

Pupil premium strategy statement – Montsaye Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1027
Proportion (%) of pupil premium eligible pupils	25.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	February 2026 July 2026
Statement authorised by	Ben Baines
Pupil premium lead	Gopal Baria
Governor / Trustee lead	Dale Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£261,225

Part A: Pupil premium strategy plan

Statement of intent

We believe all students at Montsaye academy, irrespective of their background or the challenges that they face, can make good progress and achieve highly across the curriculum. We will ensure that they have equal access to all aspects of the curriculum and achieve the outcomes they need to progress to the next stage of their education. To implement our Pupil Premium strategy, we allocate additional funding to support educational experiences and outcomes of disadvantaged students.

Our school wide approach to raising attainment is focussed on ensuring high-quality teaching in the classroom. Our shared vision will provide a school of character and excellence which places teaching and learning at the heart of everything we do. High-quality teaching has been proven to have the greatest impact on closing the gap on disadvantaged pupils and invariably benefits the non-disadvantaged pupils in our school.

At Montsaye Academy, we are committed to continuously evaluating and refining our strategy to ensure that it remains effective and responsive to the needs of our disadvantaged students. Not all students who are disadvantaged require the same level of support and intervention, and our approach considers this and responds to it, ensuring the best use of available time and funding. To ensure our approaches are effective, we will:

- adopt a whole school approach in which all teaching staff take responsibility for disadvantaged students' outcomes
- ensure students are challenged in the work that they complete
- provide targeted support and foster a culture of high expectations, helping our students reach their full potential.
- act early to intervene at the point a need is identified
- believe in the capacity of every student to achieve their full potential in both personal development and education
- ensure that quality first teaching and effective assessment meets the needs of all students.
- utilise every funding source, educational strategy, to remove barriers to success for our students
- Our overall approach is rooted in our school's values of respect, honesty and compassion. The expectation that all students will be proud of their achievements and strive to be the best that they can be, is embedded within our ethos and character.

Challenges

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

Challenge number	Detail of challenge
1	Reduce attainment gap between disadvantaged students and non-disadvantaged national - A8 national average for non-disadvantaged *** (FFT estimate); A8 for disadvantaged national *** (FFT estimate); A8 for disadvantaged students at Montsaye Academy was ***
2	Reduce attainment gap between disadvantaged students and non-disadvantaged national in English and Maths (BASICS 4+/5+ for disadvantaged students at Montsaye Academy was 30.3%/19.4%; disadvantaged national 47.1%/28.4% (FFT estimate); non-disadvantaged national 72.3%/52.5% (FFT estimate)
3	Ensure all disadvantaged students have reading ages that mean they can access the curriculum in its entirety
4	Persistent absence of PP students is higher than non-PP students which impacts their outcomes
5	Destinations: Lower proportion of PP students attend Sixth Form than non-PP students
6	Parental engagement: E.g. % attendance to parents' evenings is lower for PP students than non-PP students
7	Ensure all disadvantaged students are given the opportunity to partake in enrichment and attend trips and visits
8	Subject knowledge/pedagogy of teaching staff, and CPD.
9	Disadvantaged students and their families often lack consistent access to revision materials, equipment and uniform, which many of their peers have as a matter of course.

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
Improve attainment amongst disadvantaged students across the curriculum at KS4	No Attainment 8 gap in year 11 between PP and non-PP national No BASICS 4+/5+ gap in year 11 between PP and non-PP national
Improve reading comprehension in PP students across the school	Significant improvement in standardised age scores and at least in line with non-PP students
Improve attendance for PP students	Significant improvement in the % attendance for PP students. Significant reduction in persistent absence of PP students.
More PP students taking up sixth form places post-16	Increase in % of PP students attending sixth form.

