

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kader Academy
Number of pupils in school	416 (plus 34 Nursery)
Proportion (%) of pupil premium eligible pupils	18% (based on last census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	8/12/2022
Date on which it will be reviewed	12/4/2024
Statement authorised by	A Mitchinson
Pupil premium lead	A Mitchinson
Governor / Trustee lead	Christine Marchant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,420
Recovery premium funding allocation this academic year	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£119, 078 (assuming level of funding for the summer term is comparable when the new funding for financial year 2023-24 is allocated)

Part A: Pupil premium strategy plan

Statement of intent

At Kader Academy, by promoting our cultural capital and our school ethos we aim to create a level playing field for all of our children irrespective of whether they are disadvantaged or not. We intend to eliminate as many barriers to learning as possible in order to ensure that all pupils achieve their full potential.

Quality first teaching is fundamental at Kader in diminishing the attainment gap between advantaged and disadvantaged children. We pride ourselves on our excellent teaching staff delivering a robust, broad, balanced and engaging curriculum. Therefore, the bulk of our Pupil Premium funding (along with additional funds from our school budget) is spent on additional teaching staff who work with and monitor the progress of disadvantaged children. We also invest in wider services such as Speech and Language support, Learning and Language Support, The Bungalow Project, Educational Psychologist and our in-house counselling service. We know that these services have a positive impact on children and their families across the school.

We have decided to invest specifically in additional teaching staff because research shows that teacher-led interventions are highly effective:

The EEF's toolkit identifies that small group tuition and reducing class size can all have positive impact on children's learning- "There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy... Tuition delivered by qualified teachers is likely to have the highest impact."

By having additional teachers available to monitor progress and provide timely, targeted support, we aim to identify and tackle barriers to learning and associated gaps as quickly as possible.

Across school, writing continues to be a priority for this academic year with children's ability to write cohesively and for a sustained period a concern. School has implemented training on 'The Writing Revolution' to help address cohort specific needs. The English Lead works with the Middlesbrough English Hub and has led whole school CPD.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language development continues to be a priority for pupils across school. Modelling language-rich talk and vocabulary development is essential throughout.
2	Continuous writing development- school is working to embed Writing Revolution strategies to increase grammatical accuracy and cohesion.
3	Reading with fluency and meaning- school continues to identify reading, particularly, inference and vocabulary development as a challenge for children across school. Results show our disadvantaged children are performing similarly Nationally we hope to continue to close the gap between disadvantaged and non- disadvantaged children.
4	The emotional wellbeing of disadvantaged children with regards to their stamina, resilience and concentration and application is a continuing cause for concern. These findings are supported by national studies.
5	The percentage of pupil premium children who also have SEN is 29%, therefore careful provision and support for SEN is paramount in ensuring the best chance of success for these children

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
Formative writing skills will improve, with more children in EY showing 'readiness to write' through targeted teaching, intervention and ITMP.	<p>Lesson drop-ins will show EY children actively writing through choice, forming recognisable letters that then lead to basic sentence construction.</p> <p>Drawing club training has been given to staff and this will be implemented to engage reluctant writers.</p> <p>Writing opportunities will be available in all areas throughout the setting.</p> <p>Structured writing activities will be planned-for and promoted by all key staff.</p> <p>Targeted intervention will be established and monitored for reluctant writers and those struggling with fine motor development.</p> <p>By the end of Reception, at least 72% will achieve the expected standard in writing</p>
As a result of the implementation of 'The Writing Revolution' across school, we will see the increased success of writing development towards achieving a cohesive, sustained write.	<p>Formative and summative assessments will show significantly improved written tasks among our disadvantaged and non- disadvantaged children.</p> <p>Book looks, lesson observations, drop-ins and pupil voice will further indicate success.</p> <p>Book looks will show children applying skills taught in a variety of writing styles from differing stimuli</p> <p>Book looks will show an increasing capacity for a longer write.</p>

