised targets will enable staff to work on individual areas for growth e.g. use of new Horizons IT.</i>	
<p>Effective deployment of teaching assistants in class to support behaviour for learning</p> <p>(TA2s to support behaviour for learning in class)</p> <p>(4x phase leaders with monitoring focus upon effective working relationships between teachers and Tas)</p> <p>£65,000 – am TA2s to support behaviour for learning</p> <p>£20,000 4x phase leader and monitoring focus upon effective working relationships between teachers and TAs</p>	<p>EEF: It is imperative to use TAs to add value to what teachers do, not replace them. The expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.</p> <p><b>Our context:</b> <i>We have a larger than average TA workforce. A key development priority for us is to maximise the potential of this invaluable workforce to support pupils' learning of the curriculum and develop their behaviours for learning.</i></p>	<p>1, 2, 3, 4, 6</p> <p><b>Success criteria:</b> MST and internal monitoring will show effective use of teaching assistants to maximise learning</p>

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

Budgeted cost: £130, 655 (£96,000+ £34,655 recovery funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcomm and speech and language advised Interventions</p> <p>TA appointed to deliver Welcomm interventions one day a week</p>	<p>EEF research shows that children in nursery and reception who show weakness in their oral language skills are at risk of experiencing difficulty with reading. Early identification and intervention is key.</p> <p><b>Our context:</b> <i>Historically, children arrive in Nursery and Reception with significantly delayed language skills. Baselineing</i></p>	<p>6</p> <p><b>Success criteria:</b> Pupils in EYFS and Y1 to make progress in early language skills. Evidenced by Wellcomm tracking.</p>

<p>Elkan trained TA delivering 1:1 and group sessions</p> <p>Communication friendly schools training in place</p> <p>Communication lead role</p> <p><b>2021-22</b> TA appointed to deliver Welcomm interventions one day a week: £5,258 with on costs</p> <p>Elkan trained TA time £6000</p> <p><b>2023</b> Communication friendly schools training in place for 2x teachers and 2x Tas to achieve communication friendly school status. Whole school CPD to be assigned to this £3000</p>	<p><i>identifies this as an area of difficulty. Initial screening for all pupils and targeted support provided by teaching assistants will address this ongoing challenge in EYFS. Our current Y1 will also be involved in this programme due to the impact of missing periods of early socialisation and communication with peers through lockdowns and partial school closures.</i></p>	<p>PP pupils in KS1 phonics screener to achieve in line with the national average</p>
<p>Social and emotional interventions to improve pupils' resilience, decision-making skills, interaction with others and their self-management of emotions</p> <p>Check-ins for identified pupils with semh needs</p> <p>Tracking of pupils using Flourish. Target setting and review from this.</p> <p>Nurture staffing pm: £35,000</p> <p>Senior Mental Health Lead release time 1 pm per week £2000</p>	<p>EEF: SEMH interventions are almost always perceived to improve emotional or attitudinal outcomes. Close monitoring of specific interventions across the school year helps to identify which have the greatest impact.</p> <p>For the best impact, SEMH approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>EEf guidance on 1:1 check-ins: Good relationships matter and 'know your pupils' is a key message. There is no short-cut to this. Building a holistic understanding of the needs of each pupil is a strong theme in the EEF's guidance on Special Educational Needs</p> <p><b>Our context:</b> 23% of our school are identified as having a vulnerability and receive a range of in-house Early Help focused around social and emotional skills and development.</p>	<p>3</p> <p><b>Success criteria:</b> Pupils will make progress on Flourishing Model and will achieve targets on a strength-based action plan to become the best version of themselves</p>
<p>Tas trained in research informed interventions to</p>	<p>EEF: Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching,</p>	<p>1, 2, 4, 6</p> <p><b>Success criteria:</b></p>



