

# Pupil premium strategy statement – Cockshut Hill School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	989
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year
Date this statement was published	October 2023
Date on which it will be reviewed	February 2024
Statement authorised by	Jason Bridges
Pupil premium lead	Gemma Sheerman
Governor / Trustee lead	Maryam Nkemena

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£584,775
Recovery premium funding allocation this academic year	£156,216
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£740,991

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium money to help us improve and sustain higher attainment, progress and attendance for disadvantaged pupils at Cockshut Hill School. We aim to ensure that disadvantaged students are in line with non-disadvantaged pupils nationally.

There are a number of key challenges we face that are preventing our disadvantaged students from attaining in line with and above national. Those challenges include numeracy, literacy and oracy levels on arrival at Cockshut Hill School. Attendance, learning behaviour in lessons, English as a second language and parental/carer engagement. Our approach will be responsive to the challenges we face as a whole school and also drill down to the individual needs of the students. This will be rooted in diagnostic assessment of students needs not assumptions and anecdotal evidence of the impact of disadvantage.

At Cockshut Hill School our expectation is that all pupils irrespective of background or individual challenges are able to read in line with or above their chronological age and can speak confidently and enunciate words correctly. This will allow students to access exam papers when they reach KS4 ensuring they are able to answer all questions and understand expectations. They will also enter society as well rounded, knowledgeable and confident citizens.

We expect all parents and carers regardless of language or barriers to engage in their child's education and be confident supporting them at home with the necessary skills and technology.

Our expectations are that all students have attendance above national average and feel safe and supported attending school every day.

The approaches we have adopted interweave to ensure students succeed where a range of challenges are present. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils outcomes and ensure high aspirations

- Identify where intervention is required early and ensure proven strategies are used to improve literacy, numeracy and oracy

Work closely with parents and carers to ensure there is a holistic approach to students attainment ensuring all parents and carers have the tools needed to access and give students the support required

To support our decision of how to use the pupils premium grant we have drawn upon the following sources:

- The EEF guide to the pupil premium with particular focus on evidence reviews in attendance, secondary literacy, metacognition and self-regulation.
- The Sutton Trust – school funding and pupil premium 2023

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b>  <u>2022-2023</u>            Average whole school disadvantage student's attendance was 87%</p> <p>Attendance for disadvantaged pupils is identified as a problem at both KS3 and KS4. We have established that disadvantaged pupils are more likely to become persistently absent which in turn can result negatively on their GCSE outcomes. Data shows us that year 11 students that fell in to the below 90% attendance bracket had an average progress 8 score of -1.21 with the disadvantaged students in that bracket scoring an average of -1.61. This is in comparison to our disadvantaged students whose attendance was above 97% scoring 0.68.</p>
2	<p><b>Literacy</b>            Our analysis shows that the current levels of literacy of our learners at CHS are;</p> <p>Y7 - 34% below, 33% of these are PP; and 17% significantly below, 17% of these are PP.            Y8 - 54% below, 53% of these are PP; and 35% significantly below, 35% are PP.            Y9 - 57% below and 45% significantly below; 59% of PP students are below, and 49% significantly below.            Y10 - 53% below and 33% significantly below; 58% of PP students are below, and 38% of PP are significantly below.            Y11 - 86% below and 78% significantly below; 85% of PP students are below, and 82% of PP are significantly below.</p>

3	<p><b>Parent and carer engagement</b></p> <p>Our analysis shows that disadvantaged pupil and families as well as those with English as a second language are less likely to engage with the school and attend school events. This includes engagement in behaviour and attendance intervention as well as academic support and intervention.</p> <p>In October 2023 26% (255) of pupils are disadvantaged and EAL</p> <p>Pre-pandemic attendance showed that average attendance to parent events was 63% compared to 73% of non-disadvantaged pupils. During the pandemic parent events were moved online. Where average attendance is not available due to the systems set up this was not as well received as we had hoped.</p> <p>Current (October 2022) data shows that 19% of pupils (187) are disadvantaged and EAL.</p>
4	<p><b>Mental health</b></p> <p>Within out school setting over the last 2 academic years the number of pupils needing additional support with social and emotional needs or mental health support has significantly increased. We have a number of students receiving some form of intervention and/or support.</p>
5	<p><b>Metacognition and self-regulation</b></p> <p>It has been identified that a large proportion of our disadvantaged pupils lack the skills required to think about their own learning explicitly and have the skill set to plan, monitor and evaluate what works for them. Disadvantaged students have also been identified with struggling with self-regulation, particularly the mental process involved in learning and retaining information and the motivation element of being willing to learn. One of the key drivers in this is the students not understanding the link between education and career and how to achieve their chosen path. This links to challenge number 6, students aspirations.</p>
6	<p><b>Raising aspirations</b></p> <p>A number of our disadvantaged pupils come from families who have little or no experience of higher education. Consequently, going on to university and the path and qualifications needed to their chosen career is unknown. Pupils from disadvantaged backgrounds often need additional support with college/6<sup>th</sup> form application process and additional exposure to post 16 options to make informed choice.</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
To ensure disadvantaged learners make comparable progress to non disadvantaged	<ul style="list-style-type: none"> <li>Percentage of students gaining a grade 4/5+ in English and Mathematics</li> <li>Progress 8 and attainment 8 score of the school</li> </ul>