	<p>Increased % of PP students aspiring for University or Further education.</p> <p>Increased uptake of PP students receiving advice and guidance on further education through careers lead.</p>
Improve engagement of parents/carers of PP students	Significant improvement of parents/carers attending parents' evenings at least in line with parents of non-PP students.
More PP students taking opportunities to attend enrichment and partake in trips and visits across their school journey	Significant improvement in the number of PP students accessing enrichment, trips and visits at least in line with non-PP students.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £113,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lead practitioners in English, maths, Science, Social sciences and Geography (£23691)	<p>Lead practitioners will focus on T&L to improve pupil progress of PP students</p> <p>The EEF identifies high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils.</p> <p>Quality assurance ensures teaching for disadvantaged pupils is continually monitored and improved (TLOA, departmental QA and pupil pursuits)</p>	1, 2, 3, 8
Rank Order Assessment as a driver for attitude to learning and academic performance in lessons Data team (£6871)	Development of rank order so that relative performance of pupil premium students is more evident at both KS3 and KS4. Data manager to analyse and present the data so that students and parents can understand their own performance and target how to improve. Teaching staff engaged with percentile rank measures.	1, 2

AP Literacy to improve the quality of education and literacy of PP students (£9653)	Senior Leaders with responsibility for the quality of education of PP students means that there is accountability being driven down through the middle leadership group to ensure progress of PP students across the school	1, 2, 3, 8
AP T&L to improve the quality of education of PP students (£5478)		1, 2, 3, 8
AP KS4 RSL, Data and assessment (£11207)		1, 2, 3, 6
Literacy lead to run the logistics of the guided reading program (£760)	<p>It is vital that students have a reading age at or above their chronological age. <i>Provisional figures for 2018 indicate that disadvantaged children reach age 11 unable to read confidently. Confident, to access the secondary curriculum they are embarking on this month. History suggests that those same children will struggle over five years of secondary schooling to achieve an English grade 4+ at 16+. GCSE tables indicate that fifty per cent of 2018's cohort of sixteen year olds failed to achieve that benchmark. (DfE)</i></p>	3
Replenish stock of reading books for the guided reading program (£750)	<p>It is vital that students have a reading age at or above their chronological age. <i>Provisional figures for 2018 indicate that disadvantaged children reach age 11 unable to read confidently. Confident, to access the secondary curriculum they are embarking on this month. History suggests that those same children will struggle over five years of secondary schooling to achieve an English grade 4+ at 16+. GCSE tables indicate that fifty per cent of 2018's cohort of sixteen year olds failed to achieve that benchmark. (DfE)</i></p>	3
Purchase NGRT tests to measure the reading ages of PP students (£824)	<p>It is vital that students have a reading age at or above their chronological age. <i>Provisional figures for 2018 indicate that disadvantaged children reach age 11 unable to read confidently. Confident, to access the secondary curriculum they are embarking on this month. History suggests that those same children will struggle over five years of secondary schooling to achieve an English grade 4+ at 16+. GCSE tables indicate that fifty per cent of 2018's cohort of sixteen year olds failed to achieve that benchmark. (DfE)</i></p>	3
Data team (£6871)	<p>It is vital that students have a reading age at or above their chronological age. <i>Provisional figures for 2018 indicate that disadvantaged children reach age 11 unable to read confidently. Confident, to access the secondary curriculum they are embarking on this month. History suggests that those same children will struggle over five years of secondary schooling to achieve an English grade 4+ at 16+. GCSE tables indicate that fifty per cent of 2018's cohort of sixteen year olds failed to achieve that benchmark. (DfE)</i></p>	3
Sixth form paired reading support (£200)	<p>It is vital that students have a reading age at or above their chronological age. <i>Provisional figures for 2018 indicate that disadvantaged children reach age 11 unable to read confidently. Confident, to access the secondary curriculum they are embarking on this month. History suggests that those same children will struggle over five years of secondary schooling to achieve an English grade 4+ at 16+. GCSE tables indicate that fifty per cent of 2018's cohort of sixteen year olds failed to achieve that benchmark. (DfE)</i></p>	3
Sharing good practice added to the agenda of all department meetings (£2769)	Subject knowledge within the classroom is vital and we want to ensure that all Year 11 teachers are receive CPD on their specification. The DFE in 2016 said that professional development should focus on improving and evaluating pupil outcomes; be underpinned by robust evidence and expertise; and should include collaboration. Above all else, CPD <u>must</u> be prioritised by school leadership.	8
CPD for year 11 teachers on the specification being delivered (£423)	The EEF defines professional collaboration as teachers and leaders working together toward shared goals in teaching, learning and	8
AP T&L with responsibility for the quality of T&L for all PP students (£5478)		1, 2, 8

