

Pupil premium strategy statement – Falconhurst School

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	302 (Excluding Nursery)
Proportion (%) of pupil premium eligible pupils	42% (126/298)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24
Date this statement was published	March 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Louise Aird (Headteacher)
Pupil premium lead	Matthew Nash
Governor / Trustee lead	Will Swann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 186555 (inc P/LAC) 123 x £1455 3 x 2530
Recovery premium funding allocation this academic year	£18560
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£205115

Part A: Pupil premium strategy plan

Statement of intent

Falconhurst adopts a whole school approach with all being empowered and accountable for our pupil premium pupils.

- There should be no gap in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programs as required.
- Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.

Challenges

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

Challenge number	Detail of challenge
1	In School Barriers: Prior learning gaps, mental health issues relating to anxiety and school attendance issues presenting gaps to Non-PP Peers
2	In School Barriers: Increased focus on scaffolds and aspirations for PP children
3	In School Barriers: Lack of exposure to a large variety of culture and experiences to develop cultural capital
4	External barriers: High levels of Socio-economic need impacting on children's preparedness for learning
5	External barriers: Reluctant and cautious engagement with school impacting upon families ability to parent and access support for learning and wider school opportunities
6	External barriers: Low self-esteem, confidence and pro-social issues

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
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<p>Further accelerated rates of progress as a result of conceptual and methodology gaps being addressed:</p> <ul style="list-style-type: none"> • Small group interventions will be focussed in Year 1/2, Year 3/4 and year 5/6 for English and Maths study throughout the year • To enrich, extend and support children's access to learning and recording • Increase positive/physical mental health and wellbeing • Protected time and space for children in Years 1 to 6 to share and address anxieties through learning pathway approaches and positive mental health activities with a Learning Mentor or counsellor • Support staff in Pupil Premium focussed delivery and how to ensure those individuals feel valued and challenged 	<ul style="list-style-type: none"> • Pre-Teaching and Catch up sessions for missing key concepts in Maths • Small group focus for English and maths teaching to diminish the gap between pupil premium eligible students against their peers. • 3 after school clubs and an additional hour for Sports Stars from Sports Coach • Selected enrolment in after school sport clubs • Health and Wellbeing physical activity to targeted PP groups • 1:1 and small groups focussing on anxiety and learning pathways, once weekly sessions • Engagement and collaboration with MK Mental Health Schools Team supporting SEMH of children to be able to access learning environments successfully. • Focussed and personalised training to enhance learner's value for learning. External trainers to enhance staff practice in accelerating PP learning, diminishing the gap and providing effective wider learning feedback.
<p>Scaffolds and aspirations for Pupil Premium children.</p> <ul style="list-style-type: none"> • Demonstrate aspirations for PP children in progress goals and daily feedback so that existing gaps to non-PP peers are diminished • As a result of external curriculum training, subject leaders will motivate all staff in positive mindsets, accessibility, engagement and challenge for all pupils across curriculum studies • Provide PP children with role models and aspirational mentoring from networks and partners at opportunities throughout academic year 23/24 • Development of the Fly High Falconhurst Diploma offering scaffolds and achievement opportunities through the curriculum and beyond • Schemes and strategies to increase independent reading skills and enthusiasm 	<ul style="list-style-type: none"> • PP Strategic lead to lead staff meetings in relation to EEF and coaching from external partners • Pupils will be encouraged and motivated to consider their future opportunities and challenges beyond Primary school. • Pupils take scaffolded ownership of their development aiming to achieve through the diploma foci. Children are celebrated for achievement in learning and wider responsibilities for themselves and the local community. Opportunities accessed to further their personal development and recognise impact to their world supporting sustainability. • Reading at home strategies and programmes to be developed to sustain a love for reading and improved comprehension skills. Wider bank of texts and opportunities to access literature in and out of school
<p>Developing Cultural Capital</p> <ul style="list-style-type: none"> • Opportunities to broaden children's life experiences are secured through experiences at MK Gallery, Library, Middleton Exhibitions, STEM and local business and high quality texts 	<ul style="list-style-type: none"> • PP children are able to engage with reading texts and write with an increased level of confidence based on their experiences. • PP pupils also start to develop a home library with school based texts and authors of their choosing. School offering of texts to be diverse, inspirational and meaningful to the student and wider world • Children feel confident and able to apply

