

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	St Aidan's Catholic Academy
Number of pupils in school	864
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Glenn Sanderson Headteacher
Pupil premium lead	Alan Herbertson, Senior Assistant Headteacher
Governor / Trustee lead	Fr Christopher Hancock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,855
Recovery premium funding allocation this academic year	£40,296
School Led Tutoring Grant	£23,220
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	£204,371

Part A: Pupil premium strategy plan

Statement of intent

"With resources and a strong determination to improve the life chances of all disadvantaged young people, schools have shown that progress can be made"

Sir John Dunford

St Aidan's is a Catholic learning community in which all pupils, irrespective of their background or the challenges they face, are provided with the opportunity to flourish as a whole and complete person in a way that is rooted firmly in the values of the Gospel.

Our aim, in partnership with respective parents and carers, is to support pupils in their formation: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad, balanced and aspirational curriculum, a rigorous, vibrant curriculum which responds to needs, and at its heart recognises justice, liberty, peace and human freedom, whilst fostering intellectual curiosity and academic achievement.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activities and routines outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

We truly believe that every individual is capable of excellence and we encourage each individual to work hard, fulfilling their potential to pursue their next steps in life, whether it be their choice of University or a high-quality career.

Based on educational research we are certain that maximising learning through great teaching is the most important tool we have in ensuring the excellent progress of all pupils, including those from disadvantaged backgrounds. It is our intention that the outcome of our high quality, first wave teaching is that the attainment of non-disadvantaged pupils will be sustained whilst closing the disadvantaged attainment gap.

Our approach in responding to individual needs is centred around knowledge of individual pupils, a broad, inclusive curriculum, assessment and responsive teaching and strategies to address gaps. Within the academy accurate assessment strategies enable an informed and systematic judgement to be made about a pupil's knowledge, understanding, skills and attitude. Using this accurate assessment of pupil progress, we are able to implement the actions below swiftly and efficiently to ensure disadvantaged pupils are appropriately supported and challenged. In order to provide high quality, individually targeted support we engage with external providers recommended by the DfE such as The Brilliant Club and NTP providers.