T&L budget (£3000)	school improvement. This collaboration improves both teacher effectiveness and pupil achievement, especially for disadvantaged students.	1, 2, 8
Mentoring of UL Teach & ECTs		8
SVP Quality of Education with responsibility for the quality of T&L for PP students (£26205)		1, 2, 3, 5, 8
Continue subscription to SISRA (£2394)	All PP research (John Dunford) outlines that effective use of data is key to managing impact of interventions	1, 2
Data team to present the data and populate SISRA (£6871)		1, 2

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

Budgeted cost: £125,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring of under-performing PP students (£3469)	The EEF found that the impacts of 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.	1, 2, 4, 5
Careers advice for under-performing PP students and various careers events throughout the year (£1438)	'Paving the way' published by the Sutton trust in 2022 recommends for schools: There should be clear responsibility for careers guidance within a school's senior leadership team. How this is done may differ between schools, for example by having a Careers Leader themselves sit within a school's senior leadership team (SLT), or if this role is held by a middle leader, by having a member of SLT who is clearly responsible for the school's strategy on careers. The member of SLT with responsibility for careers should work with the school's Pupil Premium Lead to ensure the school's career strategy takes into account the needs of this group of students.	5
Careers lead with strategic overview for careers provisions/advise over Years 7-13 (£1438)	Receiving high quality careers guidance can have an effect not just on the years following education but also much further into the life course. In a comprehensive, international literature review by the EEF, 67% of the papers reviewed provided robust evidence that activities like work-related learning	6

	positively impacted economic outcomes and 62% found a positive association with social outcomes such as career maturity (the level of preparedness for making career related decisions) and career identity (the ability to link interests and skills to particular).	
Safeguarding team to manage and assist with external barriers to learning for PP students (£28979)	Data shows that students with low confidence and self-esteem underachieve (Sutton Trust). This is often linked to poor attendance which in turn impacts progress	4, 6, 9
Counsellor to manage and assist with external barriers to learning for PP students. (£1962)		4, 6
Family support worker/EHA coordinator to manage and assist with external barriers to learning for PP students. (£7074)		4, 6, 9
Student welfare officers manage and assist with external barriers to learning for PP students. (£37667)		4, 6, 9
Pupil premium lead manage and assist with internal and external barriers to learning for PP students (£7727)		4, 6, 9`
External educational welfare officer with a focus on improving the attendance of students (£2896)	Data shows that students with low confidence and self-esteem underachieve (Sutton Trust). This is often linked to poor attendance which in turn impacts progress.	4, 6
AP Character and attendance with responsibility for the attendance and wellbeing of PP students (£3469)		4, 6, 7
VP Pastoral with responsibility for the attendance and wellbeing of PP students (£23373)		4, 6, 7
The Attendance Team to drive up PP attendance (£5847)		4, 6

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

Budgeted cost: £25,387

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform room (£1250)		9
Uniform expenditure to allow PP students access to the correct uniform if financial issues are apparent (£2500)	School uniform policies are thought to complement the development of a whole school culture and approach, which in turn may assist pupil discipline and motivation. Pupils from lower socioeconomic backgrounds are less likely to afford the cost of school uniforms. It is important to support pupils with borrowing uniform if required, sometimes for up to a week or two at a time. The uniform room also enables those without money to access lessons in school without falling foul of policy.	9
Purchase of Sparx Maths, Reader and Science. (£2137)	Evidence shows through a 'Growth mindset' approach of continued effort and practice then improvement will be made. Quality homework at secondary shown to have moderate impact (EEF).	1, 2, 9
Exams equipment access (£2000)		1, 2, 9
Breakfast before all exams (£1500)	Evidence shows that completing assessments having eaten a full breakfast will enable students to concentrate for longer and perform better.	1, 2
'Grab and go' breakfast provision (£3000)		1, 2
Financial support for all other items such as ; DofE subscriptions, FSM (£2000)	Clear benefits attached to being able to experience these opportunities, from social interaction to cultural experiences.	7
Provision of peripatetic music lessons for PP pupils (£2000)		7
Provide students with the opportunity to attend additional trips and visits that are non-curriculum essential but potentially beneficial (£6000)		7
Minibus fuel and running costs (£3000)		7