	<p>Cross school, Prince Regent Trust and local authority moderation will show the positive impact of 'The Writing Revolution' with more children achieving ARE for their particular year group.</p> <p>Results at the end of Key Stages 1 and 2 will show an improvement from 65% and 88% ARE, respectively.</p> <p>End of year attainment levels at the end of Key Stage 1 and Key Stage 2 will show a positive gain.</p> <table border="1" data-bbox="662 443 1189 667"> <thead> <tr> <th>Writing</th> <th>2019</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>78%</td> <td>68%</td> <td>58%</td> <td>65%</td> </tr> <tr> <td>KS2</td> <td>90%</td> <td>76%</td> <td>78%</td> <td>88%</td> </tr> </tbody> </table>	Writing	2019	2021	2022	2023	KS1	78%	68%	58%	65%	KS2	90%	76%	78%	88%
Writing	2019	2021	2022	2023												
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KS2	90%	76%	78%	88%												
<p>Early letter and sound and meaning acquisition will improve for disadvantaged children in EYFS and KS1.</p>	<p>By the end of Reception, at least 65% will achieve the expected standard in reading.</p> <p>Half termly assessments will indicate progress towards expected Read Write Inc benchmarks and 1:1 tuition planned accordingly.</p> <p>Homogenous, flexible groupings ensure the classes are as small and focused as possible.</p> <p>Timely training, including continuous access to the RWI portal, ensures that all staff are skilled and well-prepared.</p> <p>Pupils will take home reading books to support phonics learning within school to further embed learning.</p>															
<p>Reading-</p> <p>Phonics results will improve for all children and the gap between disadvantaged and non-disadvantaged children will begin to close.</p>	<p>Attainment in June PSC will show the continuation of high standards being met, being above national results.</p> <table border="1" data-bbox="662 1189 1337 1384"> <thead> <tr> <th>Disadvantaged pupils</th> <th>Non- disadvantaged pupils</th> </tr> </thead> <tbody> <tr> <td>88%</td> <td>94%</td> </tr> </tbody> </table>	Disadvantaged pupils	Non- disadvantaged pupils	88%	94%											
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<p>Early Reading attainment will improve for disadvantaged children across KS1 and LKS2.</p>	<p>Careful tracking of phonics assessment by SLT.</p> <p>Targeted intervention for 1:1 Fast Track tutoring.</p> <p>Small, homogenous groupings for Read Write Inc (with additional staff to teach)</p> <p>Coaching and mentoring system in place with Reading Lead, with access to Ruth Miskin Portal, for all staff, to support CPD.</p> <p>Reading results at the end of Reception will show that our data is in-line with, or exceeding, expectations.</p> <p>Tracking of children who did not achieve the Phonics Check in Year 1 or Year 2 previously will show clear improvements from their initial score to their ultimate success.</p> <p>KS1 results in Reading will close the gap between disadvantaged and non- disadvantaged children.</p> <p>Children in Key Stage 2 who did not achieve the standard at KS1 will continue to receive RWI intervention support in order to make progress to achieving ARE in Reading.</p>															

	<p>The gap between disadvantaged and non-disadvantaged will lessen to mirror previous pre- COVID years.</p> <p>Support sought from Learning and Language Team for those pupils not making sufficient progress.</p>
<p>Upper Key stage 2 reading speed, accuracy and comprehension will improve for disadvantaged and non-disadvantaged pupils.</p>	<p>Analytical use of PiXL data will highlight strands of reading that are causing difficulty for pupils</p> <p>Staff will utilise the PiXL interventions to plug these gaps, as well as making use of other targeted 1:1 or small group intervention.</p> <p>Use of Reading Plus will track children’s progress and attainment in Reading from their individual starting point to ensure children achieve at least the expected standard.</p> <p>Accelerated Reader data tracking will show children accessing a wide variety of books within the system and are progressing through the levels.</p> <p>Summative Accelerated Reader data will show growth each term and will identify those making slower than expected progress.</p> <p>Formative and summative assessments will show significantly improved reading accuracy among our disadvantaged and non-disadvantaged children.</p> <p>Ongoing CPD to staff on whole-class reading and timetabled, daily sessions in Y3-6.</p> <p>Support sought from Learning and Language Team for those pupils not making sufficient progress.</p> <p><u>EEF- Comprehension strategies</u></p>
<p>Children will be emotionally secure and will demonstrate resilience during difficult situations. Those who access counselling services, and The Bungalow project will be able to use the strategies they have been taught. The school PSHE curriculum will actively support children’s wellbeing and self-esteem.</p>	<p>All children who receive PP funding will receive counselling and support when needs arise and will have access to PSA for one-to-one sessions.</p> <p>Employment of an Inclusion Support Assistant leading on ELSA training will help to ensure the emotional wellbeing of pupils.</p> <p>A school wellbeing dog will help to support pupil mental health and self-esteem.</p> <p><u>Improving Social and Emotional Learning in Primary Schools</u></p>
<p>SEND support will be impactful with a graduated response implemented to best support the children and their individual needs.</p>	<p>Carefully planned for interventions will be utilised to support individual targets.</p> <p>SLT will monitor SEND support and the strategies used.</p> <p>Staff will use EDUKEY to log interventions, create plans and monitor impact.</p> <p>SEND team to provide guidance and support to staff to increase understanding of pupils with SEND and their differing needs.</p> <p>Inclusion Support Assistant to work alongside children and staff to uncover potential barriers to learning and provide provision to support.</p> <p>Class teachers to carefully track progress of SEND children</p> <p>Teaching to be personalised where appropriate to ensure all children can access their year group curriculum.</p>