We strive as an academy to support all pupils to make excellent progress through robust and systematic approaches to numeracy, literacy, recovery curriculum and extracurricular activities. We believe enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education and as a result of these experiences they attain higher.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of literacy which impedes confidence and access to deep understanding across the curriculum.</p> <p>Scaled Scores, internal assessment and observation indicates that some disadvantaged pupils have lower levels of reading comprehension than peers, predominantly in Y7 where some disadvantaged pupils have demonstrated a below average scaled score (compared to national indicator) in following areas:</p> <ul style="list-style-type: none"> • KS2 Spelling, punctuation and grammar - SAS < 100. • KS2 Reading - SAS < 100 and reading age 2 years below chronological age.
2	<p>Attendance is an issue for some disadvantaged pupils.</p> <p>Our attendance data over the last 3 years indicates that:</p> <ul style="list-style-type: none"> • Attendance among disadvantaged pupils has been between 3.6% – 4.3% lower than for non-disadvantaged pupils. • 34.8% - 46% of disadvantaged pupils have been 'persistently absent' compared to 15% - 22.6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	<p>Many of our PP pupils are socially, culturally, economically and knowledge deprived. Lack of aspiration and poor engagement of pupils and parents in school life particularly affects outcomes for disadvantaged pupils and attendance of disadvantaged pupils.</p> <p>The Sunderland population experiences a higher level of social and economic disadvantage than the England average and there is a strong link between high levels of socioeconomic disadvantage and poor health. The English Indices of Deprivation based around seven domains: income, employment, health, education, crime, barriers to housing and living environment show that 38% of the population live in areas that are among the 20% most disadvantaged across England.</p> <p>Parent and pupil voice have historically indicated a high level of challenge and a lack of aspiration, 60% of parents, on entry, indicating that they do not want their child to go to university or move out of Sunderland – aspiration and parental engagement on entry is low.</p>
4	<p>Some pupils face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning.</p>
6	<p>The Maths progress of some disadvantaged pupils is lower than that of their within-school peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in previous years indicate that 46% of our disadvantaged pupils have a below average CAT4 scaled score (compared to national indicator) in following areas:</p> <ul style="list-style-type: none"> • KS2 Maths – reasoning/problem solving and basic functional skills - SAS < 88 • 18% of disadvantaged pupils had a scaled score below 100 in 2022/23.
7	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improve the progress 8/Attainment 8 score of disadvantaged pupils across the curriculum, ensuring pupils make or exceed expected levels of from starting points; particular focus on Languages, Maths and Humanities within EBacc element.</p>	<p>By the end of our current plan in 2024/25, 90% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). The 2021/22 figure was 71.3%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 51.00 • an EBacc average point score of 5.0 <p>2021/22 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 51.45 • an EBacc average point score of 4.65
<p>Improved reading comprehension for all, particularly disadvantaged pupils; focus on developing fluent reading, freeing pupil focus (cognitive resource) on word recognition and therefore improving comprehension of the text.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons, the Reading Canon, Scholarly reading, extended writing and book scrutiny.</p> <p>Rasinski reading fluency implemented with ALL pupils to aid comprehension and reading pace – expect to see +6 months reading gains per year.</p> <p>Reading Plus implemented with identified pupils with a reading age 2 years below chronological age on entry – expected increase of + 6 months each year.</p>
<p>Improve teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds, particularly disadvantaged pupils. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or blending' the sound-spelling patterns.</p>	<p>Systematic phonics training with staff via Sounds Write competed and embedded across the Academy.</p> <p>Improved understanding of phonics, fast pace reading, word cards, dictated sounds and word sentences and how to develop this with pupils.</p> <p>Assessment sheets in reading books indicate pupil level understanding.</p> <p>Disadvantaged pupils read for pleasure - pupils survey.</p> <p>All pupils make + 6 months progress each year.</p>
<p>Improve language enrichment for disadvantaged pupils, increasing vocabulary and improving oracy and written skills/language.</p>	<p>Training has been undertaken by all staff to understand communication and language in greater depth, signposting up-to-date research, knowing how to identify different types of communication delay, and learning about dialogic teaching (encouraging pupils to learn by questioning and discussion) across the curriculum.</p> <p>Pupils can access all areas of the curriculum.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>
<p>Improve mastery of learning and acquisition of knowledge to ensure all learners know and remember more; particularly disadvantaged pupils in Languages, Maths and Humanities within EBacc element.</p>	<p>Professional training in place and embedded for all staff.</p> <p>Learners demonstrate secure knowledge and understanding on unit tests, typically 80%, before moving on to new material.</p> <p>All Pupils who do not achieve secure knowledge and understanding are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group</p>

	discussions, or additional homework/gap task – Quality Assurance records.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 12.5% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
Develop and sustain improved resilience and aspiration among disadvantaged pupils, improving pupil social and emotional wellbeing.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, CLIMB, Duke of Edinburgh, university and STEM visits, volunteering and impact projects in the local community particularly among disadvantaged pupils. • 100% of Y7 and Y8 pupils involved in enrichment. • Significant decrease in referral to Anna Freud, Washington Mind and Pastoral • Increased participation in 'One Voice' pupil council with focus on wellbeing, environment, antibullying and stewardship.

