Pupil premium strategy statement – Our Lady and St. Bede Catholic Academy

This statement details our school's use of pupil premium funding **for the 2026 to 2027 academic year** 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	990
Proportion (%) of pupil premium eligible pupils	
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)**	Year 1
Date this statement was published	November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mo Wilkinson
Pupil premium lead	Mo Wilkinson
Governor / Trustee lead	Michael Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£363,000
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£363,000

Part A: Pupil premium strategy plan

Statement of intent

Our Lady and St Bede Catholic Academy is a community made up of pupils from very varied and diverse social and economic backgrounds.

The school serves some of the most deprived wards of Stockton with the school base predominantly coming from 4 local estates with families facing numerous and significant socio economic, aspirational, and educational challenges. Many of our children come from working poor families with multi-generational household arrangements in which families face a range of complex needs, hardships and challenges.

Although we serve a diverse student body, we are an inclusive and cohesive community living out our mission statement and commitment to the *formation of the whole child*.

At Our Lady and St. Bede Catholic Academy we are aspirational for all pupils until they learn to be aspirational for themselves. We know that if we get it right for the most vulnerable pupils, we get it right for everyone.

Disadvantaged pupils are at the front and center of everyone's agenda school systems are set up to give all disadvantaged pupils the additional support needed to have the same 'advantage' as their non-disadvantaged peers and hence, achieve their potential with respect to academic measures; to enable them to develop personal virtues that will allow them to contribute fully to the local communities in which they live and to develop an appetite for excellence in all that they do.

The negative effect of Covid school closures on the attendance of our disadvantaged pupils is a key identified improvement area, and attendance continues to be of paramount importance. When pupils are in school, the data shows that we can impact them by improving their outcomes.

Underpinning our attendance strategy, we have a strong pastoral system which allows our pupils to overcome potential barriers to learning. Our broad range of interventions and wider strategies help us to identify barriers to learning for disadvantaged pupils and put in place support to enable pupils to overcome these. Pastoral leaders know their pupils well and have regular meetings and make regular calls to contact parents, particularly for disadvantaged students. This personal approach has helped us to build stronger and more trusting relationships with our families.

A scheduled fortnightly 360 pupil Inclusion meetings for every year group, provides a structured face to face opportunity that bring pastoral, safeguarding, SEN and academic key staff together to broker and review individual plans and support for young people, particularly the most vulnerable.

High-quality first teaching, tailored to the needs of all students, is a central tenet of the strategy for narrowing the gap for disadvantaged students. The *'FLOW.'* pedagogy is a specifically structured pedagogy, which is research based, to explicitly support all pupils including disadvantaged pupils. Within classrooms disadvantaged pupils are prioritised through

strategic seating plans so that pupils can be within easy access and reach of the teacher. Annotation of seating plans identifying potential barriers to learning including pupil literacy needs and the prioritisation of disadvantaged pupils in all interactions including questioning, live marking and Golden time activities sit alongside effective bespoke strategies, both general and subject specific, designed to remove barriers for individual students.

In OLSB we have a 'no opt out' learning culture, utilising mini-whiteboards and cold calling as a mechanism to ensure consistent active learners and a way to systematically check for understanding.

By focusing on the needs of the individual child through general teaching provision, offering challenge and support, and additional interventions, if necessary, we can ensure that disadvantaged students have the best opportunities for academic success.

Improving outcomes for students also uses homework to help to consolidate learning. To ensure that disadvantaged students are not disadvantaged in any way, homework has been 'poverty proofed' and quality assured across KS3 to ensure all students can access the work no matter what their background or circumstance. Homework clubs run regularly for all pupils and all subjects throughout the week, to ensure that disadvantaged students have access to adult support to help them with homework.

Targeted academic support, for example, through specific, tailored literacy and reading interventions, helps us to improve levels of literacy and reading so that disadvantaged students can achieve in line with their peers. To support students with reading in KS3, we offer Fresh Start Phonics and DEAR time, our whole school reading strategy alongside accelerated reader to build up fluency and comprehension and to expose pupils to a wide range of texts.

