



## Overview

Detail	Data
School name	Erdington Hall Primary School
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Gill Turner
Pupil premium lead	Jenni Downes
Governor / Trustee lead	Kathryn Oliver

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,600
Recovery premium funding allocation this academic year	£23,345
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	£244,945

## Part A: Pupil premium strategy plan

### Statement of intent: Erdington Hall Primary School

At Erdington Hall Primary, we have the highest aspirations for each and every pupil and expect all to make progress, this includes disadvantaged pupils. For everyone in our care, we challenge all barriers to their learning and will pursue relentlessly for all to achieve.

The objectives for Erdington Hall are to:

- Ensure that all pupils achieve National age-related expectations, especially those who are disadvantaged.
- Utilise funding so that all barriers to learning are addressed and do not impact on attainment.
- Ensure all pupils are safe, basic needs are met and students can thrive.
- Ensure that all pupils are offered wider opportunities that encompass cultural experiences.
- Build positive relationships with families so that they are empowered and equipped to support their child/children.

To do this effectively, we will ensure that our colleagues are equipped with best resources and continuing professional development; that our pupils are given access to a wide range of stimulating and challenges both within the school day and in after school activities and that families are supported, so that all their needs are met.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Language and Vocabulary</b>  It is clear that pupils' language is limited. Pupils enter EYFS at a low threshold, this is evidenced on entering Nursery and through to Year 6. Through oracy and written learning, pupils need to develop their use of tier 2 (high frequency in oracy) and tier 3 (high frequency in written work) language.
2	<b>Writing and Mathematics</b>  Low attainment on entry to EYFS in Writing and Mathematics, leading to low outcomes at the end of Key Stage 2. Pupils need to develop their stamina and proficiency in proofreading. In Mathematics, pupils' basic skills and fluency in use of strategies needs to be developed further.
3	<b>Attendance: Persistent absence</b>

	The attendance data last year was less than that of national. Disadvantaged pupils' persistent absence was also greater than national.
<b>4</b>	<p><b>Well-being</b></p> <p>Through varied monitoring, it is clear that pupils' social and emotional skills need to be developed. Disadvantaged pupils need support in awareness of their own and others' feelings. They also need to be equipped with coping strategies for challenges they face in all aspects of life.</p>
<b>5</b>	<p><b>Cultural Capital</b></p> <p>Pupils have benefitted from attending visits and receiving visitors. Their awareness and broader understanding of the world need to be developed through further experiences.</p>

### 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. Pupils will have a broader use of vocabulary, including tier 2 and 3 words across the curriculum.	Writing will be at least in line with national at the end of each Key Stage.
2. Pupils will attain at least in line with national averages at the end of Key Stages 1 and 2 as well as in Year 1 Phonics and in the Y4 Multiplication Tables Check.	Attainment figures will show that gaps have been lessened through interventions completed and pupils achieve at least in line with national averages.
3. The level of persistent absence is reduced and overall attendance increases.	The attendance data shows that both the persistent absence and overall attendance are in line with, or at least closer to the national figure.
4. To show that the well-being of disadvantaged pupils is improved.	<p>Monitoring indicates that:</p> <ul style="list-style-type: none"> <li>– More pupils are accessing extra-curricular activities</li> <li>– There is a reduction in the number of teacher referrals due to social issues</li> <li>– Surveys, including pupil voice, report that wellbeing is improved</li> <li>– Analysis of safeguarding data</li> </ul>
5. To enhance the knowledge of the disadvantaged pupils' knowledge, skills, and wider understanding of the world, through visits and experiences	Monitoring shows that disadvantaged pupils have developed cultural capital. This results positively on the educational outcomes and personal development of pupils.

	Pupils develop a repertoire of skills that enables them to act as ambassadors in school and the wider community.
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## Activity