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost:
Behaviour Policy: A robust and consistent approach to behavioural expectations within the academy which allows all pupils to thrive in positive learning environments. Reflecting on the consequences of their actions when things go wrong.	EEF - 3+ Months. A consistent behaviour policy supports classroom management, reducing the number of permanent or fixed term exclusions which disadvantaged pupils are more likely to receive.	2,3,4, and 5.	N/A
Teacher training is focussed on ensuring quality first way teaching through the Great Teaching Toolkit. Teachers reflect on the key elements of excellent teaching and the science behind learning. Systematic phonics training with staff via Sounds Write.	EEF Attainment Gap Report 2018 – <i>"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. It is crucial; therefore, that schools focus all their resources on proven ways of improving teaching."</i>	1,2,4,5 and 6.	£2990 (Great Teaching Toolkit) £ 564 (sounds write training)
Consistent, high quality active retrieval homework supports pupil's knowledge and understanding. Homework clubs with support staff allow pupils time and space to complete this work in a conducive environment.	EEF 5+ months over a year. High quality homework and the opportunity to complete this work within school supports disadvantaged pupils who may have difficulty accessing quiet work spaces and/or technology	1,2, and 6.	£18292 (Homework support staff)
Modelling develops strategies for planning, monitoring and evaluating pupil's own learning. These focus pupils on the self-regulated learning of cognition. Pupils are able to consider the mental process involved in knowing, understanding, and learning.	EEF - Metacognition 7+ months progress over a year when developing cognitive processes as part of the school's curriculum and in subject specific lessons	6 and 7.	£0
Highly targeted, curriculum specific feedback enables pupils to refocus their actions to achieve their goal. Feedback enables pupils to understand and self-regulate their own improvements and progress.	EEF - Feedback 5+ months Clear and actionable feedback allows pupils to understand their specific strengths and areas for improvement.	2,6 and 7.	£0
All lessons within the academy focus on active retrieval . These activities take account of the prior knowledge that pupils bring to lessons and to help them to build upon this understanding. Additionally, anticipating common miscon-	(Karpicke & Aue, 2015, p.318) <i>'to be able to retrieve, use, and apply knowledge in the long term, it is highly effective to practice retrieving, using, and applying knowledge during learning'</i>	1,2,6 and 7.	£0

ceptions, and using diagnostic assessment to uncover them, is an important way to support pupils.			
<p>Extending the school day. Focussed on Year 11 and allowing teachers to review core content and allow pupils to develop a deeper understanding of the taught curriculum.</p> <p>National Tutoring Programme provides highly targeted intervention for individual pupils in Y9/10 focusing on identified gaps in English, Maths and Science – 15 hours per subject after school (Brilliant Club)</p>	EEF - 2+ months. Disadvantaged pupils may benefit from additional school time when engagement and attendance are secured.	2 and 6.	School Led Tutoring £28796 TLC live £1254 Brilliant Club £4176
<p>Teaching assistants to be deployed into lessons to support acquisition of knowledge for disadvantaged pupils. This work will be planned in collaboration with the classroom</p> <p>Recruit English and Maths specialist to focus on reading comprehension, writing, spelling and grammar, reasoning and functional skills in Maths – focus on Y7 and 8 in order to close gaps identified from KS2/Covid.</p>	EEF 3-4 months progress over a year when used in one to one or small group settings. Explicit connections need to be made between learning from everyday classroom teaching to structured interventions.	1,2,4,5 and 6.	English TA £39,757 Maths TA £37,279 SEMH £23,254

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost:
<p>Pupils are taught strategies in small groups to improve their reading comprehension. Focussing on decoding words, understanding language structures or developing vocabulary.</p> <p>Use of Reading Plus intelligent adaptive software to support.</p> <p>English literacy specialist recruited to support small group work. (School Led Tutoring Fund)</p> <p>NGRT - The New Group Reading Test is used to measure reading skills of pupils against the national average to diagnose next steps.</p>	<p>EEF 7+ months over the course of a year. Helping disadvantaged pupils in particular as they are less likely to own a book or read at home meaning they may not have previously acquired the necessary skills for reading or understanding challenging texts.</p> <p>Oxford Language Report and national case study 2021.</p>	1,2 and 6.	<p>£1500 (Reading plus)</p> <p>£3755 (Accelerated Reader)</p> <p>£25,939 (Reading support staff)</p> <p>7760 (NGRT)</p>
<p>Pupils are given the opportunity to read out loud in front of peers every day to develop their Oracy skills. With small group interventions for pupils who need support in this area.</p> <p>Oracy taught explicitly, children are given enough time for talk and</p>	EEF 5+ Months over the course of a year. Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful. Some pupils from lower socio-economic backgrounds are behind their advantaged counter parts.	1,2 and 6.	English TA £39,757