To support numeracy, foundational knowledge has been built into the new maths programmes of work from Y7, with Mathletics and Timetable Rock Stars used to support more focused and targeted needs.

As a school we recognize that we offer many disadvantaged pupils experiences, opportunities and exposure to life skills that they may not find elsewhere. To that end, we prioritise those pupils to benefit from these opportunities over other pupils.

The enrichment and pastoral offer are also prioritised for disadvantaged pupils with a range of clubs, some targeted, to support and give pupils the opportunity to build resilience, learn new skills, and work as a team.

In a similar way school trips and educational visits are prioritised and subsidized for disadvantaged pupils so that they are afforded the same opportunities as their peers.

Careful tracking is used to measure how well our disadvantaged students are doing. Through having robust data analysis of outcomes such as GCSE attainment and progress, student attendance, behaviour points, safeguarding concerns, engagement in wider opportunities and from option choices students make at the end of KS3 and KS4, we can ensure all pupils can fulfil their academic and social ambitions.

The formation of the whole child is not just merely about the hours they are in school but serves to offer a leveled playing field for all pupils to be set up for the wider world. In the gospel of John, Jesus tells us,

"I have come that you may have life and have it to the full".

To that end, in Our lady and St Bede Catholic Academy, we ensure pupils have what they need to truly live life to the full.

Challenges

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

Challenge number	Detail of challenge
1. Attendance	Attendance – too many pupils who are in receipt of Pupil Premium funding do not attend school regularly enough (OFSTED AFI) The attendance data for the last 3 years show that too many pupils who are in receipt of Pupil Premium funding do not attend school regularly enough. There has been a sustained improvement in disadvantaged pupil attendance over the past three academic years. Attendance increased from 83.7% in 2023/24 to 84.9% in 2024/25, before rising further to 86.9% in 2025/26. While this demonstrates a positive upward trend, attendance remains below the pre-pandemic level of 90.5%, indicating that further improvement is still required. Some of our disadvantaged pupils do face additional barriers that impact their ability to attend regularly. We know that consistent attendance is especially crucial for these pupils, as it directly influences their academic outcomes and overall well-being. Some disadvantaged pupils need additional support to get to school and start the day with a positive, welcoming experience; other disadvantaged pupils need a trusted adult, like a "school parent" to advocate for their needs and support them through challenges.
2. Outcomes in maths	The gap between PP outcomes and non-PP outcomes in maths is too big. We also recognise that attendance and therefore engagement is a huge factor in successful outcomes and this is a key improvement focus area. Summer 2026 saw significant improvements in math's outcomes for disadvantaged pupils at both 4+ to 48.6% (18.6% increase from 2025) and at 5+ math's to 32.4% (12.4% increase from 2025). We want to sustain this progress as a minimum and want to build on these results to further improve outcomes in maths at 4+ and 5+ for our disadvantaged students.

3. Outcomes in English	The gap between PP outcomes and non-PP outcomes in English is too big. We also recognise that attendance and therefore engagement is a huge factor in successful outcomes and this is a key improvement focus area. Summer 2026 saw significant improvements in English outcomes for disadvantaged pupils at both 4+ to 64.9% (13.9% increase from 2025) and at 5+ to 43.2% (13.2% increase from 2025). We want to sustain this progress as a minimum and want to build on these results to further improve outcomes in English at 4+ and 5+ for our disadvantaged students
4. Literacy both reading and oracy	Our reading assessments identify that some disadvantaged students have lower reading ages and proficiency than their peers. On average, 8 months of reading progress was achieved last academic year with our disadvantaged students in Y7, Y8 and Y9. We want to ensure that we can improve on this moving forward.
5. Parental engagement	Some parents of disadvantaged pupils need additional opportunities to engage with the academy to understand how to effectively support their child's achievement.
6. Careers advice & guidance	Disadvantaged pupils, including high prior attainers, can have barriers that prevent them from achieving excellence and lack positive role models to encourage them. They need additional careers support to find a fulfilling pathway. They can lack opportunities for cultural capital that non-disadvantaged pupils experience. Disadvantaged pupils need to compete with their non-disadvantaged peers and achieve a set of qualifications that help them to be ambitious for their own next steps. We will continue to offer high level careers guidance, college and work-related opportunities to pupils, to ensure all disadvantaged pupils, are on a sustainable pathway post16.