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: £69,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language and Vocabulary:  CPD for pre-teaching / overlearning / scaffolding  Rosenshine's Principles – Introduction and Implementation of Instructional Coaching	<b><u>EEF Toolkit</u></b> Small group tuition, Reading Comprehension Strategies, Individualised Instruction, Collaborative Learning Approaches, Metacognition and Self-Regulation, One-to-one tuition <b><u>EEF Guidance Reports</u></b> EYFS: Preparing for Literacy: <a href="https://educationendowmentfoundation.org.uk/preparing-for-literacy">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a> Improving Literacy in KS1 and 2: KS1 <a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> KS2 <a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a> Effective Professional Development: <a href="https://educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a> Putting Evidence to Work – A School's Guide to Implementation: <a href="https://educationendowmentfoundation.org.uk/putting-evidence-to-work">Putting Evidence to Work - A School's Guide to Implementation   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
Language and Vocabulary:  Use of the 'ShREC,' Wellcomm and Voice21 approach to support high quality interactions.	<a href="https://educationendowmentfoundation.org.uk/shrec">EEF blog: The ShREC approach – 4 evidence-informed strategies...   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Pre-teaching  Overlearning  Vocabulary boxes to recall key words and phrases from previous learning and the use of purposeful, curriculum focused, dialogue and interaction.	<b><u>EEF Toolkit</u></b> Small group tuition, Reading Comprehension Strategies, Individualised Instruction, Collaborative Learning Approaches, Metacognition and Self-Regulation, One-to-one tuition <b><u>EEF Guidance Reports</u></b> EYFS: Preparing for Literacy: <a href="https://educationendowmentfoundation.org.uk/preparing-for-literacy">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a> Improving Literacy in KS1 and 2: KS1 <a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> KS2	1, 2

	<p><a href="#">Improving Literacy in Key Stage 2   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p>Effective Professional Development: <a href="#">Effective Professional Development   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p>Putting Evidence to Work – A School’s Guide to Implementation: <a href="#">Putting Evidence to Work - A School’s Guide to Implementation   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p><b>Improving Maths in KS2</b></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p>	
Use of Echo reading to extend pupil’s spoken vocabulary	<p><b>EEF Toolkit</b></p> <p>Small group tuition, Reading Comprehension Strategies, Individualised Instruction, Collaborative Learning Approaches, Metacognition and Self-Regulation, One-to-one tuition</p> <p><b>EEF Guidance Reports</b></p> <p>EYFS: Preparing for Literacy: <a href="#">Preparing for Literacy   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p><b>Improving Literacy in KS1 and 2:</b></p> <p><b>KS1</b></p> <p><a href="#">Improving Literacy in Key Stage 1   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p><b>KS2</b></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p>Effective Professional Development: <a href="#">Effective Professional Development   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p>Putting Evidence to Work – A School’s Guide to Implementation: <a href="#">Putting Evidence to Work - A School’s Guide to Implementation   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p><b>Improving Maths in KS2</b></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p>	1, 2
<p>Purchase and embed diagnostic tests</p> <p>Whole school support, diagnostic assessment, monitoring, and review of shared reading approach from consultant.</p>	<p><b>EEF Toolkit</b></p> <p>Small group tuition, Reading Comprehension Strategies, Individualised Instruction, Collaborative Learning Approaches, Metacognition and Self-Regulation, One-to-one tuition</p> <p><b>EEF Guidance Reports</b></p> <p>EYFS: Preparing for Literacy: <a href="#">Preparing for Literacy   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p><b>Improving Literacy in KS1 and 2:</b></p> <p><b>KS1</b></p> <p><a href="#">Improving Literacy in Key Stage 1   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p><b>KS2</b></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p>Effective Professional Development: <a href="#">Effective Professional Development   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p>	1, 2

	<p>Putting Evidence to Work – A School’s Guide to Implementation: <a href="#">Putting Evidence to Work - A School’s Guide to Implementation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Improving Maths in KS2</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	
Tagtiv8 training for whole school staff	<p><b>EEF Toolkit</b></p> <p>Small group tuition, Reading Comprehension Strategies, Individualised Instruction, Collaborative Learning Approaches, Metacognition and Self-Regulation, One-to-one tuition</p> <p><b>EEF Guidance Reports</b></p> <p>EYFS: Preparing for Literacy: <a href="#">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Improving Literacy in KS1 and 2:</p> <p>KS1</p> <p><a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>KS2</p> <p><a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Effective Professional Development: <a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Putting Evidence to Work – A School’s Guide to Implementation: <a href="#">Putting Evidence to Work - A School’s Guide to Implementation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Improving Maths in KS2</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
<p>Maths Hub manipulatives resources and CPD</p> <p>Mastering Number: staff training, resources, and cover</p> <p>Times table Rockstars</p>	<p><b>EEF Toolkit</b></p> <p>Small group tuition, Reading Comprehension Strategies, Individualised Instruction, Collaborative Learning Approaches, Metacognition and Self-Regulation, One-to-one tuition</p> <p><b>EEF Guidance Reports</b></p> <p>EYFS: Preparing for Literacy: <a href="#">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Improving Literacy in KS1 and 2:</p> <p>KS1</p> <p><a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>KS2</p> <p><a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Effective Professional Development: <a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Putting Evidence to Work – A School’s Guide to Implementation: <a href="#">Putting Evidence to Work - A School’s Guide to Implementation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Improving Maths in KS2</p>	1, 2

