



Pupil premium strategy statement: New Brighton Primary School.

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

Detail	Data
School name	New Brighton Primary
Number of pupils in school	615
Proportion (%) of pupil premium eligible pupils	175: 28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	J.Jones
Pupil premium lead	D.Armer/J.Jones
Governor / Trustee lead	Lin Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,480
Recovery premium funding allocation this academic year	£20,947
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

£287, 427.00

Part A: Pupil premium strategy plan

Statement of intent

Mission statement

Our pupil premium grant allocation will be used to dismantle the barriers faced by disadvantaged pupils to enable them to develop effective learning behaviours, which will enable them to achieve comparative levels to their non-disadvantaged counterparts.

Action to address in-school barriers:

To develop confidence, resilience and a love of learning. To improve pupil literacy attainment.

To experience an engaging curriculum which inspires and motivates.

Action to address external barriers:

To support and encourage learning at home.

To ensure pupils have excellent physical and mental health.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning from missed face to face teaching during lockdown in Spring 2020/2021
2	Parental engagement
3	Significant numbers of children below A.R.E in core subjects
4	Small number of children with gaps in phonic phases
5	Significant number of children with SEND and SEMH
6	Gaps in attainment in boys/girls pupil premium/non-pupil premium attaining A.R.E in core subjects
7	Variation in Summer 2 attainment data

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
<p>Age related attainment gap between pupil premium and non-pupil premium will be significantly reduced in the core subject areas.</p>	<ul style="list-style-type: none"> ● A greater proportion of pupil premium pupils will attain A.R.E in the core subject areas. ● Pupil premium pupils will be better able to engage with age related curriculum tasks.
<p>Teaching staff will feel confident in accurately reflecting pupil attainment and in using data to identify next steps in their learning.</p>	<ul style="list-style-type: none"> ● Teaching staff will regularly use Target Tracker to support their judgements and inform their planning. ● All pupils will have clear targets in R, W and M which they are aware of. ● Termly data meetings will evidence staff knowledge of pupil attainment and next steps.
<p>Whole school feedback policy will effectively support pupil learning, teacher judgements.</p>	<ul style="list-style-type: none"> ● A whole school feedback policy will be in place by Summer 2022. ● The policy will reflect a range of agreed and effective feedback strategies generated by staff which they can use to inform their judgements and next steps in teaching. ● Pupil conferenced and book looks should evidence that the strategies used are understood by pupils and help to support their progress.

<p>Vulnerable pupils, pupils with significant attainment gaps or those with additional needs will have targeted support to enable to overcome these barriers.</p>	<ul style="list-style-type: none">● TA interventions will be targeted at pupils who will benefit the most from them● TA's will have been upskilled to deliver effective structured interventions alongside more immediate interventions from based on misconceptions encountered in core subjects● The pastoral team will continue to support those pupils with additional SEMH needs and these children will be able to engage effectively with the curriculum
<p>All children will have access to a range of enrichment opportunities to enhance their learning and life experiences.</p>	<ul style="list-style-type: none">● Each year group will have a trip/visitor linked to each foundation subject topic● Pupil premium children will be able attend all of these enrichment activities and will be entitled to subsidised funding (50%)● Enrichment lead will have created a range of supplementary enrichment activities which link to learning across the curriculum

All pupils including vulnerable, pupil premium and those with additional learning needs will fully engage with the schools 'reading culture' reading regularly at home and engaging well with the Accelerated Reading programme.

- Weekly home reading data will remain at, at least 70% and increase over the course of this plan
- Persistent non-readers will develop better engagement with targeted support from class teachers and the literacy team
- Accelerated reading data will indicate fewer pupils needing immediate intervention and a greater number working at or above the national benchmark

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: £ 112,398.57

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review/Impact
<p>Provide opportunities for all teaching staff to improve feedback and AfL strategies through JPD and school-led CPD.</p>	<p><i>Monitoring across school for 2020-2021 indicated inconsistent use of AfL which impacted on pupil outcomes in core subject areas.</i></p> <p>To develop the use of AfL and feedback across school in order to improve teaching practise and support pupils more effectively with their learning.</p> <p>All pupils should receive targeted and appropriate feedback which impacts positively on their outcomes. Evidence indicates that this targeted approach should be effective.</p> <p>https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/feedback/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	<p>3, 6, 7</p>	<p><i>JPD was led by a UP3 teacher who took on the role of lead coach supporting staff with their AfL strategies. Staff were encouraged to film themselves teaching and then work with the lead coach to identify strategies that had a good impact on their AfL and areas for development.</i></p> <p><i>Lead coach led in house CPD, sharing and modeling effective AfL strategies which staff could implement i their own classrooms.</i></p> <p><i>Learning walks and lesson observations indicated that a greater number of teachers were employing more varied and successful Af: strategies at the end of the tear.</i></p>