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. We are entering year 1 of our 3-year plan.

Intended outcome	Success criteria
Disadvantaged attendance improves significantly through specific targeted support, mentoring and pastoral support systems	• Increase disadvantaged pupil attendance. • Reduce persistent absenteeism for disadvantaged pupils • Disadvantaged pupils access the rewards system which links to attendance. • Identification of attendance patterns through analysis of year groups to reduce barriers to attendance

Targeted Academic Support *Wider strategies*	• Heads of Year and Pastoral Leaders focus on disadvantaged pupil attendance and needs, building positive relationships with parents/carers. • Daily conversations and positive reinforcement for pupils and thankyous to parents with improving attendance. • Weekly awards and deliberate noticing of disadvantaged pupil attendance improvement • Timely communication and intervention with parents • Fully embedded Attendance curriculum ensuring all pupils know why attendance is important. • Fortnightly 360 Inclusion meetings with key stakeholders
Improved pupil engagement and ability to take part in all aspects of school life. To support pupils through the challenges they face and barriers to learning. To enable pupils to be successful and build up their resilience, confidence and motivation. Ensure students who struggle with self-regulation can learn to manage behaviours effectively. High-quality teaching Targeted Academic Support	• A clear intent to ensure the inclusion of all pupils to have a positive and equitable educational experience, which includes the RAG rating of vulnerable and disadvantaged pupils, to enable staff to support their individual needs • SLT and Pastoral Mentors advocate for pupils and support with homework, catch up, praise, rewards, etc. • Use of the 'Pre-loved Shop' for uniform, equipment, revision guides, sanitary products, etc. • Materials for art and technology provided. • Peripatetic music lessons provided for pupils taking GCSE music. • CPD informs all staff about our pupils and their needs. • Disadvantaged pupils can attend homework clubs to support them with homework. • Disadvantaged pupils achieve positive behaviour points in line with their peers. • Disadvantaged pupils are well supported by the pastoral team. • Positive behaviour points increase towards being in line with non-disadvantaged students.

Wider Strategies	• Referrals for Disadvantaged pupils to internal isolation are reduced. • PP pupils have had clear direction from the school careers team to support next steps and can see the clear links between academic aspiration and future ambitions.
An exciting and diverse curriculum for all pupils which interests them and challenges high prior attainers to aim high. **Targeted Academic Support** *Wider Strategies*	• Broad, ambitious curriculum where students have equal access to qualifications including EBACC • Disadvantaged students to achieve equally with their non-disadvantaged peers. • Whole school CPD and the use of assessment reviews to identify gaps for disadvantaged students • All teachers use Learning 'FLOW' pedagogy in their classrooms to ensure that all pupils, and particularly disadvantaged pupils, have a clear learning framework to support them as learners. • Focus on disadvantaged students' attainment and progress is built into all Curriculum planning, delivery and quality assurance • A robust RAG system allows leaders at all levels to support pupil achievement and intervene in a much timelier manner. • A rigorous quality assurance system is in place so that leaders can quickly identify the quality of teaching and learning for disadvantaged pupils • Positive discrimination for questioning and feedback • Prioritised for a wide range of intervention • Removing barriers for attending revision sessions
A wide offer of enrichment experiences, trips and events to widen students' horizons and support the building of their cultural capital. *Wider opportunities*	• Strong participation through targeted attendance in exam preparation and enrichment activities. • Audits of the curriculum demonstrate how cultural capital is in every subject and everyone benefits. • Educational visits and guest speakers from a range of backgrounds