	<a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	
<b>Writing</b> External Consultant For support and review  Cover for CPD  Resources to support the teaching of writing	<b>EEF Guidance Reports</b> EYFS: Preparing for Literacy: <a href="#">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a> Improving Literacy in KS1 and 2: KS1 <a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> KS2 <a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a> Effective Professional Development: <a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a> Putting Evidence to Work – A School’s Guide to Implementation: <a href="#">Putting Evidence to Work - A School’s Guide to Implementation   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Engaging with the National Tutoring programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<a href="#">National Tutoring Programme: NTP Tuition Partners   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 4
High quality retention, recruitment and careful deployment of experienced teaching staff (with a track record of raising attainment) to ensure high quality teaching	Effective Professional Development: <a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a> Putting Evidence to Work – A School’s Guide to Implementation: <a href="#">Putting Evidence to Work - A School’s Guide to Implementation   EEF (educationendowmentfoundation.org.uk)</a>	1, 2

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

Budgeted cost: £75000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced Class size in Year 6	<a href="#">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a>	1, 2,



Speech and Language therapist to screen all children on entry to the EYFS and provide a bespoke programme.	<a href="https://educationendowmentfoundation.org.uk/communication-and-language-approaches">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a>	
Wellcomm programme for all children in EYFS stage.  Additional staff support	<a href="https://educationendowmentfoundation.org.uk/eef-wellcomm-the-complete-speech-language-tool-kit">EEF   Wellcomm: The complete speech language tool kit (educationendowmentfoundation.org.uk)</a>	1, 2
Additional adults will provide precision teaching for same day interventions to close gaps in learning of disadvantaged pupils.	<a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	1, 2

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

Budgeted cost: £ 82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance</b> This will involve training and release time for staff to develop and implement new procedures such as prizes and rewards, appointing: <ul style="list-style-type: none"> <li>- Learning Mentor</li> <li>- Family Support Worker</li> <li>- Education Welfare Officer</li> </ul>	EEF Research – Attendance Interventions: Rapid Evidence Assessment <a href="https://educationendowmentfoundation.org.uk/attendance-interventions-rapid-evidence-assessment">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a>	3, 4
Educational Visits	<a href="https://educationendowmentfoundation.org.uk/guest-blog-learning-about-culture">Guest Blog: Learning about culture   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
Hippodrome Theatre Education Network (HEN) Network and for music provision enhancement	<a href="https://educationendowmentfoundation.org.uk/guest-blog-learning-about-culture">Guest Blog: Learning about culture   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
After school clubs	<a href="https://educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
Breakfast Club running costs: Magic Breakfast	<a href="https://educationendowmentfoundation.org.uk/breakfast-clubs-found-to-boost-primary-pupils-reading-writing">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
Counsellor to focus for LAC pupils and pupils with SEMH needs	<a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5

Behaviour	<a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
Learning Mentor and Teaching Assistant to complete ELSA training (Emotional Literacy Support Assistant)		

**Total budgeted cost: £ 226,600**

## 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 2021-2022. academic year.

#### 1. Teaching

##### Reading

In reading at KS1, disadvantaged pupils achieved 7% more. Flood-fill reading along with CPD led by a consultant enabled a stronger focus on reading skills.

In reading at KS2, disadvantaged pupils were closely in line with all pupils. Again, flood fill reading and effective CPD led to greater confidence in teaching and assessment.

A change in the reading cycle for KS2 ensured a focus on the teaching of specific reading domains. Gaps in pupil's knowledge were identified by class teachers who adapted planning to teach at the point of learning.

Year 6 disadvantaged pupils achieved in-line with national figures for all pupils.

KS1 disadvantaged pupils achieved above the national standard.

##### Writing

The revised writing cycle enabled staff to focus on basic skills in writing, which improved their editing and proofing skills.

Pupils were taught to self-mark; this allowed them to use and apply taught EGPS skills.

CPD, led by external consultants, enabled staff to successfully plan and teach writing, this led to Y6 in 2022, achieving 2.6 points of progress. KS1, which was moderated, achieved 48% (58% national) in Writing.

In Years 2-6 the gap between disadvantaged and all children is less than 11% achieved ARE combined.

##### Maths

In Maths, CPD led staff to successfully develop pupils' knowledge of subitisation and number. Disadvantaged pupils in KS1 were 7% above all pupils.

A whole school problem solving strategy was introduced to support children in identifying steps in multi-step problems enabling learners to access 3-mark questions in KS2 SATs.

A new lesson structure was introduced to support consistent teaching across all year groups and enable the mastery approach to teaching maths.