<ul style="list-style-type: none"> • Further opportunities for children to develop personal interests and experiences with a school-based focus • Library and reading texts to represent the wider world 	<p>higher levels of learning where understanding of the world beyond school is required.</p> <ul style="list-style-type: none"> • Opportunities for children to complete a diploma initiative for children to explore wider interests and responsibilities for their personal development and recognising the need for a sustainable future.
<p>Supporting Socio-economic factors Ensuring that all PP children are nourished, dressed in seasonally appropriate uniform and supported before the learning day begins</p>	<ul style="list-style-type: none"> • Fully funded Breakfast Club is promoted and prioritised for PP children when numbers are limited by Covid. • Uniform/shoe allowance is made available to support vulnerable PP families at the discretion of the HT, AHT or Safeguarding Learning Mentor. Invitation for year 6 children transitioning to secondary school to be supported with purchasing of secondary school blazer. • Attendance at external trips and school based activities with a voluntary contribution are fully funded for PP children where needed.
<p>Parental Engagement</p> <ul style="list-style-type: none"> • Supporting families of PP children with accessing support from external partners (health, social care, housing, health) so that children's needs are met and learning can be successfully accessed • Running family group workshops for children and parents to attend together • Engagement through wider opportunities encouraged through Falconhurst Diploma and after-school opportunities 	<ul style="list-style-type: none"> • Learning Mentor time allocated for caseload of vulnerable PP families to support and establish purposeful relationship which prioritises children's learning needs and attendance. • Family learning time included at pathway milestones for parents to spend time alongside child completing crafts, activities, baking etc. to raise profile of learning and convey a less threatening image of school • Parent consults with a Learning Mentor to be fully embedded as part of Parents' Evening so that any anxieties or concerns can be discussed prior/post teacher appointment time or a parent can be accompanied and supported whilst with the teacher. • Family engagement through Social, Emotional and Mental Health workshops led by Learning Mentors and MK MHST. • Effective referral process to MK MHST also acting as advice and triage service to CAMHS
<p>Pro-Social Behaviour and Inclusion for Learning</p> <ul style="list-style-type: none"> • Ensuring that PP children with additional complex and challenging needs are supported swiftly through an Early Help approach focusing on trauma and attachment/environmental impact. • Providing complete support throughout the school day for children who require positive play and engagement modelled and supported 	<ul style="list-style-type: none"> • Wellness Hub provision to ensure that social, emotional and academic needs and progress milestones are clearly articulated and addressed through structured programmes in 1:1, small group and class based interventions. • Wellness Hub team to also work alongside families in ensuring that approaches and understanding of need are consistent between school and home. • Relaunch Team to maintain sharp focus on learning as part of every child's exit strategy once a child's social and emotional needs appear to be reducing as evidenced by improved social behaviours and confidence. • Deploy 2 MDS/ 1 Sports coach with focus for PP and LAC children who need additional input and guidance to engage in positive play • Family engagement through Social, Emotional and Mental Health workshops led by

	school-based counsellors and Learning Mentors.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>£1000 External trainers and supply costs for Reading subject leadership that is PP focused INSET training to increase aspiration and achievement. (£1000 of this to be 50% linked SEND training supporting those PP and SEND)</p>	<p>From school based research of 78 Pupil Premium eligible students:</p> <ul style="list-style-type: none"> • 40% feel they need more personally directed questioning within lessons • 63% feel they need lessons to involve more links to their futures in the real world • 41% feel that some tasks are not achievable and 42% feel that learning is not personalised for the individual • 40% would like more individualised feedback for their tasks with 32% feeling unsure of how they have been successful. <p>This research has been focussed around reading enquiries and is pupil voice. Learning walks and books show that pupils' learning is well differentiated and the majority of students can spot feedback in their books with teachers spending appropriate amounts of time working alongside PP children giving feedback. However, the difference between the support of PP children vs Non-PP peers is harder to distinguish for the specific groups recognising that specific tailored PP training could support accelerated progress of the PP eligible cohort.</p> <p>Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to</p>	2, 6

	<p>communicate a belief in the academic potential of all pupils.</p> <p>Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p>	
<p>£1000 (£100 per delegate expenses) Aspirational mentoring from networks and partners. With the focus of delegates to be relatable for cultural and community cohesion.</p>	<p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. There is no evidence that approaches with a single focus on improving academic attainment or performance are more effective, programmes with multiple objectives can be equally or more effective.</p>	<p>2, 3, 4, 5</p>

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

Budgeted cost: £ 92,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>£89100 contribution for teacher costs for small group English and Maths learning</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better however, the quality of teaching in small groups may be as, or more important than, the precise group size. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p>	<p>1, 2</p>