	• Targeted participation in masterclasses, pupil parliament, debating opportunities. • Financial support to go on retreat programmes and spiritual/liturgical experiences and any trips. • Targeted opportunities to visits and other culture capital experiences. • Universal events and trips ensure that everyone can participate. • Data and registers of attendance reviewed and evaluated.
A careers programme which helps students explore their dreams and aspirations to find a pathway to their future *Wider opportunities*	• Disadvantaged pupils prioritised for career's interviews, trips to universities and colleges and careers events. • Careers fayre to engage with employers and post 16 providers. • Additional support to be given to secure work experience placements for disadvantaged pupils • Monitoring and tracking of destinations show strong % of disadvantaged pupils are in sixth post-16 education • NEET performance for disadvantaged and vulnerable pupils shows there are very low numbers of disadvantaged pupils that are NEET • HD programme has modules in confidence and aspirations for life
There are opportunities for pupils to develop literacy, oracy and numeracy skills to ensure they have success in their learning as well as building self-confidence and self- esteem. *Targeted academic support*	• All pupils in school are accurately tested in their reading ability. • Reading ages will be in line with non-disadvantaged peers and will be in line or above chronological age by 2029 • Pupils will have the skills to tackle challenging texts suitable for their chronological age and end of key stage assessments, enabling them to make progress across both Key Stage 3 and 4. • Teachers will recognise this improvement through engagement, attainment and questioning • Disadvantaged pupils are prioritised for increased opportunities for oracy in the classroom through questioning, prompting and accountable talk • Systematic use of whiteboards in the classroom ensures full participation

	• CPD training on oracy enables to teachers to use effective methods • Departmental marking with formative feedback is prioritised for PP pupils • Access and attendance to literacy and numeracy interventions show positive engagement
Effective communication and active engagement with parents to increase aspirations. *Wider Strategies*	• Strong attendance at Parents' Evenings and Parents' Information Evenings and Parents' Revision Tips evenings through individual invitations from pastoral and senior leaders • Ensuring all disadvantaged parents/carers have the Arbor app. • Social Media reach and engagement through Facebook and the school website highlights the successes of disadvantaged pupils alongside their non-disadvantaged peers. • Use of text messages for more effective low-key communication with key families • Building stronger relationships with families, enabling them to get access to resources, early help, and other external agencies.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-Quality Teaching and an appropriate curriculum that	Research consistently demonstrates that the explicit development of cognitive and metacognitive strategies in the classroom has a significant positive impact on pupils' progress, attainment, and self-confidence. The Education Endowment Foundation (EEF) highlights the importance of high-quality teaching, stating:	1, 2, 3, 4

is sequenced to enable progress	"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them." Developing pupils' ability to think, learn, and reflect on their own learning is a key component of high-quality teaching and is central to improving outcomes for all learners.	
Staff CPD focus on identification and addressing foundational knowledge gaps	Research and classroom evidence consistently demonstrate that identifying and addressing pupils' foundational knowledge gaps is essential for securing long-term progress and attainment. When misconceptions and missing prior knowledge are tackled early, pupils are better able to access new learning, develop confidence, and achieve success across the curriculum. The Education Endowment Foundation (EEF) highlights the importance of ensuring teaching is responsive to pupils' learning needs, stating: *"Effective diagnostic assessment can support teachers to monitor pupils' progress, identify gaps in understanding, and adapt teaching accordingly."* Identifying and systematically addressing foundational knowledge gaps enables all pupils to build secure understanding, access ambitious curriculum content, and achieve stronger outcomes over time.	2, 3, 4
Key staff delivering phonics. Staff training in Reading Comprehension Strategies	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)	3, 4