To raise levels of attendance and punctuality of our disadvantaged learners	<ul style="list-style-type: none"> <li>Disadvantaged learner attendance is 94% or above</li> </ul>
To improve literacy levels of our disadvantaged learners	<ul style="list-style-type: none"> <li>To reduce the percentage of disadvantaged students that are below their chronological age for literacy</li> </ul>
To engage parents and carers in multiple events to support learner progress and outcomes	<ul style="list-style-type: none"> <li>Attendance above 75% at KS4 parent, carers and learner's events</li> <li>Successful implementation of multiple parent/carer community events</li> </ul>
To encourage emotionally healthy and positive behaviours in disadvantaged learners	<ul style="list-style-type: none"> <li>Positive impact from mentoring programmes</li> <li>Positive impact from pastoral intervention including reduction in behaviour sanctions and increase in praise points</li> </ul>
To support disadvantaged learners in gaining places at post 16 providers either studying a level 3 qualification, apprenticeship, or suitable alternative.	<ul style="list-style-type: none"> <li>To reduce the NEET figure to below 2%</li> <li>Number of students going on to study post 16 at level 3 or embark on apprenticeships</li> </ul>
To engage pupils in their learning and foster an environment of self-regulation and motivation in the classroom	<ul style="list-style-type: none"> <li>High levels of engagement from learners in subject reviews</li> <li>Disadvantaged learner's participation in tuition, extra-curricular and additional experiences to</li> </ul>

## 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: £410,813

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching and recruitment and retention of highly qualified staff	<p>The evidence suggests the use of 'metacognitive strategies' which get pupils to think about their own learning can be worth an equivalent of <b>7+ months</b> progress when well used.</p> <p>We aim to incorporate self-regulation into our teaching methods which allows our learners to learn the process of</p>	1, 2, 5

	<p>learning which will support them in their journey through education. The EEF metacognition and self-regulation of learning summary of recommendations can be found <a href="#">here</a></p> <p>Further information on metacognition and self-regulated learning can be found <a href="#">here</a></p>	
<p>Retention schemes for the best staff including whole school leadership opportunities.</p> <ul style="list-style-type: none"> <li>• Coaching and mentoring (Literacy focus) - £3000</li> <li>• Student leadership and voice - £2000</li> <li>• Tutoring lead £2000</li> <li>• Access arrangements £2000</li> </ul> <p>£9,000</p>	<p>The EEF research on recruitment and retention of teachers in disadvantaged schools indicates that there are 3 key factors relating to this. System level, school level and individual factor level, with financial incentives and leadership opportunities being in the first two categories. Financial incentives were found to have the most impact to retain expert staff at a systems level. Whilst workload was found to be the most effective at school level for retaining staff the leadership opportunities offered support the spread of workload. More information on the study can be found <a href="#">here</a></p>	2, 5
<p>Leadership bonuses for strong pastoral members of staff, who implement effective behaviour and attendance mentoring</p>	<p>The EEF research on recruitment and retention of teachers in disadvantaged schools indicates that there are 3 key factors relating to this. System level, school level and individual factor level, with financial incentives and leadership opportunities being in the first two categories. Financial incentives were found to have the most impact to retain expert staff at a systems level. Whilst workload was found to be the most effective at school level for retaining staff the leadership opportunities offered support the spread of workload. More information on the study can be found <a href="#">here</a></p>	1, 4
<p>Whole school embedding of the EEF literacy strategy in lesson through the employment of school based literacy lead.</p> <p>This will include the focus on disciplinary literacy across the curriculum, targeted vocabulary instruction in all subjects, implementation of complex academic texts in all subjects through the 'Love to read' strategy amongst other classroom opportunities,</p>	<p>The <b>EEF</b> suggests that early literacy approaches can have an impact of <b>4+ months</b> with reading comprehension strategies <b>6+ months</b>.</p> <p>The EEF guidance poster can be found <a href="#">here</a> which forms part of our whole school approach.</p> <p>The EEF <a href="#">guidance report</a> details prioritising disciplinary literacy across the curriculum well as the use of</p>	2

