

# Pupil Premium Strategy Statement 2025-28

This statement details our school's use of pupil premium 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                                                                                                     | Clifford Road Primary School & Nursery |
| Number of pupils in school (incl nursery)                                                                       | 413                                    |
| Proportion (%) of pupil premium eligible pupils                                                                 | 19%                                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2025-2028                              |
| Date this statement was published                                                                               | December 2025                          |
| Date on which it will be reviewed                                                                               | March 2026                             |
| Statement authorised by                                                                                         | Irene Wragg                            |
| Pupil premium lead                                                                                              | Cieran Dadds                           |
| Governor / Trustee lead                                                                                         | Tim Fairburn                           |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £113,925 |
| Recovery premium funding allocation this academic year                                                                                                                      | 0        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | 0        |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £113,925 |

# Part A: Pupil premium strategy plan

## Statement of intent

### **Celebrating Achievement in All**

All members of staff and the governing body accept responsibility for improving the academic, social and pastoral outcomes for disadvantaged pupils. By creating opportunities for children to acquire skills, abilities and a passion for learning, and by recognising the bespoke needs of each of our pupils, we are driven to ensure all children fulfil their potential.

We aim for every single one of our pupil premium funded children to reach their potential. The purpose of this pupil premium strategy is to support all disadvantaged pupils in achieving these intentions, including those who are already high attainers.

We aim to overcome potential barriers so that this can be achieved. High quality teaching and a broad and balanced curriculum, with rich cultural experiences, ensures high expectations for all pupils. All pupils, including disadvantaged pupils, those with a social worker, service children, looked after children or young carers, are challenged to meet their personal goals and achieve good outcomes in all areas of the curriculum.

Barriers to learning will be considered in this strategy, including the academic and emotional support needed for pupils to achieve high attainment. A range of diagnostic assessment will be used to identify needs and track progress.

This strategy is closely aligned with the school's development plan, which aims to raise standards for all pupils.

All pupils will benefit from the continuous professional development of our staff linked to professional research. High quality teaching is the driving force to high standards and expectations in our school; this is proven to have the greatest impact on closing the disadvantaged attainment gap: "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending." (The EEF Guide to The Pupil Premium 2022).

We are focused on identifying what each child needs to be successful and achieve well. To do this, we are:

- Ensuring that the needs of children are identified through a range of mechanisms, including written assessment, observations of behaviour, analysing a wide range of data sets available to us and speaking to pupils and those that care for them;
- Ensuring each child is suitably challenged in the work they're set;
- Regularly reviewing the progress and performance of all disadvantaged children to ensure that our approaches are impactful;
- Continuing to carefully ensure quality of teaching and learning in all curriculum areas;
- Regularly reminding all staff of the need for high expectations of what all pupils, but especially those who are from disadvantaged backgrounds, can achieve.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                           |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <b>Poor phonic, vocabulary and reading fluency skills.</b> Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps across the school. The acquisition of phonics and early reading skills is also lower in Reception and KS1. This has an impact on the development of early reading proficiency and early writing skills for our disadvantaged pupils. |
| 2                | <b>Poor writing skills, including basic spelling and grammar.</b> Assessment data and monitoring has identified that writing across the school is a development priority. There is a need to improve all elements of transcription along with basic VPGS accuracy and sentence construction.                                                                                                  |
| 3                | <b>Poor basic numeracy skills.</b> Assessment data and monitoring has identified gaps in basic number manipulation. There is a need to develop greater fluency and recall to support problem solving activities.                                                                                                                                                                              |
| 4                | <b>Attendance rates for some disadvantaged pupils are below those who are not PP.</b> Our assessments and tracking indicates that absenteeism is negatively affecting the progress of some of our disadvantaged children.                                                                                                                                                                     |
| 5                | <b>In an increasing number of cases, mental health and wellbeing issues.</b> We are seeing an increase in low self-esteem, low confidence, anxiety and lack of resilience, are prevalent in our pupils, as evidenced in teacher and SLT observations and conversations with pupils and families. These issues are affecting learning skills, aspirations and ability to show resilience.      |
| 6                | <b>Some of our disadvantaged children lack wider cultural experiences.</b> Assessments and observation indicated that this restricts their knowledge and understanding of the world, vocabulary development, engagement with learning, confidence and independence.                                                                                                                           |