<p>target basic skill acquisition</p> <p>Ta 2s pm: £50,000</p>	<p>for example by delivering brief, but intensive, structured interventions</p> <p>Interventions in use: Precision teaching, Paired reading, Reading Inference, Peer mentors, Instructional phonics, vocabulary work using advised speech and language approaches. Established Spring 2022 onwards: Daily guided phonics in KS1 to support children in applying their phonics skills in reading. Daily Supported Reading in KS1. This enhanced offer also supports identified pupils in Key Stage 2.</p> <p><b>Our context:</b> <i>We work closely with our Educational psychologist and Oasis National lead Practitioners to implement interventions that will have the best impact for our pupils</i></p>	<p>Pupils to make progress towards intervention targets, this progress is evidenced in Pupil Progress Meetings</p>
<p>Qualified teachers to deliver tutoring to enable educational recovery for identified pupils</p> <p>£27,824 school led tutor funding 2021-22</p> <p>Recovery funding 2022-23 £34,655</p>	<p>There is very strong evidence showing that both one-to-one and small-group tuition can bring positive learning gains.</p> <p>On average, the EEF's Teaching and Learning Toolkit suggests that one-to-one tuition can lead to learning gains of around five months.</p> <p>There is also strong evidence that small-group tuition (in groups of two or three) can lead to learning gains and is more cost effective.</p> <p>Short, regular sessions (about 30 minutes) over a set period (six to 12 weeks) appear to have the biggest impact.</p> <p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>Tutoring should be delivered in-school where possible, to avoid potential barriers like attendance and the digital divide.</p> <p><b>Our context:</b> <i>Identified year groups will be primarily targeted for this support. The current Year 2 (2021-22) were disproportionately affected by additional school closures during covid (additional 33 days out of education). This is also a high PP year group (75% PP). Year 6 are also an identified year group due to high PP (74% PP) and a high degree of vulnerable pupils tracked for social and emotional needs. Year 4 are also identified as a low attaining cohort on internal tracking systems (60% PPM). These vulnerable groups will be initially targeted for tutoring.</i></p>	<p>1, 2, 4, 6</p> <p><b>Success criteria:</b> Identified pupils to make at least good progress, this progress is evidenced in pupil progress meetings</p>

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

Budgeted cost: £85,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed trauma-informed approaches across the whole school environment to provide appropriate nurture and support for pupils who have experienced adverse childhood experiences</p> <p>Trauma-informed whole school approach: (Nurture Staffing, Trauma-informed spaces, CPD and resourcing, Behaviour mentor role, Mental health lead management time, mental health first aiders, positive handling training, Behaviour communication plan review)</p> <p>Behaviour mentor role with oncosts: £41,202</p> <p>Nurture staffing am: £35,000</p> <p>Mental health lead management time £2000</p> <p>£700 team teach</p> <p>£2000 CPD and behaviour communication plan time</p>	<p>'Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (The ACE study Felitti and Anda, a study involving over 17,000 people).</p> <p>The government Green Paper 'Transforming Children and Young People's Mental Health Provision' (December 2017) promotes a Mental Health Lead in every school (trained member of school staff). Their research found that appropriately trained teachers /teaching assistants can achieve results comparable to those of trained therapists. To quote, "There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)'</p> <p><b>Our context:</b> <i>Oasis Harpur Mount serves the community of Harpurhey, which is recognised as significantly deprived, the top 1% of the country in the deprivation index. An estimated 3000 people living in Harpurhey will be affected by four or more adverse childhood experiences, the impact of this early trauma is known to be detrimental to wellbeing. Having a whole school trauma-informed approach is key to meeting the needs of all.</i></p>	<p>3</p> <p><b>Success criteria:</b> Pupils will make progress on Flourishing Model and will achieve targets on a strength-based action plan to become the best version of themselves</p> <p>Weekly tracking of behaviour incidents will show improvements for identified pupils</p>

<p>Develop online and face to face parental workshops to support home learning, with a particular focus on reading</p> <p>£5000</p> <p>(parent workshops around reading and new horizons online library, parent phonics videos, targeted interventions e.g. Resilience for parents)</p>	<p>Supporting parental engagement in their pupil's learning has a positive impact (EEF +3 months).</p> <p>This includes:</p> <ol style="list-style-type: none"> <li>1. Approaches and programmes which aim to develop parental literacy skills</li> <li>2. General approaches which encourage parents to support their children with reading or homework</li> <li>3. Targeted and specialised programmes for families with social and emotional needs</li> </ol> <p><b>Our context:</b> <i>Covid school closures highlighted to us the challenged many families faced with supporting their child's learning. This was particularly the case for supporting young pupils with phonics. We implemented a number of measures to protect against the loss of home-school relationships and support families with the challenges of home learning. We are keen to build on this practice and support our families through face to face and IT videos. Phonics teaching videos have been particularly well received by families in EYFS and Y1.</i></p>	<p>3 – Resilience Intervention</p> <p>6 – phonics focus</p> <p><b>Success criteria:</b> Parental voice will evidence engagement and positive impact</p>
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**Total budgeted cost: £389,145 (including £34,655 recovery funding)**

## 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.

#### **Year One Review**

##### **Intended Outcome 1: Increase PP attainment in R, W and M at the end of KS2**

*Our 2022 end of Key Stage 2 results were above the National Average in all areas. PP pupils are above the National average in all areas.*