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading support via: • Phonics • Comprehension groups • DEAR • Reading mentors	"The average impact of reading comprehension strategies is an additional seven months' progress over the course of the year. Successful approaches are carefully tailored to pupils' reading capabilities. Texts should provide an effective, but not overwhelming, challenge." *EEF Teacher's Toolkit – Reading Comprehension Strategies*	3, 4
Tracker to forensically use progress and attainment data at KS4 across all subjects.	Very high impact but low cost.	1, 2, 3, 4
Small group English and Maths support / tuition	Research consistently shows that targeted small-group tuition and support can have a significant positive impact on pupil attainment, particularly when it is closely aligned with classroom learning and delivered by skilled staff. Focused intervention enables pupils to address gaps in knowledge, build confidence, and make accelerated progress in English and mathematics. The Education Endowment Foundation (EEF) states: "Small group tuition has an average impact of four months' additional progress over the course of a year." High-quality small-group support provides pupils with additional opportunities for deliberate practice, feedback, and personalised instruction, helping them to develop secure knowledge and improve outcomes in English and mathematics.	2, 3

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

Budgeted cost: £273,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Appointment of a new AHT Attendance and appointment of Pupil Mobility Manager	Research consistently demonstrates that strong leadership and targeted pastoral systems play a vital role in improving school attendance and reducing persistent absence. Effective attendance leadership ensures that barriers to attendance are identified early, interventions are coordinated, and families receive appropriate support to help pupils attend school regularly. The Education Endowment Foundation (EEF) highlights the importance of attendance in securing positive educational outcomes, noting that: "Pupils need to attend school regularly to benefit from their education. There is a clear link between attendance and attainment." The appointment of a dedicated Assistant Headteacher for Attendance and a Pupil Mobility Manager strengthens whole-school capacity to monitor attendance, coordinate interventions, support pupils and families, and secure improved outcomes through increased engagement with education.	1, 5
EBSA Thrive Hive Provision & Appointment of Transition Teacher All Pastoral Leaders EBSA Level 1	Research consistently highlights the importance of early identification and intervention for pupils experiencing Emotionally Based School Avoidance (EBSA). Providing targeted support, safe spaces, and skilled pastoral guidance can improve attendance, wellbeing, and engagement with learning, particularly during periods of transition and heightened anxiety. The Department for Education (DfE) recognises that positive relationships, timely support, and a graduated response are critical in helping pupils overcome barriers to attendance and participation. The development of an EBSA Thrive Hive Provision, alongside the appointment of a Transition Teacher and the training of all Pastoral Leaders in EBSA Level 1, strengthens the school's capacity to identify needs early, provide effective intervention, and support vulnerable pupils to successfully engage in education.	1,2,3
Updated RSE Programme & Wider PD Offer	Research consistently demonstrates that high-quality Relationships, Sex and Health Education (RSHE) supports pupils' wellbeing, safety, and personal development. A well-sequenced and inclusive curriculum helps young people develop healthy relationships, make informed decisions, and understand how to stay safe both online and offline. The Department for Education (DfE) states: "Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks." An updated RSE Programme ensures that curriculum content remains relevant, age-appropriate, and responsive to pupils' needs, equipping them with the knowledge, skills, and confidence to make safe and informed choices throughout their lives.	5,6

Alternative Provision	"Good alternative provision is that which appropriately meets the needs of pupils which require its use and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves." Alternative Provision Statutory Guidance – January 2013	1, 2, 3
Accelerated Reader	"The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress." AR Project Evaluation - EEF Accelerated Reader has been shown to have an impact on improving reading in National data collections.	3, 4
Investment in Pastoral Interventions	Research consistently demonstrates that targeted pastoral interventions can have a significant impact on pupils' attendance, wellbeing, behaviour, and engagement with learning. Providing timely support helps to remove barriers to education, strengthen resilience, and ensure that pupils are able to participate fully in school life. The Education Endowment Foundation (EEF) highlights that effective social and emotional support can improve outcomes by helping pupils develop the skills and strategies needed to succeed both academically and personally. Investment in Pastoral Interventions strengthens the school's capacity to provide early support, targeted intervention, and personalised guidance, ensuring that pupils receive the right help at the right time to improve attendance, wellbeing, and achievement.	1, 5, 6
Supporting beyond classroom activities and experiences	"There is a clear indirect link between enrichment and attendance. Enrichment has a proven impact on various positive factors like mental and physical health and wellbeing, positive relationships, learning and development, confidence and a sense of belonging – all of which are also proven to be associated with higher school attendance." Beyond the Classroom - Centre for Young Lives - February 2025	1, 5, 6
Supporting 'basics' such as uniform, revision guides etc.	Research consistently demonstrates that addressing financial and practical barriers to learning can have a positive impact on attendance, engagement, wellbeing, and attainment for disadvantaged pupils. Ensuring that pupils have access to essential resources, such as school uniform, equipment, revision guides, and curriculum materials, helps to promote inclusion and enables all pupils to participate fully in school life. The Education Endowment Foundation (EEF) highlights the importance of removing non-academic barriers to learning	1, 5, 6