<p>Improve the confidence, well-being and engagement pupils with SEMH needs with additional support from dedicated pastoral staff.</p>	<p><i>Pupils with additional SEMH need additional support to help them access the curriculum. Currently there are 158 pupils accessing some form of pastoral support around 1/3 of these are eligible for pupil premium funding.</i></p> <p>Continue to provide all children (including pupil premium) with 2 FT school mentors available to support children with additional SEMH needs in order to reduce barriers to their learning.</p> <p>Pupil SEMH support will be available to ensure pupils experiencing barriers to their learning of this nature can engage in class.</p> <p>Evidence suggests that this type of intervention (with support from CAHMS) will have a positive impact on pupil well-being and their ability to engage with the curriculum:</p> <p>https://realtraining.co.uk/2021/02/how-tas-can-best-support-pupils-semh-needs</p>	<p>3, 5</p>	<p><i>In the post covid period the % of pupils with pastoral and SEMH needs increased significantly. The pastoral team have worked to support children both inside and outside of school with a range of pastoral and SEMH needs. Many of these children are FSM eligible and would not have been able to access the curriculum without this additional support. Pupils have had the barriers to their learning reduced and have been better able to engage in class.</i></p>
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<p>Maintain additional support for pupils (including pupil premium) working below ARE in reading across KS1 and KS2.</p>	<p><i>Gaps in attainment between pupil premium and non-pupil premium continue to be significant; a 12% gap at the end of KS1 and 18% gap at the end KS2. Phonics data also indicates a significant gap between pupil premium and non-pupil premium.</i></p> <p>TA support for reading. TA's work with all PP pupils who are below ARE in school.</p> <p>All identified pupils complete an agreed intervention to secure HFW and CEW reading and spelling and read texts at an age appropriate level. Phonics tracking and interventions timetabled to close gaps in phonic knowledge.</p> <p>Pupils below A.R.E should close the attainment gap with their peers.</p> <p>EEF articles suggest that targeted reading intervention strategies have an impact of 6+ months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>3, 5</p>	<p><i>Reading support sessions to focus on bottom 20% of pupils.</i></p> <ul style="list-style-type: none"> - <i>TAs successfully delivered 1:1 sessions working with pupils to develop confidence and fluency when reading.</i> - <i>Homework was used to regularly check in and support overlearning of HFW and CEW.</i> - <i>Sessions took place five times weekly during AR sessions.</i> - <i>AR embedded and delivered by teaching staff once per day.</i> <p>KS2 Data: <i>Reading: 68.25% EXP+, 20.5% GDS Non-FSM: 75.5% EXP+, 30.2% GDS FSM: 56.3% EXP+, 6.3% GDS</i></p> <p>KS1 Data: <i>Reading: 67.5% EXP+, 3.8% GDS Non-FSM: 76.2% EXP+, 4.8% GDS FSM: 40% EXP+, 0% GDS</i></p>
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<p>Continue to embed and sustain Accelerated Reading, through in-house CPD and additional purchase of book stock.</p>	<p><i>Age related attainment gaps between pupil premium and non-pupil premium are evident across KS1 and KS2, ranging between 10% and 30%. Home reading engagement for pupil premium children remains lower than non-pupil premium. Additionally we have a historic issue with vocabulary; pupils across all phases do not have a wide enough vocabulary range. This has acted as a barrier to progress within reading and writing.</i></p> <p>Increase pupil reading engagement and reading for pleasure.</p> <p>Improve pupil literacy skills to exceed national averages at the end of KS1 and KS2 (estimated 7 month increase)</p> <p>Evidence gives strong indication of 3month increase with potential for 7 month increase if implemented correctly:</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>https://www.evidence4impact.org.uk/interventions/1024?#:~:text=The%20What%20Works%20Clearinghouse%20(2008.reading%20fluenc</p>	<p>1,2 3, 7</p>	<p><i>Teachers delivered sessions once per week.</i></p> <ul style="list-style-type: none"> - <i>Developing pupil comprehension through use of quizzing.</i> - <i>Teachers used reports generated by AR to target support during sessions.</i> - <i>Lowest 20% identified and receive additional support from pupils.</i> <p><i>Staff confidence in AR sessions is increasing across Y2-Y6. Y1 pupils screened and Star Tested during the summer term for HAP pupils.</i></p>
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	y%20for%20beginning%20reading.		
<p>Use digital technology to improve attainment in maths through the LBQ platform.</p>	<p><i>Attainment gaps between pupil premium and non-pupil premium remain in maths across all year groups. Pupils have missed significant learning through disruption caused by COVID 19. The gaps in prior learning present a significant barrier to progress this year.</i></p> <p>LBQ will fill gaps in pupil knowledge, initially in maths and then in English spelling and grammar by utilising Chromebooks to deliver LBQ.</p> <p>EEF evidence and case studies indicate this programme can improve fluency and information retention. In addition immediate feedback and immediate interventions have proven to be effective in closing attainment gaps.</p> <p>https://www.lbq.org/Evidence</p>	<p>1, 3, 7</p>	<p><i>LBQ has been introduced and staff are beginning to use this within lessons to support pupils to practice skills and assess their understanding.</i></p>