Sentence stems were re-introduced to support pupils with oracy in maths and mathematical thinking.

Training was provided around the use of scaffolds in maths, in order to reduce the attainment gap between groups of children.

##### Phonics

Though achievement for disadvantaged pupils was lower in Year 1, disadvantaged pupils in Year 2 were 5% above.

Support from the English Hub led to greater their success and actions from the support will be carried out to enable improvement for Y1 during the year ahead.

Same day, rapid intervention supported disadvantaged learners in Year 2 outperforming their peers.

##### Early Years

In EYFS, though less than half of the disadvantaged pupils achieved GLD, the pupils made progress from entry level. Support from an external consultant guided the staff in planning and teaching effectively to ensure that progress was made.

The use of WELCOMM has improved language from the point of pupil entry in nursery.

Provision in nursery increased to full time for all pupils from Easter. This led to improved outcomes across nursery and will impact positively on Reception starting points in the 2022/23 academic year.

See table below for further details:

	All Pupils	Disadvantaged	In- school gap
EYFS – GLD	67%	44%	-23%
Phonics Year 1	82%	62%	-20%
Phonics Year 2 (December)	81%	86%	+5%
Key Stage 1			
Combined	48%	57%	+9
Reading	76%	83%	+7
Writing	48%	57%	+9
Maths	64%	70%	+6
Year 4			
Y4 Multiplication (25 marks)	46%	38%	-8%
Key Stage 2			
Combined	55%	45%	-10%
Reading	74%	72%	-2%
Writing	74%	66%	-8%
Maths	61%	48%	-13%

## 2. Targeted Academic Support

- Year 6 pupils were taught in smaller groups from Spring term onwards.
- School led tutoring enabled pupils at risk of not achieving ARE at the end of KS2 in Mathematics. For disadvantaged, 56% were successful at ARE+.
- Nursery and Reception pupils have benefitted from a language rich environment and planned educational visits.
- Pupils in nursery made at least two bands of progress in WELLCOMM.
- Percentage of children passing Y2 phonics check was 81%, 35% of disadvantaged pupils passed.
- The impact of pre-teaching and reviewing vocabulary is seen in children's books, pupil voice and oral contributions in the classroom. The teaching of vocabulary in the reading cycle enables children to read and understand a wider range of texts.
- Diagnostic tests have identified gaps in knowledge have allowed teachers to target areas for next steps. Standardised tests provide accurate data to support teacher assessment and gap analysis informed interventions.
- The use of Echo reading improved fluency of reading and helping to extend pupil's spoken vocabulary in KS2.
- Same day intervention for phonics took place which ensured children's catch up and to keep on track.
- Early reading is flood filled with adults to enable phonics appropriate guided reading to occur from Reception to Y2.  
All staff follow the reading cycle to include decoding vocabulary and prosody.
- Reception communication and language has improved 60% since baseline and Nursery has increased by 27%.

## 3. Wider Strategies

- Attendance for all nationally was 96%, at Erdington Hall it was 92.9%, attendance of disadvantaged pupils was slightly lower (-0.2%) 91.9%.
- Persistent absence was 25.5% for all and 27.8% for disadvantaged pupils.
- The school's attendance officer works effectively with the EWO to increase attendance and reduce persistent absence.
- The EWO works as a support for parents and carers, which included attendance clinics. A supportive approach has enabled attendance.

- The breakfast club was attended by 60 children, with 50% disadvantaged pupils accessing this service. All pupils receive the option of a bagel first thing via the National Breakfast Programme to ensure that they can start their learning without feeling hungry.
- The impact of the family support worker is evident through improvements in individual attendance and family crisis management around, homelessness, debt and domestic violence.
- Incentivisation has improved parental engagement with home reading as children now receive prizes and book tokens for completing their reading records daily.
- Information evenings for parents regarding SATs and the multiplication facts check have been well supported by parents.
- Workshops were well attended and have ranged from core subjects to wider curriculum including DT.
- Family learning projects were undertaken for science week and for Easter, creating great enthusiasm for home learning.
- Attendance at parents/carers' evening increased to 83%.
- Pupil premium funding was used to provide wellbeing support via counselling for pupils, and targeted interventions where required.

## 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
Accelerated Reader and Myon (Renaissance)	Renaissance Learning
Timetable Rockstars	Maths Circle Ltd
Wellcomm	GL Assessment
Behaviour Support Programme	Beacon Support
Breakfast Club	Magic Breakfast (Charity)
Easter Club and After School Clubs	Kits Academy
English support	Mark Smith, Consultant
EYFS support	Suzanne Dunn, Consultant