

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|-------------------------------------------------------------------------|---------------------|
| Number of pupils in school | 162 |
| Proportion (%) of pupil premium eligible pupils | 24% (38 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2024 - 2025 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Mr J Stuttard |
| Pupil premium lead | Mrs S Hollingsworth |
| Governor / Trustee lead | Mr P Miller |

Funding overview

| Detail | Amount |
|-----------------------------------------------------|---------|
| Pupil premium funding allocation this academic year | £56,078 |

Part A: Pupil premium strategy plan

Statement of intent

At Bowling Green Academy, improving the outcomes for children eligible for Pupil Premium funding is a key target to school improvement. Bowling Green has a wide range of families of different socioeconomic status and support for children - those eligible for Pupil Premium or not - is wide and varied to meet children's needs.

We aim to give children the best start to their education by providing a vocabulary-rich, nurturing, caring environment which ensures that all pupils are provided with the opportunities, knowledge, skill and cultural capital which they need to lead a fulfilled life. It is our intention that children achieve the best possible outcomes to progress to their next stage of education. Our Pupil Premium Strategy is informed by high-quality research and a rich knowledge of our children and local community to ensure we provide best possible strategies to improve the educational outcomes for children.

This is done through a tiered model with focuses on:

- High quality teaching
- Targeted academic support
- Wider strategies.

We firmly believe that Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Our Pupil Premium Strategy will be rooted strongly in providing highly skilled staff to provide Quality First Teaching. This will be matched with an equal emphasis on providing wellbeing support to ensure pupils are emotionally ready to learn. We aim to work with parents/carers to form a partnership in ensuring that our disadvantaged children are offered wider opportunities and experiences through our curriculum design and to ensure parents are as fully involved as possible in encouraging and supporting their children to progress. Raising attendance and improving behaviour for this group of children is a key factor in this.

At Bowling Green Academy, there is a high correlation between children eligible for Pupil Premium funding and children with SEND. Monitoring progress for these children and closing attainment gaps is crucial. This plan closely aligns with our Academy Improvement Plan 2024 – 2025.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Rich experiences outside of school for some children are limited which leads to children lacking prior knowledge and vocabulary to access the curriculum. This includes some children eligible for Pupil Premium funding who have aspirational Greater Depth predictions to the end of Year 6.</p> |
| 2 | <p>Children with disadvantaged backgrounds do not reach the age-related expectation as often as those from non-disadvantaged backgrounds in Maths and English (including spoken English).</p> <p><i>EYFS Word Reading non-PP 89% (PP 33% (out of three pupils))</i> <i>EYFS Comprehension non-PP 83% (PP 33% (out of three pupils))</i> <i>EYFS Writing non-PP 83% (PP 33% (out of three pupils))</i> <i>EYFS Number non-PP 89% (PP 67% (out of three pupils)).</i></p> <p><i>Year 1 Phonics non-PP 88% (PP 100% (out of four pupils)).</i></p> <p><i>Year 2 Reading non-PP 83% (PP 71% (out of eight pupils))</i> <i>Year 2 Writing non-PP 83% (PP 57% (out of eight pupils))</i> <i>Year 2 Maths non-PP 83% (PP 57% (out of eight pupils))</i> <i>Year 2 Combined non-PP 78% (PP 57% (out of eight pupils)).</i></p> <p><i>Year 6 Reading non-PP 82.4% (PP 50% (out of two pupils))</i> <i>Year 6 Writing non-PP 94% (PP 100% (out of two pupils))</i> <i>Year 6 Maths non-PP 94.1% (PP 50% (out of two pupils))</i> <i>Year 6 Combined non-PP 82.4% (PP 50% (out of four pupils)).</i></p> |
| 3 | <p>Sometimes, pupils across school (particularly those with vulnerabilities) are not confident in their own ability and/or independent knowledge of strategies to tackle challenge when learning becomes difficult. This includes stretch and challenge later in life and for future adulthood.</p> |
| 4 | <p>A high proportion of disadvantaged children at Bowling Green have SEND. <i>27 Children (out of 162) have SEND</i> <i>37 PP (out of 162 pupils) and 17 have SEND of those 7 have an EHCP</i></p> <p>Challenges can present as low academic starting points, difficulties with communication and interaction or as complex social, emotional and mental health problems.</p> |