	and ensuring that disadvantaged pupils can access the same educational opportunities as their peers. Providing support with key resources such as uniform, revision guides, equipment, and curriculum materials help disadvantaged pupils to engage confidently in learning, strengthens their sense of belonging, and supports improved educational outcomes.	
Retention of Careers Advisor	Research consistently demonstrates that high-quality careers education, information, advice and guidance (CEIAG) can have a particularly positive impact on disadvantaged pupils by raising aspirations, improving motivation, and supporting informed post-16 choices. Access to trusted and knowledgeable careers professionals helps pupils understand the opportunities available to them and make decisions that lead to positive future destinations. The Education Endowment Foundation (EEF) highlights that aspirations alone are unlikely to improve outcomes, but that pupils benefit when they receive high-quality guidance alongside opportunities to develop the knowledge, skills, and experiences needed to achieve their goals. The retention of a Careers Advisor ensures that disadvantaged pupils continue to receive personalised guidance, targeted support, and access to progression opportunities. This helps to broaden horizons, overcome potential barriers, and improve future educational, employment, and training outcomes.	6

Total budgeted cost: *£363,000*

Part B: Review of the previous academic year (2025-2026)

Outcomes for disadvantaged pupils

Attainment Basics (Disadvantaged)	2024	2025	2026
% achieving 9-5 in English & Maths	28%	19%	24.3%
% achieving 9-5 in English	43%	30%	43.2%
% achieving 9-5 in Mathematics	28%	19%	32.4%
% achieving 9-4 in English & Maths	45%	28%	48.6%
% achieving 9-4 in English	66%	51%	64.9%
% achieving 9-4 in Mathematics	49%	30%	48.6%
% achieving 9-7 in English & Maths	4%	2%	2.7%
% achieving 9-7 in English	19%	5%	13.5%
% achieving 9-7 in Mathematics	6%	5%	5.4%
EBacc			
% entering the EBacc	42%	35%	35.1%
% achieving the EBacc at 9-5	9%	12%	10.8%
% achieving the EBacc at 9-4	21%	16%	16.2%
% achieving the EBacc at 9-7	2%	0%	0.0%

Our disadvantaged outcomes have improved compared with 2025 and in some cases have improved significantly such as % of those achieving a grade 4+ in English and maths improving by 20%, however, because the rest of the cohort also improved the gap has not narrowed any. For those disadvantaged pupils who have regularly attended school, their 5+ % sits at 40% which although is not near national does close the gap slightly. At 4+ for English and maths their % sits at 75% which, when compared to their non-disadvantaged peers with the same attendance (81%) shows there is only a 6% difference. This demonstrates that when pupils attend school, they are able to achieve.
Disadvantaged girls achieved 56.2% 4+ in both E&M whereas disadvantaged boys achieved 42.9%.

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
Fresh Start	Ruth Miskin
Accelerated Reader	Renaissance
Sparx Math's support & homework program	Hegarty/ Sparx math's
Life to the Full RSE program	Ten: Ten Resources
Accelerated Reader	Renaissance Learning

Unifrog Careers program	Unifrog, the universal destinations platform

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**
NA
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.