*Reading: All pupils achieving the National Average: 75% . PPM pupils achieving the National Average 70%*

*Maths: All pupils achieving the National Average: 77% . PPM pupils achieving the National Average 73%*

*Writing: All pupils achieving the National Average: 78% . PPM pupils achieving the National Average 75%*

*Progress measures for all pupils were exceptionally high. Reading: 1.5 Writing 2.5 Maths 3.1. IDSR yet to be released from Manchester City Council. This data will allow us to break down this progress even further and make comparisons between groups of pupils.*

##### **Intended Outcome 2: Increase % pupils attaining Greater Depth In R, W and M at the end of KS2**

*In the end of Key Stage 2 SATS, PP pupils achieving GD were broadly in line with all pupils and above all pupils in Maths.*

*Maths: All pupils GD 35% PP pupils GD 36%*

*Reading: All pupils GD 25% PP GD pupils 20%*

*Writing: All pupils GD 15% PP pupils GD 11%*

##### **Intended Outcome 3: Children to be resilient, confident learners and citizens with an awareness of their strengths**

*Our Oasis high-quality Personal Development Curriculum has been implemented successfully in year 1 of the pilot curriculum. All KS2 pupils carry out a Flourishing Assessment that identifies strengths and difficulties in terms of wellbeing. This enables social and emotional support to be targeted at pupils who need it. Pupils who are identified as struggling carry out a further assessment in the year to track their progress. The approach links closely with the 9*

*habits curriculum and helps to pupils to thrive and become well-rounded with emotionally healthy habits.*

*Attendance of PP children was in line with non PP children, with high standards maintained for all. All children: 96% PP: 96%. Children enjoy coming to school and attendance is above the national average.*

*There were no fixed-term exclusions or permanent exclusions. Our trauma-informed behaviour policy provided a clear, consistent approach for all and nurtured pupils to build resilience and positive self-esteem. Our trauma-informed approaches have been sustained and we have applied to be an accredited Mentally Healthy school through the Trauma Informed Schools Network.*

***Intended Outcome 4: Children are exposed to a rich vocabulary throughout the curriculum and access a variety of learning experiences outside the classroom***

*Pedagogy to embed vocabulary is a strength of the new curriculum. Strategies to support vocabulary retrieval and encourage pupils to broaden their word hoard are in place across all subjects and are a key feature of working walls. Trips are mapped to cover a range of experiences that enhance cultural capital and make learning meaningful. Pupils visit a wide range of locations during their time at Oasis Harpur Mount and these are intentionally planned to provide breadth of opportunity. For example: The Art of Resilience at Manchester Art Gallery, Outdoor pursuits residential at The Anderton Centre, Pantomime at Middleton Arena, the Jewish Museum and Into the Wild Bushcraft experience in Cheshire.*

***Intended Outcome 5: Parents are more engaged in reading with and to their children***

*Children access an online library with their child at home through Oasis Horizons IT initiative. Technology is harnessed to inspire a love of reading e.g. pupils use QR codes to review books and create audio reviews for class novels.*

*Nursery and reception parents are empowered to support their child's reading through online phonics and reading videos provided by staff. Parents value this additional modelling and it helps build home and school partnerships.*

***Intended Outcome 6: Improve pupils' early language and phonics skills***

*Pupils in Reception and Year 1 have been tracked across the year using the Wellcomm programme for developing early language. Identified pupils received Wellcomm Intervention support. 86% of the Year 1 cohort were on track in Wellcomm assessments by the end of the year, this increased from 42% on track at the start of the year.*

*In the 2022 KS1 phonics, 50% of pupils in KS1 achieved the expected level in the Y1 phonics screener. 44% of PP achieved this level. Further analysis of the data shows that 52% of core Reception PP pupils attained the expected standard. Phonics and early reading are identified as an area of focus for school development. Reading and phonics leads continue to work closely with Oasis National Lead Practitioners to implement best practice and monitor these strategies throughout the year. Phonics tracker forensically identifies when targeted support is necessary. Daily guided phonics has started in KS1 to support children in applying their phonics skills in reading. Daily Supported Reading was established in Spring 2022 to provide*

*pupils in Key Stage 1 with targeted reading interventions and enable pupils to apply their phonics skills. This enhanced offer also supports identified pupils in Key Stage 2.*

## **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*

<b>Programme</b>	<b>Provider</b>
Maths Mastery	Ask Curriculum Plus
Accelerated reader	Renaissance learning