<p>Use of continuous provision across KS1 during pm sessions to address the needs of all children who have gaps in their learning.</p>	<p><i>Covid-19 has had a significant impact on attainment in EYFS; from 2019 there has been a decline in GLD data; 78% in 2019 to 63% in 2020 and 69% in 2021</i></p> <p>Address gaps in learning for pupils in KS1 as they missed key learning during their time in EYFS. None of the YR1/YR2 cohort have had a full academic year in school.</p> <p>Use of continuous provision will enable all children to better access the KS1 curriculum while addressing missed learning from EYFS.</p> <p>The Early Excellence Programme describes some of the benefits of continuous provision in KS1 in allowing pupils to revisit and strengthen the skills taught in EYFS:</p> <p>https://earlyexcellence.com/latest-news/press-articles/maximising-learning-in-key-stage-one/</p>	<p>1,3,7</p>	<p><i>RS was provided with a TLR to deliver continuous provision in KS1.</i></p> <ul style="list-style-type: none"> - <i>Delivered specific meetings with Year 1 and Year 2.</i> - <i>Resources purchased.</i> - <i>KS1 adapted planning to provide opportunities for continuous provision.</i> - <i>Gaps targeted e.g. fine motor and pencil control.</i>
<p>Introduce sentence stacking techniques (The Write Stuff approach) to improve writing outcomes for pp pupils.</p>	<p><i>KS2 writing data shows a three year decline for all pupils and the gap between disadvantaged and non-disadvantaged has increased from 12% in 2019 to 17%. In KS1 there is an 11% gap between disadvantaged and non-disadvantaged which has increased over the last three years.</i></p> <p>Training teaching staff and TA's in effective use of sentence stacking should support better outcomes for all pupils whilst also closing the attainment gap between pupil</p>	<p>1, 3, 6, 7</p>	<p><i>Sentence stacking was trialed out in YR5 and YR3. Whole there was an initial impact the decision was taken not to move forward with this as it did not gel well enough with our current writing curriculum. Additionally we felt that it reduced the opportunities for pupils (especially FSM) to work independently.</i></p>

	<p>premium and non-pupil premium.</p> <p>https://www.dropbox.com/s/yoyd0d80w537i85/TWS%20Evidence%20Final.pdf?dl=0</p>		
<p>Introduce Metacognition and metacognitive strategies across school to support pp children and their peers to engage better with their thinking and learning.</p>	<p><i>Our monitoring around school indicates that children find it difficult to articulate their thinking and how to be resilient when they find something challenging. Covid-19 has had further impact on our pupils' resilience and ability to find solutions or to understand where they have gone wrong.</i></p> <p>Led by bandleaders, the use of metacognition will allow pupils to self-regulate more efficiently and be able to have a greater awareness about their own learning, including knowing when they are succeeding and when they are not.</p> <p>This is a relatively low cost-high impact strategy which will support closing gaps in ARE and with the implementation of whole school feedback policy. The following evidence summarised the potential impact of metacognitive approaches in the classroom:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,3,4,5,6	<p><i>Band leaders attended training to develop metacognition and to consider implementing across school.</i></p> <p><i>Band leaders spoke to teams about effective use of metacognitive strategies.</i></p> <ul style="list-style-type: none"> - <i>Some strategies were trailed across classes.</i> <p><i>Currently, it was agreed that school is not yet in the position to develop these strategies as staff need to become confident in the delivery of curriculum teaching.</i></p> <p><i>To be looked at again in the following years.</i></p>