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| 5 | <p>For some children eligible for Pupil Premium funding, behaviour and attendance is, on some occasions, not in-line with the 'Outstanding' behaviour of their peers.</p> <p><i>Attendance PP eligible – 92.9%</i> <i>Attendance not PP eligible – 96.4%</i> <i>Last year, less children eligible for PP funding achieved 'KITE rewards' for exceptional behaviour when compared to non-PP eligible peers.</i></p> |
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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>To provide rich experiences to children, which will improve curriculum prior knowledge, vocabulary and access to the curriculum.</p> | <ul style="list-style-type: none"> • Teachers and subject leaders have promoted future opportunities across the curriculum. This includes visits, visitors, extra-curricular clubs and experiences • Teachers and leaders has embedded children's understanding of aspirational figures, including those who have faced adversity or disadvantage, and those whose character is 'worthy of being shared with others' – this includes opportunities to ensure that all children see themselves in the curriculum • High-quality interactions between all staff and children are well embedded-linked to the EEF Metacognition document • Extra-curricular clubs uptake for all disadvantaged pupils – attendance at clubs is in-line with non-disadvantaged peers. • Families have been signposted to experiences within the community which pupils will benefit from (via Coffee Mornings, Newsletters, etc.) • A wider range of visits and visitors has taken place throughout the year to expose children to wider cultures and events and provide them with experiences beyond the classroom. |

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| <p>To narrow the educational gap in Mathematics and English (including spoken English)</p> | <ul style="list-style-type: none"> • Teachers will make specific differentiated adaptations to meet the needs of disadvantaged pupils • Specific interventions (and recording) linked to individual children's needs are used consistently across the school in order that children can access appropriate support • Progress for disadvantaged pupils is at least in line with their peers • Gap narrowing in attainment between PP and non-PP pupils • IEP targets are 'SMART' and, over time, achieved consistently. |
| <p>For children to develop confidence in their own ability and/or independent knowledge of strategies to tackle challenge when learning becomes difficult.</p> | <ul style="list-style-type: none"> • Training linked to 'Making the best use of Teaching Assistants' EEF guidance report as well as the EEF document 'Teacher habits that support independence' has increased staff confidence to support disadvantaged pupil achievement and progress • The profile of KITE Values Independence and Tenacity can be well discussed by vulnerable pupils, and they recognise how specifically taught strategies have helped them achieve • 'Preparation for Adulthood' has been utilised by teachers and leaders for pupils with high levels of need. |
| <p>To improve the attendance of children eligible for Pupil Premium funding</p> | <ul style="list-style-type: none"> • Information about the importance of good attendance has been shared across the year, often targeted vulnerable families specifically at the start of the year and continually • Specific attendance case studies show the impact on certain families/pupils about improved attendance • Further work with families (and Calderdale Educational Welfare team) about 'attendance missed' has shown positive impact Attendance of pupils eligible for Pupil Premium funding improves, and the gap between PP and non-PP narrows. |

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: £28,078

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Embed Read Write Inc. to secure stronger | Bowling Green Academy has several new staff members who require training and updates in Read Write Inc. | 2, 3, 4 |
| teaching for all pupils | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics – Toolkit Strand | |
| To work with Maths Hub to develop Maths mastery | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. Maths guidance KS1 and KS2 Bowling Green Academy's Maths Leader and signposted teachers to continue CPD through mastery leads. The EEF guidance is based on a range of best available evidence – to be shared through How To... bespoke Bowling Green guides. Improving Maths in Key Stages 2 and 3 | 2, 3, 4 |
| Embed coaching to support professional development – particularly through middle and senior leadership | Coaching support can be provided by either internal staff or external specialists, with successful examples of both approaches emerging in EEF-funded evaluations of promising programmes. Effective Professional Development | 2, 3, 4, 5 |

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| <p>Prioritise CPD to enhance workforce</p> | <p>CPD linked to Pupil Premium Strategy and AIP this year, including metacognition (tenacity) and independence for children with SEND. A large body of evidence, including EEF evaluations, shows the benefit of high-quality, up-front training for teachers. Collaboration with Great Heights Research School to enhance Teaching Assistant training linked to Making the Best Use of Teaching Assistants, as well as Effective Professional Development</p> | <p>2, 3, 4, 5</p> |
| <p>Embedding of the use of metacognition strategies – linked to 'tenacity' KITE Value</p> | <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are</p> | <p>2, 3, 4</p> |
| | <p>more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>EEF Evidence Summary – Metacognition and Self https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/regulation</p> | |
| <p>Strategic deployment of trained TAs to ensure priority pupils are supported in class – linked to AIP target on developing independence for all children.</p> | <p>Strategic deployment of TAs is important to ensure priority pupils are supported and that the role has maximum impact. SLT will ensure TAs are fully prepared for their role and work within the research informed EEF guidance report.</p> <p>EEF Guide – Deployment of Teaching Assistants</p> | <p>3, 4</p> |