Total budgeted cost: £264,171

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of strategies to improve teaching for PP students

- **Lead practitioners in maths and science (£11963)** – Lead practitioners used to support underperforming staff across four subject areas and supported two members of staff successfully complete coaching programmes. Supported with QA process through teaching and learning out and about providing specific feedback to improve teaching practice and sharing good practice. Supported with visiting over 330 lessons and specific feedback provided to teaching staff.
- **Rank Order Assessment as a driver for attitude to learning and academic performance in lessons data team (£5847)** - KS3 rank order system developed whereby all students are categorised as very low, low, below average, average, above average, high or very high within the year group. PP gaps identified and raised to SLT and middle leaders. Rank order used to produce 'progress league' with year 11.
- **AP Literacy to improve the quality of education and literacy of PP students (£2234)** - In year 7, 100% of students completing the Lexonik Leap program have improved. In year 8, 87.5% of students completing the program have gone up. Year 9 and 10 are now being NGRT tested so we can RAG rate students on Arbor.
- **AP T&L to improve the quality of education of PP students (£9164)** - PP A8 33.7 (Improvement of over one whole grade on previous year), PP BASICS: 4+ 40.5%, 5+ 21.4%, 7+ 2.4% (all improved from previous year). PP vs NPP gap closed by 0.77 of a grade compared to previous year. Implementation of the four-part lesson has been rigorously checked on 330 T&L 'out and about' lesson walks this year with focussed weeks on PP. Coaching support has been in place for 6 teachers over the year to improve their teaching practice. Four-part lesson to feature in new staff handbook and all new staff inductions for consistency next year.
- **Literacy lead to run logistics of the guided reading programme (£760)** – All form groups have completed 2 books over the year. Tutor books reviewed to ensure they are age appropriate with a strong amount of diversity and inclusion. Student voice confirms strong engagement with books chosen. Moved to reciprocal reading programme in the spring term.
- **Replenish stock of reading books for the guided reading programme (£1000)** – Stock of books replenished. A range of books available for pupils to read. CPD delivered to all teaching staff focussing on the 'why' of guided reading.
- **Purchase NGRT tests to measure the reading ages of PP students (£824)** – All pupils in years 7-10 have been tested using NGRT tests. Retesting of Y7/8 pupils on Stanines 1-3.
- **Data team (£6034)** – Data on a page produced twice per year to show average scores, average ranks and colour groups banding. Data on a page used for Laser meetings, targeting interventions and learning walks.
- **Sixth form paired reading support (£200)** – Results of the sixth form buddies was positive with all students making progress. This is an enrichment offer that will be offered more widely to sixth formers moving forward.
- **AP KS4 RSL, Data and assessment (£9164)** - PP A8 33.7 (Improvement of over one whole grade on previous year), PP BASICS: 4+ 40.5%, 5+ 21.4%, 7+ 2.4% (all improved from previous year). PP vs NPP gap closed by 0.77 of a grade compared to previous year. Laser meetings focussed on PP strategies and students x3 per year helped to ensure that each department provided targeted support to close gaps and improve attainment of PP students at KS4.