	<p>Outside agencies will be utilised effectively to maximise success for children and their families.</p> <p>Barriers to learning will be quickly identified and progress will demonstrate gaps between peers are closing.</p>
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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: £6,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment and training from the English Lead on 'The Writing Revolution'</p> <p>Huge on-going investment in high quality literature texts in school library and classroom resources.</p> <p>Funding for release time to support staff in implementation of 'The Writing Revolution', observe lessons, planning support and develop support materials.</p> <p>Cross moderation with PRST.</p> <p>Investment in additional iPads across each year group to support writing and spelling, including licences to Spelling Shed.</p>	<p><i>'access to effective writing instruction is important, as writing enables pupils to communicate, express their ideas and views, as well as opening up opportunities for success in school across the curriculum. Encouraging children to manage and monitor aspects of their writing is a key step.'</i></p> <p><i>Literacy KS1 Guidance Report 2020.</i></p>	1,2,3,5
<p>Further investment in a DfE validated Systematic Synthetic Phonics programme RWI to secure stronger phonics teaching for all pupils.</p> <p>Purchase of access to RWI portal for continuous staff development for all teachers and support assistants.</p> <p>English Lead to hold drop in sessions to support staff and training and induction of new staff with the programme.</p> <p>Investment in additional iPads across each year group to support writing and spelling, including licences to pupil RWI portal.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,5

<p>Reading- School is committed to continue to invest in developing the literature available in school for promoting reading attainment and Reading for Pleasure.</p> <p>Licenses have been re-purchased for Reading Plus for Key Stage 2</p> <p>Accelerated Reader continues to be utilised across school to assess and monitor Reading comprehension progress.</p> <p>Internal tracking, assessment and monitoring services-PIXL and Target tracker have been re-purchased to inform planning, identify and address gaps and to provide a National benchmark.</p> <p>Access National College teacher training programmes.</p> <p>Investment in additional iPads across each year group to support Reading.</p>	<p>The EEF's Teaching and Learning Toolkit indicates that promoting reading comprehension strategies can have very high impact for very low cost, based on extensive evidence.</p> <p><i>'Nothing is more important in education than ensuring that every child can read well' (DfE, 2015 p7).</i></p>	<p>1,2,3,5</p>
<p>Continue to improve the emotional well-being of disadvantaged children using The Bungalow Project, the PSHE curriculum and our in-house counselling support.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p>4</p>
<p>SEND</p> <p>Funding for additional members of SEND team to support inclusion and pupil need.</p> <p>Investment into CPD for SEND Team and staff, including use of PD days.</p> <p>Investment in specialist equipment/tools to support SEND need and track progress.</p> <p>Additional investment into outside agency support.</p> <p>Investment in additional iPads across each year group to support curriculum and outcomes for SEND pupils.</p>		<p>1,2,3,4,5</p>

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

Budgeted cost: £101,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers and teaching assistants in Reception, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6 to deliver and monitor structured teaching and support across the curriculum. National Tutoring support 1-3 children	The EEF's toolkit identifies that small group tuition and reducing class size can all have positive impact on children's learning- "There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy..." Tuition delivered by qualified teachers is likely to have the highest impact."	1,2,3,5
Buy in specialist Language and Learning / Educational Psychologist/ additional teacher (Talk Boost) support for children.	We have found that an investment in speech and language support is a very effective use of time and funding – our children who access in-school speech and language support make good progress. The EEF's Teaching and Learning Toolkit indicates that Oral Language Interventions are very high impact for very low cost, based on extensive evidence.	1,2,3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy in specialist counselling services for children from the Bungalow Project.	Although there is no specific evidence listed by the EEF on the impact of specialist counselling, we have seen first-hand in school the positive effect of supporting children's mental health. Social and Emotional Learning	4,5
Addition in house counselling support from PSA 2 afternoons per week and after school.		4,5
Buy in Educational Psychologist support.	The constant diversification of our SEND profile requires a more in-depth analysis of pupils needs. Staff require greater support in best supporting their pupils to ensure that the correct strategies and interventions are implemented (for both the child's academic and pastoral success).	1,2,3,4,5