<p>to express themselves. Staff are also conscious of the need to model language and conversation, so children learn to recognise language structure as well as vocabular – quality assurance data.</p> <p>Vocabulary slides, including etymology, are used in each lesson, not just to display new words, but to actively integrate the teaching of vocabulary into lessons.</p>	Oxford Language Report and national case study 2021.		
<p>Phonics interventions, supporting pupils in small groups to develop their literacy skills through the development of pupils' knowledge and understanding of the relationship.</p> <p>Sounds Write implemented with small groups. Subject specialists available across the Academy – Geography, English and Science.</p>	<p>EEF 5+ Months over a year when taught explicitly and systematically to support children in making connection between sounds and written word. Some disadvantaged pupils may not have developed phonological awareness at the same rate as others.</p> <p>Oxford Language Report and national case study 2021.</p>	1	£564 (Sounds write training)
<p>Up to 4 x 30-minute numeracy intervention sessions each week to develop core numeracy skills. Working in small groups with a subject specialist.</p> <p>Maths specialist recruited to support small group work. (School Led Tutoring Fund)</p>	<p>Evidence on mathematics from the Teaching and Learning Toolkit alongside the findings from recent EEF projects suggest that interventions should include; explicit and systematic instruction, clear support for whole class instruction and must motivate pupils.</p>	6	£2000 (Sparx Maths)
<p>Individualised instruction allowing pupils to focus on their specific learning gaps and progress at an individual level. Identified Y9 and 10 pupils will access 15-hour blocks for English, Maths and Science with a regular impact review. National Tutoring Program (Brilliant Club)</p>	<p>EEF 4+ months of additional progress. Disadvantaged pupils are more likely to have a poor attendance rate and therefore will have knowledge gaps. Individualised instruction can allow pupils to consolidate learning and practise new skills.</p>	1,6 and 7.	<p>School Led Tutoring £11381</p> <p>TLC live £1254</p> <p>Brilliant Club £4176</p>
<p>Small group support focussed on reducing literacy and numeracy gaps identified from KS2. This is explicitly linked with normal teaching and planned with the classroom teacher.</p>	<p>EEF - 4+ months over a year when organised into short, regular sessions over a set period of time.</p>	1,6 and 7.	<p>English TA £39,757</p> <p>Maths TA £37,279</p>
<p>Attendance officer supports individual attendance gaps, liaising with families and tracking progress.</p> <p>Increased capacity through appointment of pupil support officer – attendance focus.</p> <p>Trust attendance officer appointed to support team.</p>	<p>“An evidence informed approach to improving attendance” by Durrington Research School outlines the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues.</p>	3,4 and 5.	£12,000 (attendance officer)