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

Budgeted cost: £15,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| NELI in Reception | NELI has been found to improve children's language and early literacy skills. The programme involves a | 2, 4 |
| | <p>trained teaching assistant providing short, small group and individual teaching sessions to around 3-6 pupils for 20 weeks. Robust evaluations found NELI children made on average three months of additional progress in language.</p> <p>Nuffield Foundation</p> | |
| Teaching Assistant / Learning Support Assistants | <p>1:1 and small group interventions are more effective than working in larger groups. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks.</p> <p>Phonics – Toolkit Strand</p> <p>Small group interventions are effective in addressing misconceptions and gaps in learning.</p> <p>EEF Guide to Supporting School Planning</p> | 2, 3, 4 |
| Use of diagnostics to identify barriers to learning, support targeted teaching and where required SMART IEP targets | <p>At Bowling Green Academy, pupil numbers with SEND is above national average and pupils with EHCPs is significantly above national average. Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p>Diagnostic Assessment Tool</p> | 2, 3, 4 |

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| <p>Additional resources to support pupils with SEND.</p> | <p>At Bowling Green, pupils with SEND and pupils eligible for PP overlap significantly. Research suggests teaching strategies that teachers should consider for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibility in response to the needs of all pupils:</p> <ul style="list-style-type: none"> • Flexible grouping • Cognitive and metacognitive strategies • Explicit instruction • Using technology to support pupils with SEND • Scaffolding <p>Special Educational Needs in a Mainstream School</p> | <p>2, 3, 4</p> |
| | <p>Additionally, the EEF's Seven-step planning tool for modelling independence training, via Great Heights Research School.</p> | |

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

Budgeted cost: £12,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Trips, Visits and Experiences | <p>Linked to our AIP target (23-24) for Personal Development and character-enhancing experiences, research shows the impact that a reduced opportunity for home learning (educational, trips and visits) has on future outcomes.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. Wider benefits, such as more positive attitudes to learning and increased wellbeing, have also consistently been reported.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Sutton Trust: what promotes better achievement for bright but disadvantaged students?</p> <p>EEF – Arts participation EEF – Outdoor Adventure Learning</p> | 1 |

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| <p>Breakfast Club, Milk and Uniforms</p> | <p>At Bowling Green Academy, we know that Breakfast Club (and after-school clubs) can help vulnerable families continue to work and/or work longer hours. We also know that play-based activities (such as Kids' Club) has supported children's oracy, imagination and participation in social circles. Additionally, research carried out by the Education Endowment Foundation shows the impact on breakfast clubs on attainment. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p>EEF – Magic Breakfast</p> | <p>1</p> |
| <p>Book Club</p> | <p>Last year, our Book Club – buy books for children eligible for children from disadvantaged backgrounds have a positive impact on children's enjoyment for reading. This, alongside our community adult library, is supporting our work to engage families in reading. The DfE's Reading for Pleasure evidence highlights a positive link between reading at home and reading assessment scores (PISA, 2009), as well as reading pleasure in later life (Clark and Rumbold, 2006) and emotional confidence (Clark and Rumbold, 2006).</p> <p>DfE – Research evidence on reading for pleasure</p> | <p>1, 2, 5</p> |

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| Attendance support | <p>As stated above, at Bowling Green Academy, pupils eligible for Pupil Premium funding have lower attendance on average than their nonPP peers: <i>Attendance PP eligible – 92.9%;</i> <i>Attendance not PP eligible – 96.4%.</i></p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small</p> | 5 |
| | <p>improvements in attendance can lead to meaningful impacts for these outcomes. EEF – Attendance Interventions</p> | |
| Parental engagement | <p>As a smaller-than-average community school, Bowling Green Academy continues to foster excellent relationships with families – this is part of our AIP this year. Evidence from the EEF shows that effective parental engagement can lead to learning gains of 3 months + over an academic year. Working with parents to support children’s learning</p> | 1, 5 |

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| <p>Social and Emotional Support including mental health and wellbeing support</p> | <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF – Guidance Report SEL</p> | <p>3, 4, 5</p> |
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Total budgeted cost: £56,078