	<p>With smaller groups, there is greater opportunity to give feedback. Studies of verbal feedback show slightly higher impacts overall (+7 months). It is important to give feedback when things are correct-not just when they are incorrect. High-quality feedback may focus on a task, subject and self-regulation strategies.</p>	
<p>£1000</p> <p>School library and home reading books updated with modern and diverse texts and authors. Access to a variety of age appropriate reading apps that offer accessible and progressive online visual texts and audiobooks that can be accessed outside of curriculum time.</p> <p>Time to be set aside to increase family engagement to encourage reluctant readers at home</p>	<p>School own research for pupil voice of 78 Pupil Premium eligible children across KS1 and KS2 demonstrates:</p> <ul style="list-style-type: none"> • 30% have a poor perception of reading lessons • 55% feel they are not regularly enough heard read in school • 35% have low confidence in their reading ability • 51% only read once a week or less at home • Over 80% like having accessing to the school library • 42% like books in an audio format, 30% like to read websites and 26% like to read eBooks • When considering which texts children would like more access to in school: 53% want books about relevant inspiring people, 47% want books to support with understanding emotions <p>School has made strides to make lessons for reading, particularly early reading and phonics, accessible and progressive but engagement at home is limited especially for the older students. The fall in engagement of older students is often because of the limited time being offered by families.</p> <p>Reading comprehension strategies are high impact on average (+6 months). To support comprehension teaching within the curriculum, it is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve. Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as panacea, and careful diagnosis of the reasons why an individual pupil is struggling with reading should guide the choice of intervention strategies. Directed reading as homework can have an impact of +3 months in primary schools.</p>	<p>3, 5</p>

<p>£2100 Resource allowance for workshops supporting learning pathways (7 year groups x £100 per term)</p>	<p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. Collaborative learning can describe a large variety of approaches, but effective collaborative learning requires much more than just sitting pupils together and asking them to work in pairs or group; structured approaches with well-designed tasks lead to the greatest learning gains.</p>	<p>2, 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £121078

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pro- Rata £900 music enrichment (choir) activity costs for selected PPenrolment.</p>	<p>Arts participation approaches can have a positive and moderate impact (average +3 months) on academic outcomes. Wider benefits such as positive attitudes to learning and increased well-being have also been consistently reported. Research shows arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p>	<p>3, 5, 6</p>
<p>£18928 Mentor costs focussing on anxiety and learning pathways</p>	<p>Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. Mentoring has increasingly been offered to young people who are deemed to be hard to reach or at risk of educational failure or exclusion.</p> <p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment (+2 Months). Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour. Both community-based and school-based approaches can be successful.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and</p>	<p>1, 4, 5, 6</p>

	develop their understanding of what is required to succeed	
<p>£5700 Breakfast Club subsidy (30 children x £5 weekly x 38 weeks)</p> <p>£1400 uniform grant allocation</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Parental engagement approaches are typically delivered over the course an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time.</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation.</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p>	4
<p>Enrichment subsidy £1260 (£10 allowance per pupil) Upper KS2 Aspiration workshop</p> <p>Residential 40 x £100 = £4000</p> <p>LKS2 Enrichment 39 x £18 = £702</p>	<p>It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. However, and 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.</p> <p>Residential education usually involves collaborative learning experiences with a high level of physical and emotional challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved. Evidence impact is limited from studies but shows positivity.</p>	3, 4, 5, 6
£18928 Mentoring costs to support vulnerable pupils and families with purposeful relationships prioritising learning needs and attendance	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Whilst research can focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively	1, 2, 5, 6

	manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.	
£68260 Relaunch Team costs where 50% of working practice is directed towards PP children. Ensuring social, emotional and academic needs addressed and supported alongside families.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Whilst research can focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs	1, 2, 3, 4, 5 , 6
£1000 Transport costs to venues (categorised as arts participation)	It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. However, and 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.	2, 3
Fly High Diploma Resource development	The potential impact of metacognition and self-regulation approaches is high typically more effective in primary pupils (+8 months), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	2, 3, 6

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

With a significant proportion of Pupil Premium being directed to high quality first teaching supported by smaller group settings and tutoring arrangements, data can be compared from summer attainment of 2021 and 2022. Across the school, expected or higher attainment for Reading increased from 27% of learners to 51%, Writing 10% to 41% and Maths 18% to 48% with the gap between Pupil Premium students against their peers diminishing. Formal data analysis from the end of the Autumn term and informal assessment throughout the small group interventions in place suggest that attainment is broadly in line with the acceleration made 2021-22 and continues to strengthen.

Lower school had access to targeted tutoring sessions planned and delivered by the Phase Leader and another experienced colleague four days a week. These sessions allowed for vital phonics intervention and early maths and reading support to the children who had been somewhat the most disrupted of our school students, having missed or had broken attendance due to the Covid Pandemic affecting their schooling for Foundation and Year 1 classes. The success of the year of tutoring included more than half of the children accelerating from a reception-level of maths study to their age-related Year 2 curriculum. All children were able to successfully apply segmenting and blending knowledge to confidently read and write phase two phonics and moved to a phase 3 programme. Some children had exceeded and passed the phonics screen check.