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

Budgeted cost: £ 131,336.43

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review/Impact
<p>TA pre and post teaching to be embedded to increase attainment in core subjects.</p>	<p><i>Our data indicates gaps across the core subjects and gaps in basic knowledge for our pupil premium and non-pupil premium children, in addition to their resilience for learning.</i></p> <p>TA interventions will address gaps in learning from caused from disruption in education brought on by COVID 19.</p> <p>Pupils with gaps in attainment will catch-up or narrow the gaps with their peers across the</p>	<p>1,3,6,7</p>	<p><i>Target Tracker was used by teachers to assess pupil progress termly.</i></p> <p><i>TAs engaged with Target Tracker to focus interventions on KPIs.</i></p> <p><i>Training was provided to support TAs in accessing data.</i></p> <p><i>New assessment package to be introduced that focused on accurate assessments. SLT to review packages.</i></p>

	<p>year in the core subjects.</p> <p>Following the EEF guidance report on effective use of TA's the HLTA lead will support the upskilling of class TA's and identify CPD where necessary or useful.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>		
<p>Engage with National Tutoring programme to access subsidised tuition partner funding (70%) for maths focussing on YR2 and YR6 initially.</p>	<p><i>Attainment gaps between pupil premium and non-pupil premium remain in maths across all year groups. Attainment gap between disadvantaged and non-disadvantaged in KS2 of 18% and a 17% gap in EYFS data. Pupils have missed significant learning through disruption caused by COVID 19. The gaps in prior learning present a significant barrier to progress this year.</i></p> <p>Pupil Premium and other pupils with significant attainment gaps who are in need of additional maths tuition will receive a 15 hour block of tuition in 1:3 ratios.</p> <p>This will support them in closing the attainment gap with their peers and fill in missing knowledge caused by the pandemic.</p> <p>Tuition will begin in Spring term 2022, delivered by Teaching Personnel</p> <p>EEF supplies evidence of the positive impact that small group tuition can have:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=Evidence%20shows%20that%20small%20group,learners'%20needs%20explains%20this%20impact.</p>	<p>1,3,6,7</p>	<p>Tutoring was offered to focus groups in YR2 and YR6 with FSM eligible children taking part in 1:3 tutor groups for maths. This was facilitated through the NTP programme.</p>

<p>Part funding for Inclusion manager/SENDCo</p>	<p><i>40% of pupils with SEND needs are also eligible for pupil premium funding (71/176) and need additional support to access the curriculum.</i></p> <p>SENDCo to work with our most vulnerable pupils to ensure they have appropriate support and access to quality first teaching. Progress for the SEND cohort should therefore be consistently good.</p>	<p>3,5</p>	<p>Pupils with SEND were assessed and had their levels of need addressed by the SENDCo. This supported the children with their ability to access the curriculum and make progress towards their individual SEND targets.</p>
<p>To raise attainment for all pupils and narrow the attainment gap in RWM between vulnerable pupils</p>	<p><i>Attainment gap analysis for combined R, W and M in each year group show gaps ranging from 8% to 30% between disadvantaged pupils and their non-disadvantaged peers.</i></p>	<p>1,3,6,7</p>	<p>Data meetings were held and pupil premium progress was tracked throughout the year. While the gap narrowed in some year groups this was not consistent across school. This will be reviewed to inform next year's pupil premium strategy.</p>

<p>and their peers.</p>	<p>Data meetings to identify pupils who are working significantly below ARE, just below ARE and Pupil Premium.</p> <p>Meetings to take place termly to monitor progress and identify clear targets/strategies to support the children to make accelerated progress. Evidence in the following link suggests that data can be used effectively to target individuals and groups to support them with closing attainment gaps.</p> <p>https://www.headteacher-update.com/best-practice-article/making-the-most-of-assessment-data/174956/</p>		
<p>Upskill TA's to deliver effective, targeted interventions in Literacy and Numeracy.</p>	<p><i>Disruption caused by the COVID 19 pandemic had a detrimental effect on the interventions TA's were able to deliver. Additionally, the widening gaps in pupil attainment and knowledge in the core subjects require an effective and targeted intervention to support accelerated progress.</i></p> <p>Targeted intervention programmes will be used to support pupil premium children below ARE in the core subjects. Delivered by TA's during afternoon sessions they should enable these children to address gaps in their learning and to catch up with their peers.</p> <p>Evidence indicated that Catch UP Numeracy/Literacy are targeted to the needs of individual learners and have been shown to</p>	<p>3,4,5,6,7</p>	<p>Targeted staff were trained across KS1 and KS2 for Maths and Literacy interventions:</p> <ul style="list-style-type: none"> - Catch Up Literacy/Numeracy. <p>This was delivered across school by TAs. The intervention was less effective than hoped. We were unable to disseminate training due to the nature of the intervention</p> <p>Although the intervention was implemented and had some impact, the impact was inconsistent.</p>