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

BOWLING GREEN ACADEMY



DATA SUMMARY 2024

| EARLY YEARS ANALYSIS | | | |
|-------------------------------------------------|------|------|------|
| PERCENTAGE REACHING A GOOD LEVEL OF DEVELOPMENT | | | |
| | 2022 | 2023 | 2024 |
| All Pupils 26 | 67% | 71% | 68% |
| PP 4 | 33% | 33% | 50% |

| YEAR 1 PHONICS ANALYSIS | | | |
|-----------------------------|------|------|------|
| PERCENTAGE PASSING THE TEST | | | |
| | 2022 | 2023 | 2024 |
| All Pupils 25 | 92% | 90% | 88% |
| PP 4 | 33% | 75% | 100% |

| YEAR 2 TEACHER ASSESSMENT | | | | | | | |
|---------------------------|------------|-------|------------|-------|-------------|-------|-----|
| | READING | | WRITING | | MATHEMATICS | | |
| | Expected + | Above | Expected + | Above | Expected + | Above | |
| 2022 All 24 | 83% | 33% | 75% | 21% | 88% | 29% | |
| 2023 PP 4 | 25% | 0% | 25% | 0% | 25% | 0% | |
| 2024 All 19 | 83% | 39% | 83% | 17% | 83% | 39% | |
| 2024 PP 8 | 71% | - | 57% | - | 57% | - | |
| Combined | 2023 | All | 75% | | 2024 | All | 78% |
| | | PP | 25% | | | PP | 57% |

| YEAR 6 SATS TEST | | | | | |
|-----------------------------|-------------|-----------|-------------|-------------|-------------|
| PERCENTAGE PASSING THE TEST | | | | | |
| | READING | WRITING | MATHEMATICS | COMBINED | SPAG |
| 2022 EXP+ | 78% | 72% | 83% | 72% | 78% |
| 2022 GD | 33% | 28% | 39% | - | 50% |
| 2023 EXP + | 91% | 81% | 86% | 77% | 91% |
| 2023 GD | 36% | 27% | 46% | 17% | 41% |
| 2024 EXP + 17 | 82.4% (74%) | 94% (72%) | 94.1% (73%) | 82.4% (61%) | 88.2% (72%) |
| 2024 PP 2 | 50% | 100% | 50% | 50% | 50% |
| 2024 GD | 41.2% | 23.5% | 35.3% | 12% | 59% |
| 2024 GD PP | - | - | - | - | - |

Pupil premium pupils achieved 100 % in phonics screening in Year 1 compared to 75 % last year and 33% in 2022.

Year 6 data was very positive showing great progress. Pupil premium pupils - 57% achieved expectations in maths and reading and 100 % in writing.

compared to last year. Above 50 % working at expected level. They have also performed better in reading 71% were expected in reading.

These figures indicate that our strategy to close the attainment gap between the most disadvantaged pupils and the rest of the cohort was successful.

A focus on our school improvement plan in 23-24 was to raise independence and tenacity (linked to school values) of all our children. In pupil voice surveys, including pupils eligible for funding, the vast majority of children spoke positively about how they like to 'be challenged', 'reach challenging tasks' and know specific strategies to do when the curriculum gets difficult.

Last academic year, no pupils eligible for funding missed any trips or visits due to costs – this includes residential opportunities. Similarly, all pupils spoke highly about Bowling Green Academy's 'book club' offer – receiving the gift of a book twice throughout the year to take home linked to personal interests or what has been learnt in school.

Staff CPD continues to be a large part of Pupil Premium Strategy. For example, all Reading Teachers (teachers and teaching assistants) spoke confidently about the delivery of Read, Write, Inc. phonics sessions across school. The teaching and delivery of these sessions was deemed to be of a very good quality by leaders in school and following external monitoring. This would support high outcomes for all children, including those eligible for funding, at Year 1.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|---------------------------------|---------------------------------|
| NELI | Elkan-OUP |
| White Rose Maths + Numberstacks | White Rose Maths + Numberstacks |
| Read, Write, Inc. | Ruth Miskin |

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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|-----------------------------------------------------------------------------|
| |
| The impact of that spending on service pupil premium eligible pupils |
| |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Ongoing reflective review 23/24

| Date | Intended Outcomes | Action & activities | How? What Impact Measures can you report? | Lessons Learned | Next Steps Challenge |
|-------------|-------------------|---------------------|--------------------------------------------------|-----------------|-----------------------------|
| Autumn Term | | | | | |
| Spring Term | | | | | |

| | | | | | |
|------------------------|--|--|--|--|--|
| Summer Term | | | | | |
|------------------------|--|--|--|--|--|