For 2022-23, Lower, Middle and Upper school each have an additional group tutor for four days a week to support the catch-up and delivery of the age-appropriate curriculum, specifically Reading, Writing, Maths and Spellings. This set up allows for the school's two assistant Headteacher and the Lower School Phase Leader to be actively involved in delivering the curriculum and misconceptions. For additional months progress, The Education Endowment Foundation research findings suggests two things; First, the quality of the teaching in small groups may be as, or more important than, the precise group size; Second, it is important to evaluate the effectiveness of different arrangements, as the specific subject matter being taught and composition of the groups may influence outcomes. Phase Leaders and Senior Leaders have, and will continue to regularly assess the effectiveness of groupings through diagnostic assessments and knowledge of the children.

The use of Pupil Premium funding has covered costings for external trainers and delegates to have a positive impact on children's aspirations. Falconhurst Aspiration Week allowed for Year 5 and 6 children to consider their role in society and their local community through considering the choices and managing risks. Their short-term and long-term aspirations were supported through discussions with local professionals from

a wide range of backgrounds. They shared their adversities, successes and advice for our students' own prospective pathways. Impact has been recognised through pupil discussions around their attitudes to school, attendance, behaviour and the contribution to the wider community. The inspiration and increased ambition ran alongside the whole school impact from Chris Quigley's training delivered at INSET. This training empowered leaders to consider their subject and curriculum design. This in turn enhances the learning journeys children take with their awareness of knowing more and remembering more.

2021/2022 and continuing this academic year has restored a significant amount of clubs to be offered to all children. Some clubs incurred a charge to provide resources for specific activities. Those who were eligible for Pupil Premium were given free places. Through having an assigned sports coach, our children had access to two sports clubs every week that varied in activity, ability and age. With over 100 responses for clubs every half term, some clubs were greatly oversubscribed, however, those eligible for Pupil premium had priority and often made up 60% of the attendance. This gave our students extra-curricular opportunity that they may not normally have access to outside of school and crucially ensured children could improve their health, wellbeing and physical development.

Mentoring and Relaunch support continues to give our children the right tools of support to self-regulate and have a benefit on their metacognition to access learning. The Education Endowment Foundations research states that building relationships both community-based and school-based can have an impact that varies from 2 months to 7 months+ of accelerated learning. It is important to note the successful 2022 end of Key Stage 2 standardised test scores for a cohort that struggled significantly with behaviours for learning, where access to mentoring provision played a huge role. The sound interventions and work alongside the pupils and the families have built an accurate understanding of presenting needs and challenges.

Breakfast Club is back to its pre-pandemic running where we have a strong turnout of children throughout the school with some families using sparingly and other using as a constant resource. Our children are happy in attending and receiving a breakfast portion that will sustain their hunger and allow them to focus in lessons. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation.

There are some intended outcomes that have only be partially achieved or not at all due to changes in circumstances.

Pupil Premium funding was not allocated to NPQH costs for higher professional study. The staff members who were identified as candidates with this have undertaken continuous professional development opportunities in particular fields and expertise but school and personal time constraints have not allowed for this particular academic opportunity at this point in time. Ongoing discussions exploring DfE scholarships for

NPQH study will further be explored, therefore, as this will not directly impact the Pupil Premium funding allocation, this has been removed for this year's intended outcome.

Enhancing the engagement of reading amongst Pupil Premium children continues to be a working priority and development of a home library and purchase of class texts is imminent to have some links to the curriculum's 'Pathways to Read' scheme.

Additionally, the school library and home reading texts need to be updated with opportunities for children to have access to literature that is modern, diverse and accurate. School library systems have been reorganised and the next step is to update so that reading is increasingly accessible for enjoyment and purpose.

The school is aims to plan even more opportunities for our children to access a wide range of external activities and excursions. Many of which require a voluntary contribution to be successful so further planning can go ahead where Pupil Premium eligibility allows for children to have a partial or fully funded place. This allows for those children to ensure they can access opportunities to enhance their curriculum learning and understanding of the world beyond school. In linking with this, successful pupil premium focused initiatives and engagement opportunities have been the Year 5 and 6 Caldecotte residential, the Fly High Falconhurst Diploma and the forthcoming Isle of Wight residential. These have been focused heavily towards participation by pupil premium eligible students to enhance their feeling of self-worth and aspiration. These enrichment subsidisations allow for children to face fears, build friendships, learn new life skills and develop their leadership skills to become a more holistic individual to give them the belief to aspire towards their next goals at Falconhurst and beyond.

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

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***

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.