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost:
<p>Reading Canon – x15 books per year group. Pupils read age appropriate texts in form groups, read aloud, developing reading comprehension, inferring meaning from context linked to 9 protected characteristics, summarising key points and developing questioning skills. Library</p>	<p>EEF 7+ months progress over the course of a year - Successful reading comprehension allows pupils to develop their reading capabilities in an environment which allows effective but not overwhelming challenge. Oxford Language Report and national case study 2021.</p>	1,5 and 7.	£4893 (Reading canon)
<p>Developing oral language skills through spoken language and verbal interaction in the classroom. This occurs through targeted reading aloud and book discussion linked to 9 protected characteristics - 30-minute slots four times per week. Pupils with identified reading age, via accelerated reader, of a reading age less than chronological age also access support with trained staff via Reading Plus – 4x per week for 30 minutes.</p>	<p>EEF - 5+ Months progress over a year. Pupils from lower socioeconomic backgrounds are more likely to behind in language and speech skills which affect future learning. Oracy interventions allow pupils to catch up with peers. Oxford Language Report and national case study 2021.</p>	1,5 and 7.	£1500 (Reading plus)
<p>Embedding an academy wide approach to enhanced numeracy development – ALL staff as leaders of numeracy. Numeracy will form part of every Morning Meeting and weekly DEAR – Drop everything and reason sessions for every pupil. All staff trained in deliver.</p>	<p>Evidence on mathematics from the Teaching and Learning Toolkit alongside the findings from recent EEF projects suggest the importance of modelling positive attitudes towards numeracy whole school and the importance of developing pupil's ability to reflect on and articulate reasoning strategies.</p>	6	£0
<p>Regular opportunities for parental engagement allow leaders to involve parents in the learning process. These sessions cover; revision strategies, purpose of homework, reading, literacy and numeracy strategies. Reading Canon books for parents purchased alongside online virtual library to support parent reading club.</p>	<p>EEF - 2+ Months. Disadvantaged pupils are less likely to participate in formal and informal educational activities in holidays. Parental engagement sessions can support parents to assist their children's learning and self-regulation at home.</p>	1,4, 6 and 5	£0
<p>Development of pupil metacognition through timetabled revision days which provide pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for their independent revision. Suitable revision guide/material purchased for all disadvantaged pupils.</p>	<p>EEF - Metacognition strategies offer an additional seven months' progress over the course of a year when explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies encourages pupils to practise and use these skills more frequently in the future.</p>	7	£5310 (Revision guides)

<p>Academy wide approach to developing a culture of intrinsic motivation through metacognition with a particular focus on self-regulating motivation.</p>	<p>EEF - Impact for disadvantaged pupils are potentially +7 months when pupils have developed this motivation and it becomes independent and habitual.</p>	<p>4,5 and 7.</p>	<p>£0</p>
<p>Aspirational extra curricula opportunities in: science, STEAM, languages and humanities. The activities include: science club, local industry opportunities/context/Nissan, Art, Sport/PE, cooking, music (subsidised externally), language visits, educational excursion to battlefields, lakes and retreat.</p> <p>Scholars Programme implemented at Y9 to encourage disadvantaged pupils to access Russell Group Universities.</p>	<p>Children from the wealthiest backgrounds are 3 times more likely to take up music classes out of school hours than children from the poorest backgrounds. There is also a 20% participation gap in sport, a new report by the Social Mobility Commission reveals (Friday 19 July). "Our report shows that a young person may miss out on some of the most valuable experiences in life – a chance to bond with others, aspire to learn more, and gain the soft skills so important to employers – simply because of their social background and where they grew up. It is time to level the playing field"</p>	<p>4, 5 and 6.</p>	<p>£3087 (Enrichment)</p>
<p>Enrichment activities which develop metacognition and leadership skills such as CLIMB, Duke of Edinburgh and John Paul II Award.</p>	<p>EEF – Life Skills and Enrichment: "<i>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment"</i></p>	<p>4 and 5.</p>	<p>£260 (Duke of Edinburgh)</p>
<p>A careers curriculum which offers breadth and depth to pupils throughout their time in the academy through university visits, work experience, information, advice and guidance.</p> <p>Employ Careers advisor for Sixth Form.</p>	<p>EEF – Careers Education states: "<i>Careers education can be crucial in developing the knowledge, confidence and skills young people need to make wellinformed, relevant choices and plans for their future. This is especially true of pupils from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work."</i></p>	<p>3, 4 and 5.</p>	<p>£3087 (Enrichment)</p>

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

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Adaptive Literacy Intervention	Reading Plus & Sounds Write
Adaptive Numeracy Intervention	Sparx Maths
Sixth Form Careers and Guidance	Educational Development Trust
Attendance Officer/Support	Attendance 100
Mental Health First Aid	MHFA England
Mental Health and Youth Support	Washington Mind
Duke of Edinburgh Award	St Aidan's Catholic Academy
Music Tuition	Sunderland Music Hub/Peripatetics
Fishing	Wear Fishing
Tuition Partners	Brilliant Club

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A