Total budgeted cost: £ 1222,288

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Desired outcome	Chosen action / approach	Review/Impact									
As a result of the implementation of 'The Writing Revolution' across school, we will see the increased success of writing development towards achieving a cohesive, sustained write.	<p>Progressive planning documentation produced by English Lead.</p> <p>Staff training and CPD to focus on the key elements of 'The Writing Revolution' and how to implement these strategies into their lessons.</p> <p>Model lessons and coaching by English Lead to support staff implementation.</p> <p>Lesson observations, drop-ins, book looks and pupil voice carried out by SLT.</p>	<p>All staff and children are able to discuss and successfully use 'The Writing Revolution' strategies.</p> <p>'The Writing Revolution' strategies are seen as a priority across school- evidence seen in lesson observations, book looks and pupil voice.</p> <p>Work in books clearly shows the teaching of TWR and the children's subsequent confidence in implementing this knowledge successfully in their writing.</p> <p>PiXL assessments completed throughout school show a positive comparative national picture.</p> <p>Evidence bank of successful intervention strategies show progress in writing cohesively.</p> <p>Results for writing at the end of KS1 and KS2 showed an improvement from 2022.</p> <table border="1"> <thead> <tr> <th></th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>58%</td> <td>65%</td> </tr> <tr> <td>KS2</td> <td>78%</td> <td>88%</td> </tr> </tbody> </table>		2022	2023	KS1	58%	65%	KS2	78%	88%
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Early letter and sound and meaning acquisition will improve for disadvantaged	<p>Blast intervention with an additional adult.</p> <p>Homogenous groupings for</p>	<p>June 2023 PSC results indicate that both PP and non-PP pupils performed significantly above national data.</p> <table border="1"> <thead> <tr> <th></th> <th>All pupils</th> <th>PP pupils</th> </tr> </thead> <tbody> <tr> <td>Kader</td> <td>94%</td> <td>88%</td> </tr> <tr> <td>National</td> <td>79%</td> <td>67%</td> </tr> </tbody> </table>		All pupils	PP pupils	Kader	94%	88%	National	79%	67%
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children in EYFS and KS1.	RWI with additional adults.									
Phonics results will improve for all children and the gap between disadvantaged and non-disadvantaged children will begin to close.	<p>Baseline assessments were carried out in Key stage one and eight homogenous groups were identified to allow for greater targeted support.</p> <p>Subsequent half termly assessments were carried out by senior leaders to ensure fidelity of assessments.</p> <p>Groupings were restructured accordingly.</p> <p>Tracking of all children was carried out. 1:1 interventions were put in place to support children who were identified as not making desired progress or who had plateaued in their learning.</p> <p>Purchase of the RWI portal for staff development and training of new staff.</p>	<p>73% achieved the expected standard for reading at the end of Reception.</p> <p>At the end of Year 1 Phonic check 94% of the children achieved the expected standard.</p> <p>At the end of Year 2 11 children who did not achieve the standard in Year 1 were reassessed with 64% then achieving the standard</p> <p>The gap between disadvantaged and non-disadvantaged shows a lessening of the gap and a favourable picture compared with National results.</p> <table border="1" data-bbox="676 869 1406 1205"> <tr> <td>In school gap</td> <td>National gap</td> </tr> <tr> <td>6%</td> <td>16%</td> </tr> <tr> <td>School Disadvantaged</td> <td>School Non-disadvantaged</td> </tr> <tr> <td>88%</td> <td>94%</td> </tr> </table> <p>PP Reception, Year 1 and Year 2 data</p>	In school gap	National gap	6%	16%	School Disadvantaged	School Non-disadvantaged	88%	94%
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	<p>English Lead demonstrated model lessons.</p> <p>Drop-ins were completed to ensure fidelity of approach.</p>										