## 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                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved language skills and vocabulary acquisition in EYFS and KS1                                                                  | <ul style="list-style-type: none"> <li>• Greater understanding and use of vocabulary across the curriculum</li> <li>• Improved use of oral language skills in class discussions and writing</li> </ul>                                                                    |
| To improve phonic knowledge and acquisition to support early reading skills through the implementation of the Twinkl phonics scheme. | <ul style="list-style-type: none"> <li>• Assessments show that pupils have improved phonological knowledge</li> <li>• Children are able to blend sounds in words when reading with increased fluency</li> <li>• Pupils are able to segment words when spelling</li> </ul> |

|                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Pupils achieve at least in line with and above the national average for the Year 1 Phonics Screening Check.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| To improve the phonological awareness and reading skills, including fluency and comprehension, of all those eligible for                                           | <ul style="list-style-type: none"> <li>Reading assessment outcomes in Years 2, 3, 4 and 5 show improved outcomes in fluency and comprehension from individual starting points.</li> <li>Pupils eligible for PP make accelerated progress in reading so that by the end of KS2 the great majority are improving towards or reach age related expectations and beyond.</li> </ul>                                                                                                                                                                                                                                                                                   |
| To improve the writing skills of those eligible for PP across the school, with focus on accurate transcription, basic grammar, spelling and sentence construction. | <ul style="list-style-type: none"> <li>Accurate age appropriate letter formation and orientation, demonstrating progression in joining and pace.</li> <li>Greater application and awareness of spelling patterns and rules in line with CUSP spellings programme.</li> <li>Improved understanding and application of a variety of age appropriate sentence structures</li> <li>Pupils eligible for PP in all year groups make accelerated progress in writing so that by the end KS2 the great majority are improving towards or reach age related expectations and beyond.</li> </ul>                                                                            |
| To improve and develop the maths skills of those eligible for PP across the school, with focus on basic arithmetic and number.                                     | <ul style="list-style-type: none"> <li>Assessments show the majority of children demonstrate improved fluency with basic number skills</li> <li>Improved recall of basic number facts</li> <li>Improved recall of and fluency with multiplication and associated division facts</li> <li>Multiplication Timestables Check outcomes in year 4 in line with national average</li> <li>Pupils eligible for PP in all year groups make accelerated progress in writing so that by the end of KS2 the great majority are improving towards or reach age related expectations and beyond.</li> </ul>                                                                    |
| Increased attendance rates for pupils eligible for PP.                                                                                                             | <ul style="list-style-type: none"> <li>Overall PP attendance improves in all year groups across the school so it is at least in line with national expectations for all pupils.</li> <li>Early intervention will continue to support families to ensure that attendance is maximised</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |
| Pupils will be resilient, organised and enthusiastic learners with ambitious aspirations. Pupils will feel able to better deal with the ups and downs of life.     | <ul style="list-style-type: none"> <li>School to train a member of staff to become an ELSA. They will be working with key children to boost confidence, resilience and aspirations.</li> <li>Drawing and talking sessions for vulnerable children.</li> <li>Senior Mental health first-aider available for all.</li> <li>Staff training on early help mental health to be introduced. Staff will then be confident in identifying mental health and emotional issues among children and referring to FSW and SENDCo where appropriate.</li> <li>Thrive practitioner working with pupils</li> <li>Trainee counsellor to join staff to work with pupils.</li> </ul> |

|                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Children will be able to engage fully with school life and benefit from a range of enriching experiences. | <ul style="list-style-type: none"> <li>• Children have the opportunity to engage in a wide range of quality enrichment activities to support their engagement with and enjoyment of school.</li> <li>• Children are able to articulate their emotions and employ a range of strategies to support self-regulation.</li> <li>• Children demonstrate an improved ability to manage their emotions to improve engagement learning.</li> <li>• Parents are supported financially to ensure that children have access to a wide range of opportunities in and out of school</li> <li>• Parents are supported to promote the emotional wellbeing and health of their children.</li> </ul> |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