- **Sharing good practice added to all department meetings (£8308)** - New proforma for curriculum meetings includes sharing good practice and curriculum focus. New out and about summary to be provided to middle leaders every fortnight to drive this agenda. Curriculum meeting notes sent to SLT LMs to check that best practice was shared regularly at department meetings. All departments have shared good practice in meetings over the year.
- **CPD for year 11 teachers on specifications being delivered** – All year 11 teachers have had access to a range of CPD from exam boards, subject advisors visits and subject specific conferences. Six subject areas have had exam board linked CPD, and all staff had CPD on acceptable use of AI. PP students have benefitted from more focussed exam preparation as a result of targeted CPD.
- **T&L budget (£3555)** - All PP pupils provided with ingredients for food lessons on core rotations. Food mixers and fresh pasta making machines purchased to support with practical exams and engagement at KS3. 3D Printer purchased for DT to support PP students with GCSE and A-level coursework, also used at KS3 to promote engagement in subject area.
- **Training fees for Teach first (£1301)** – one teacher on programme has successfully completed ECT year 1.
- **Mentoring of UL Teach & ECTs (£2492)** – one teacher has successfully completed ECT year 2 and has been promoted to head of department.
- **SVP Quality of Education with responsibility for the quality of T&L for PP students (£19448)** – PP A8 33.7 (Improvement of over one whole grade on previous year), PP BASICS: 4+ 40.5%, 5+ 21.4%, 7+ 2.4% (all improved from previous year). PP vs NPP gap closed by 0.77 of a grade compared to previous year. PP students have been financially supported with all extracurricular trips and visits. All trip letters adapted for PP students with funding available. Strategic tracking of all trips, extracurricular activities, interventions and spend per individual pupil. Successfully led of Boys Impact Project – Montsayne Academy was a case study in the final report from United learning.
- **Continue subscription to SISRA (£2394)** – SISRA being used methodically to build progress overtime in years 10-13. This is a vital tool in analysing academic data allowing us to track PP student progress, enable targeted interventions to improve outcomes. The data produced on SISRA supports Laser meetings, reports to Governors and PDRs.
- **Data team to present the data and populate SISRA (£6034)** – The Data Team plays a critical role in supporting all key stakeholders. They provide comprehensive data analysis and reports to SLT and Heads of Department following each data collection point, manage United Learning returns, check and submit census data, and produce school reports and rank order information. Their responsibilities also include analysing summer results and responding to any data requests from SLT. In addition, they collaborate closely with the pastoral team on areas such as praise and rewards, attendance, and behaviour.

Impact of strategies to provide academic support for PP students

- **Mentoring of under-performing PP students (£4582)** – Assertive mentoring launched with selected year 11 students with historic low attendance/disengagement from learning – 40 PP students. Member of the SLT met with mentees weekly and phones calls to parents daily/weekly to improve attendance and support with academic barriers. All students in this group improved their attendance from the previous academic year. Boys impact project focussed 1:1 relational mentoring with a group of year 8 and 9 PP boys to improve attendance, behaviour and aspiration – 80% of students showed improved attendance compared to previous year and 90% had fewer suspensions.
- **Careers advice for under-performing PP students and various careers events throughout the year (£1300)** - 100% of PP students in year 10 and 11 have had a 1:1 guidance meeting with the careers advisor and follow up meetings where required. All year 11 students

have confirmed destinations. All Y10 PP students attended the in school careers event with external companies, colleges and universities.

- **Careers lead with strategic overview for careers provisions/advise over Years 7-13 (£1300)** - Guidance interviews for PP students have taken place for all of year 10 and 11 students. Year 8 and 9 PP students have also had sessions with careers lead on trips and school-based activities.
- **Safeguarding team to manage and assist with external barriers to learning for PP students (£26201)** – The safeguarding team has supported PP CIN and CP students consistently throughout the year. CP/CIN students' attendance = 74.2% (Improved from last year, but further work is required in this area)
- **Counsellor to manage and assist with external barriers to learning for PP students. (£1962)** – 60% of counselling sessions were PP students, serviced by 2 counsellors supporting with mental health and wellbeing.
- **Family support worker/EHA coordinator to manage and assist with external barriers to learning for PP students. (£6396)** - All requested essential uniform items/equipment requested by family support worker/EHA coordinator have been supplied.
- **Student welfare officers manage and assist with external barriers to learning for PP students. (£34056)** – Fixed term suspensions and repeat suspensions remain disproportionately high for PP students, although they are significantly reduced in comparison to the previous year. More targeted intervention and support is required in this area.
- **Pupil premium lead manage and assist with internal and external barriers to learning for PP students (£7430)** - Uniform and equipment assistance provided on an ongoing basis – 100% requested has been supplied. Analysis of 'grab and go' breakfast showed only 60% take up by PP students in term 1, with targeting of students this has improved to 75%.
- **Educational welfare officer with a focus on improving the attendance of students (£7442)** – Managed the admin of PCMs, letters and communication with parents and the LA. A large proportion (76.5%) of EWO cases were PP students.
- **AP Character and attendance with responsibility for the attendance and wellbeing of PP students (£4582)** – PP attendance = 80.7% (improved from 76.2% in the previous year), PP persistence absence = 49.8% (improved from 59.1% in previous year).
- **SVP PASTORAL with responsibility for the attendance and wellbeing of PP students (£19448)** - PP attendance = 80.7% (improved from 76.2% in the previous year), PP persistence absence = 49.8% (improved from 59.1% in previous year).
- **The Attendance Team to drive up PP attendance (£10797)** – Wake up calls for key PP students. Daily calls to target PP students for attendance bus pick ups completed every day. PP attendance = 80.7% (improved from 76.2% in the previous year), PP persistence absence = 49.8% (improved from 59.1% in previous year).