	<p>improve outcomes by up to three months. EEF guidance also states that supporting pupils with structured one to one or small group interventions is one of the most effective ways to gain good impact.</p> <p>https://www.catchup.org/about.php</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 43,692

Activity	Evidence that supports this approach	Challenge number(s) addressed	
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<p>Additional Speech and Language support from SALT and from a TA delivering the Sulp programme.</p>	<p><i>Children start school with weak language and communication skills. All pupils in Nursery are assessed using WELCOMM at baseline, resulting in a significant proportion of pupils being identified as needing speech and language support. Most children are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</i></p> <p>To increase the attainment and progress in phonics reading and writing and the identified for the identified cohort, including pupil premium children.</p> <p>See attached report for evidence of small group intervention support for S&L in primary settings:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf</p>	<p>3,4,5</p>	<p><i>Specific SEND TA works with children to deliver SALT interventions to children across school. NV works in conjunction with SENDCo to allocate children, work through specific resources and provide regular provision.</i></p> <p><i>NV works in conjunction with the SALT team to ensure up to date resources are used for the children.</i></p> <p><i>KC delivers Sulp to children across school (y1-6)</i></p> <p><i>Additional SALT support via schools 'bought in' service with Jen Williams (Therapist).</i></p> <p><i>SENDCo has regular meetings with the school speech therapist and SALT manager from Wirral to look through the caseload list. This is additional to the NHS SALT work carried out in the clinic.</i></p>
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<p>Part funding to support the attendance officer to boost attendance for PP pupils where this is an issue.</p>	<p><i>Attendance for pupil premium children is below that of their non-pupils premium peers and they have had more unauthorised absences. Over lockdown pupil premium children were often the most difficult to encourage to attend.</i></p> <p>Pupil premium pupils (and other groups)</p> <p>attendance should improve where they have previously been persistently absent.</p> <p>Consistent targeting and weekly monitoring of persistently absent pupils.</p>	<p>1,2,3</p>	<p>Jill Eastwood (attendance officer) has worked alongside phaseleaders (SLT) and the pastoral team to support families with poor attendance. She has also worked with the local authority attendance officer to review and improve our attendance practices. Families with low attendance receive trigger letters each half term and are supported with attendance meetings in school.</p>
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<p>50% funding for enrichment co-ordinator and subsidy for pupils eligible to attend/engage with a wider range of enrichment opportunities.</p>	<p><i>Typically pupil-premium children are less likely to participate in enrichment activities outside of the classroom due to not being able to afford them. Historically their engagement with extra-curricular activities and experiences beyond their immediate local area has been limited. This has a significant impact on their real-life experiences and a tangible understanding of learning.</i></p> <p>PP children to have greater opportunities to engage in enrichment activities that they wouldn't usually have access to. These wider enrichment activities will give them experiences they may not normally be able to draw on, this will support in developing the whole child as well as giving them a wealth of opportunities to draw on in their classroom</p>	<p>1,5</p>	<p>SF has been trained in beach school and is delivering sessions with classes across the whole school.</p> <p>SF is in the process of mapping out enrichment activities alongside our curriculum.</p> <p>A new curriculum package has been purchased, SF to work with bandleaders to decide what opportunities could be made available through this.</p>
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	<p>learning.</p> <p>PP and other disadvantaged pupils will be eligible for a 50% subsidy on enrichment activities including: residential trips, local visits or visits to school by enrichment providers</p> <p>Attainment and progress should increase for those pupils able to attend clubs, trips, residential and enrichment activities where they are linked to the learning going on in class: All planned enrichment activities have an intended link to learning within the foundation subjects.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>		
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Total budgeted cost: £ 287,427

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.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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