| Activity                                                                                                                                                                                                                                                                                                                                                                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <ul style="list-style-type: none"> <li>• Developing use of CUSP reading curriculum - whole class teaching to develop vocabulary, fluency and comprehension skills and strategies through modelling and supported practice.</li> <li>• Year group phonics provision maps in place to evidence and track provision.</li> </ul>                                                                         | <p>Synthetic phonics taught in a systematic approach is a tried and tested model. EEF evidence guidance documents for improving Literacy in EYFS, KS1 and KS1 advocate the implementation of a systematic phonics programme. Very Extensive EEF research shows that there is very extensive evidence as to the impact of this approach on pupil outcomes.</p> <p>Sutton Trust Teaching &amp; Learning Toolkit evidence suggests there is moderate impact on outcomes of teaching phonics based on extensive research.</p>                                         | 1,2                           |
| <ul style="list-style-type: none"> <li>• Mastering use of CUSP reading curriculum - whole class teaching to develop vocabulary, fluency and comprehension skills and strategies through modelling and supported practice</li> <li>• Sustained frequency of reading teaching with daily lessons embedded within timetable.</li> <li>• Purchase of high quality texts in all year groups to</li> </ul> | <p>EEF research guidance documents for EYFS, KS1 and KS2 advocate that a balanced approach to developing reading should include both decoding and comprehension skills. EEF have extensive evidence to suggest that reading comprehension can be improved by teaching specific a range of strategies. This is supported by developing a wider understanding of language.</p> <p>Sutton Trust Teaching &amp; Learning Toolkit evidence suggests there is moderate impact on outcomes of teaching reading comprehension strategies based on extensive research.</p> | 1                             |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| support reading for pleasure and topic learning – further development of school library provision                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                 |
| <ul style="list-style-type: none"> <li>• Implementation of CUSP writing curriculum across the school incorporating a range of strategies to develop writing skills.</li> <li>• Use of vocabulary teaching resources to explicitly teach and assess children's vocabulary acquisition.</li> <li>• Embedding of CUSP spelling to support transcription</li> <li>• A continued focus on developing oral language skills through a wide range of speaking and listening activities throughout the curriculum.</li> </ul> | Extensive research evidence from EEF suggests that a focused approach on developing language skills has a significant impact on outcomes in both reading and writing. EEF research guidance for KS1 and KS2 further advocates teaching a range of strategies to develop writing including pre-writing activities, drafting, revising and editing. | 1                                                                                               |
| <ul style="list-style-type: none"> <li>• Continued development of a maths mastery approach across the school to support quality first teaching through introduction of White Rose Maths.</li> <li>• Use of range of manipulatives available to support concrete understanding in all year groups.</li> <li>• A specific focus on use of a wide range of visual representations to support developing varied fluency.</li> <li>• Use of DfE Ready to Progress criteria to support assessment in maths.</li> </ul>     | <p>EEF evidence guidance documents for improving maths in EYFS, KS1 and KS2 advocate the use of manipulatives and representative to develop understanding.</p> <p>Both EEF &amp; Sutton Trust Teaching &amp; Learning Toolkits evidence suggests a moderate to high impact of adopting a mastery approach based on moderate research.</p>         | 3                                                                                               |
| <ul style="list-style-type: none"> <li>• Oracy and metacognition strategies to enhance teaching and learning – marginal gains, 7 step model.</li> </ul>                                                                                                                                                                                                                                                                                                                                                              | Effective teaching has biggest impact on most disadvantaged.                                                                                                                                                                                                                                                                                      | 1, 2, 3 - Improve high quality first teaching - CPD                                             |
| <ul style="list-style-type: none"> <li>• Release time for curriculum leaders to develop school wide approach. EEF - Metacognition Training Continue oracy approaches across the school.</li> </ul>                                                                                                                                                                                                                                                                                                                   | <p>Vocabulary gaps are the biggest factor for disadvantaged learners Developing vocabulary and language use across the school = EEF 'Oral language interventions'</p> <p>EEF SEND in mainstream training</p>                                                                                                                                      | 1, 2, 3- Opportunities for developing vocabulary us and oracy enhancement across the curriculum |



|  |                                                                                                                                                    |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | Sutton Trust Teaching & Learning Toolkit evidence suggests a moderate impact of adopting a small group tuition approach based on limited research. |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

| Activity                                                                                                                                                                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <ul style="list-style-type: none"> <li>Targeted intervention to improve social skills and class engagement e.g drawing &amp; talking, time to talk and circle of friends etc.</li> <li>Behavioural and therapeutic interventions targeted to high profile pupils to support inclusion.</li> </ul> | <p>The EEF Pupil Premium Guide states that wider strategies to support disadvantaged children ‘relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.’</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The EEF Teaching &amp; Learning Toolkit evidence suggests a moderate impact of adopting behaviour interventions based on limited research.</p> <p>The Sutton Trust Teaching &amp; Learning Toolkit evidence suggests a moderate impact of adopting behaviour interventions and social and emotional learning as relevant approaches based on extensive research.</p> | 5                             |
| <ul style="list-style-type: none"> <li>Early identification of vulnerable families to ensure targeted support.</li> <li>A range of events and workshops to inform and engage parents.</li> <li>New and/or second hand uniform provided on a need basis.</li> </ul>                                | <p>The EEF Teaching &amp; Learning Toolkit advocates teachers and schools involving parents in supporting their children’s academic learning through parental engagement strategies. Research demonstrates moderate impact from extensive evidence.</p> <p>The Sutton Trust Teaching &amp; Learning Toolkit evidence suggests a moderate impact of adopting approaches to support parent involvement based on moderate research.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4,5                           |
| <ul style="list-style-type: none"> <li>Supporting costs for PP children to enable them to take part in a rich and varied experience of workshops and educational experiences, including school trips, residential visits, clubs and</li> </ul>                                                    | <p>The EEF Pupil Premium Guide states that wider strategies to support disadvantaged children ‘relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.’</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 6                             |