<p>Early Reading attainment will improve for disadvantaged children across KS1 and LKS2.</p>	<p>Continuous tracking of all children who did not achieve the Phonics Screening check in Year 1. (including children in KS2)</p> <p>Dedicated timetabling of reading sessions delivered daily for 40minutes.</p> <p>Daily 1:1 reading intervention.</p> <p>In house tutoring to support reading and comprehension.</p> <p>Internal tracking of reading in Key stage 1.</p> <p>Purchase of RWI portal to assist staff development.</p> <p>Reading scheme throughout school adapted.</p>	<p>Tracking of children who did not achieve the Phonics Check in Year 1 or Year 2 previously shows clear improvements from their initial score to their ultimate success. With 97% of the children achieving the standard in KS2. 3 children have still not achieved the standard and are receiving daily 1:1 support.</p> <p>KS1 results in Reading of 80% EXS with 20% achieving the Higher result.</p> <p>82% of PP children achieved the expected standard at the end of Key Stage 1.</p> <p>There are only children in Key Stage 2 that have still not achieved the expected standard in their phonics check. RWI daily intervention will still continue for these children.</p> <p>Learning and Language support has also been allocated, to children who are still finding difficulties, to assess for any additional needs and support requirements.</p> <p>All RWI staff received half an hour release time weekly for their own personal CPD on the portal.</p> <p>End of Key Stage 1 results for Reading were significantly above national for all pupils.</p> <table border="1" data-bbox="678 1630 1291 1863"> <thead> <tr> <th></th> <th>All pupils</th> <th>PP pupils</th> </tr> </thead> <tbody> <tr> <td>Kader</td> <td>80%</td> <td>68%</td> </tr> <tr> <td>National</td> <td>68%</td> <td>54%</td> </tr> </tbody> </table>		All pupils	PP pupils	Kader	80%	68%	National	68%	54%
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	New books purchased for classrooms and the school library.																														
Upper Key Stage 2 reading speed, accuracy and comprehension will improve for disadvantaged and non-disadvantaged pupils.	<p>Daily access to ½hour Reading Plus session.</p> <p>Reading Plus minimum engagement set allowing children to work additionally at home.</p> <p>Accelerated Reader assessments to monitor reading accuracy and selection of appropriate level reading books.</p> <p>Daily 1:1 reading interventions for priority readers.</p>	<p>End of Key Stage 2 results for Reading were 92%, which is significantly above the national average with school performing in the top 20% of schools nationally.</p> <table border="1"> <thead> <tr> <th></th> <th>All pupils</th> <th>PP pupils</th> </tr> </thead> <tbody> <tr> <td>Kader</td> <td>92%</td> <td>77%</td> </tr> <tr> <td>National</td> <td>73%</td> <td>60%</td> </tr> </tbody> </table> <p>Reading Plus data across Y4-6 shows promising gains and is worth the investment in both time and money:</p> <table border="1"> <thead> <tr> <th></th> <th>Average level gain</th> <th>Average reading speed</th> <th>Expected reading speed</th> <th></th> </tr> </thead> <tbody> <tr> <td>Y4</td> <td>1.43</td> <td>121.35</td> <td>160</td> <td></td> </tr> <tr> <td>Y5</td> <td>2.06</td> <td>189.24</td> <td>175</td> <td>+14</td> </tr> <tr> <td>Y6</td> <td>1.67</td> <td>199.71</td> <td>185</td> <td>+14</td> </tr> </tbody> </table>		All pupils	PP pupils	Kader	92%	77%	National	73%	60%		Average level gain	Average reading speed	Expected reading speed		Y4	1.43	121.35	160		Y5	2.06	189.24	175	+14	Y6	1.67	199.71	185	+14
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Children will be emotionally secure and will demonstrate resilience during difficult situations. Those who access counselling services, and The Bungalow project will be able to use the strategies they have been taught. The	<p>Appointment of additional staff throughout school.</p> <p>In-school counsellor to work with children 2 x ½ day sessions per week.</p> <p>Purchase of staff from the Bungalow Project to work with 5 children 1 day per week.</p>	<p>Consistent level of attendance across school shows pupils enjoy coming to school and value the education and pastoral support given.</p> <p>Appointment of an Inclusion Assistant working alongside the SEND team to ensure that our pupils have the support needed.</p> <p>ELSA-trained staff to support pupil’s emotional literacy.</p> <p>The expansion of the SEND team has ensured that pupils have been signposted to the right professional support.</p> <p>FIGURES FOR BUNGALOW AND LAURA B</p>																													

<p>school PSHE curriculum will actively support children's wellbeing and self-esteem.</p>	<p>Purchase of Learning and Language support fortnightly.</p> <p>Purchase of Ed Psych 1 day per half term.</p> <p>Allotted PSHE time weekly.</p>	
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
n/a	n/a

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.