Impact of wider strategies to support for PP students

- **Uniform room (£4000)** – The allocated budget was used to maintain stock in the school's uniform room. This provision ensures that any student arriving without the correct uniform can access suitable items immediately, enabling them to meet school expectations and feel a sense of belonging. This approach not only reinforces our high standards but also prevents students from being singled out or disadvantaged due to financial hardship. It continues to be an essential element of our inclusive ethos and pastoral support.
- **Uniform expenditure to allow PP students access to the correct uniform if financial issues are apparent (£2500)** – The budget was allocated to support Pupil Premium families with the purchase of compulsory uniform items, including blazers, ties, shoes, and branded PE kit. This strategy ensures that no student is disadvantaged by financial hardship and that all pupils can meet uniform expectations confidently.

- **Purchase of Sparx Maths, Reader and Science. Educake for Geography and History (£2300)** – PP A8 33.7 (Improvement of over one whole grade on previous year), PP BASICS: 4+ 40.5%, 5+ 21.4%, 7+ 2.4% (all improved from previous year). PP vs NPP gap closed by 0.77 of a grade compared to previous year. Work required on improving completion rates. Homework detentions in place from start of year for KS4 have helped to improve completion rates and KS3 being introduced next year.
- **Exams equipment access (£2000)** - Equipment has been made available to PP students during the year. New plastic pencil cases for year 11 terminal exams that include all essential exam equipment and calculators as required.
- **Breakfast before all exams (£1500)** – Breakfast provided before all mock examinations and during terminal exams for year 11. Breakfast items distributed to students during exams 'head up' sessions.
- **'Grab and go' breakfast provision (£3000)** – This provision has allowed PP students to spread their meals throughout the school day by accessing the 'Grab and Go' service at break and using their Free School Meal allowance at lunchtime. Initial analysis of breakfast uptake showed only 60% participation among PP students in Term 1; following targeted promotion from student survey feedback, this figure has improved to 75%.
- **Financial support for all other items such as; DofE subscriptions, FSM (£2000)** – This budget was spent supporting such aspects for PP students meaning that they weren't disadvantaged from support.
- **Provision of peripatetic music lessons for PP pupils (£2000)** – Free music tuition has been organised for all PP students that have requested. The provision is made available within school.
- **Provide students with the opportunity to attend additional trips and visits that are non-curriculum essential but potentially beneficial (£6000)** - Additional support provided to fund essential trips and clubs for PP students often up to 100% of cost where parents faced financial hardship.
- **Minibus fuel and running costs (£3000)** – Daily attendance minibus pick ups focussed on PP students has ensured improved attendance amongst these students (80.7% this year vs 76.2% in the previous year).

Externally provided programmes

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

Programme	Provider
NGRT Reading tests	Home – GL Assessment (gl-assessment.co.uk)
Lexonik Reading Programme	Literacy Intervention Programmes That Empower Learning – Lexonik
Sparx Maths	
Sparx Science	
Sparx Reader	
Educake	
Sisra Analytics	

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.