|                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <p>music provision.</p> <ul style="list-style-type: none"> <li>• Development of a programme of after school enrichment clubs</li> </ul>                                                                                                            | <p>Evidence in the EEF Teaching &amp; Learning Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>The Sutton Trust Teaching &amp; Learning Toolkit evidence suggests a moderate impact of supporting outdoor adventure learning as a relevant approach based on limited research.</p> |                                                                                  |
| <ul style="list-style-type: none"> <li>• DAHT and admin staff to monitor the attendance and punctuality of PP pupils and follow up quickly on issues.</li> <li>• Early warning on PA through introduction of a range of staged letters.</li> </ul> | <p>The EEF Pupil Premium Guide states that wider strategies to support disadvantaged children 'relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.'</p> <p>Government guidance 'Improving School Attendance' July 2021 details principals and actions for school based on case studies and proven successful approaches.</p>                                                                                                                                                                                   | 4                                                                                |
| <ul style="list-style-type: none"> <li>• Leadership opportunities for children: <ul style="list-style-type: none"> <li>- Play leaders</li> <li>- School council</li> <li>- Community Champions</li> </ul> </li> </ul>                              | <p>Leadership opportunities empower children and build confidence as well as sense of community.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 4, 5, 6 - Promote positive and enthusiastic learners with ambitious aspirations. |

**Total budgeted cost: £113,925**

## 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 2024 to 2025 academic year.

#### FSM6 - Attendance

| Year                | Cohort | School | National | National distribution banding | Sch trend vs Nat trend | School context |
|---------------------|--------|--------|----------|-------------------------------|------------------------|----------------|
| 2024/25<br>(2 term) | 75     | 91.5%  | 92.4%    | Close to average              | Relative improvement   | -              |
| 2023/24<br>(3 term) | 79     | 90.0%  | 92.0%    | Below                         | Relative decline       | -              |
| 2022/23<br>(3 term) | 67     | 91.6%  | 91.6%    | Close to average              | Relative improvement   | -              |

| CRPS to National (EXP) | Reading | Writing | Maths | Combined (RWM) | SPAG |
|------------------------|---------|---------|-------|----------------|------|
| CR 2025                | 75%     | 67%     | 72%   | 57%            | 74%  |
| National 2025          | 75%     | 72%     | 74%   | 62%            | 73%  |
| CR Pupil Premium 2025  | 83%     | 67%     | 67%   | 50%            | 83%  |
| National PP            | 63%     | 59%     | 61%   | 47%            | 60%  |
| CRPS to National (EXC) | Reading | Writing | Maths | Combined (RWM) | SPAG |
| CRPS 2025              | 38%     | 5%      | 39%   | 5%             | 18%  |
| National 2025          | 33%     | 13%     | 26%   | 8%             | 30%  |
| CR Pupil Premium 2025  |         |         |       |                |      |
| National PP            |         |         |       |                |      |

- 6 New curriculums introduced to ensure clear progression and an exciting curriculum for all
- Walkthrus project-looking at improving teaching an learning for all pupils.
- Streaming phonics
- Boosters for Year 6 pupils introduced and small group work before and after school as well as lunchtimes
- Development of safeguarding team
- Whole class reading sessions further developed across the school to sharpen the explicit teaching of reading skills
- All children able to attend trips and visits
- Pupil Premium children accessing clubs offer
- Introduction of handwriting books
- Increasing the number of Assembly visitors
- Development of attendance strategies and approach
- Development of inclusive strategies for all pupils

## 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                       |
|-----------------------------------------------------------------|--------------------------------|
| CUSP Reading, Writing, Spelling, History, Geography, art and DT | CUSP Unity Schools Partnership |
| Twinkl Phonics                                                  | Twinkl                         |
| Kapow /Music/Computing                                          | Kapow                          |
| Complete PE                                                     |                                |
| White Rose Maths/Science                                        |                                |
| Jigsaw PSHE                                                     |                                |