<p>increased opportunities for extended writing and accountable talk in all subjects.</p>	<p>academic text which encompasses our love to read strategy.</p>	
<p>Embedding the direct instruction model and task board in all classrooms based on the 5 principles of instruction by Shaun Allison and Andy Tharby.</p> <p>This will include ongoing professional development of how to successfully use task boards for maximum impact. As well as sharp focus by the lead practitioners on how to hone the 5 principles within lessons.</p> <p>£110,000</p>	<p>The EEF states that high quality teaching is pivotal in improving learner's outcomes and significantly narrow the disadvantage gap. The direct instruction model gives structure, routine, ensures consistency and develops teacher's subject knowledge. Based on the EEF Research and Rosenshines principle of instruction states that incorporating the 5 principles is good practice.</p> <p>More information on professional development to support good teaching practice can be found <a href="#">here</a>.</p> <p>Information from of incorporating Rosenshines principles can be found in the EEF blog post <a href="#">here</a></p>	<p>2, 5</p>
<p>Embed an effective coaching and mentoring programme to raise the standards of curriculum delivery across the school</p> <p>This will include staff qualifying with Andy Bucks Basic Coaching qualification. Those that are participating in mentoring will have Summit Learning Trust Professional Learning Institute training on expectations regarding mentoring. Staff will use their skills working with other for support and development.</p> <p>£51,700</p>	<p>The EEF <a href="#">effective professional development recommendations</a> identify the need for a 3 stage approach to effective professional development. Firstly focusing on the mechanism, ensuring effectiveness and taking in to consideration the context of the school.</p> <p>The EEF <a href="#">effective professional development guidance report</a> states that instructional coaching is a form of professional development that help to build knowledge, motivate, develop techniques and embed practice.</p>	<p>2, 5</p>
<p>Through achievement leaders embedding the use of year group intervention data analysis documents (YIDS) in classrooms to identify early underachievement from key underachieving subgroups and make strategic rapid interventions.</p>	<p>The <a href="#">EEF systematic review of feedback</a> overwhelmingly demonstrates that in a number of studies the outcomes of learners in the feedback groups increased. This has supported the granular data analysis at year group level which will focus on priority students across subjects for a period.</p> <p>YIDS will be created on a half term basis by achievement leaders to identify whole school student focus groups to ensure a triangulated approach to target specific students.</p>	<p>1, 2, 4, 5, 6</p>

	Monitored through subject reviews, subject leader QA, SLT QA and data outcomes.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £110,329

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sparx mathematics	<p>The <b>EEF</b> states that the effective use of homework can have an impact of <b>5+ months</b>. Online platforms allow all learners to access resources easily from home. Sparx maths identified that users made 83% more progress with just 15 minutes dedicated to utilizing the platform a week with a further 67% more progress for each additional 15 minutes.</p> <p>More information on the EEF research of the impact of homework can be found <a href="#">here</a>.</p>	5, 6
Lexonic and training of staff to deliver	<p>The <b>EEF</b> suggests that early literacy approaches can have an impact of <b>4+ months</b> with reading comprehension <b>strategies 6+ months</b>. More information on this can be read <a href="#">here</a>.</p> <p>The effective use of the lexonic programme with our targeted students can improve reading ages by an average of 27 months during a 6 week intervention.</p> <p>Staff will be trained to deliver small group intervention to learners identified through diagnostic testing.</p>	2, 5, 6
Giglets literacy development programme	<p>The Giglets online literacy development programme was found to be potentially more beneficial for our EAL and SEND learners as it has varying different languages on it and more ways for it to be inclusive. It can also be used as a way of solidifying students understanding when they had read a book as it had</p>	2, 5, 6



	tracking tools and 'assessment' style tools. At CHS we were trialling it on a one-year basis for it then to be (potentially) rolled out to the trust.	
<p>Year 11 period 5 (additional 4 hours teaching per week for academic year), delivered by teaching staff in students' teaching groups</p> <p>Students will access a period 5 lesson, 3-4pm Monday, Wednesday, Thursday and Friday every week. The lessons will be taught curriculum focusing on both new content and retrieval. Period 5 is mandatory and all students will attend, with support where necessary.</p>	The EEF suggest that extending the school day can have <b>3+ months</b> impact in a year. Although identified as a costly at the point of implementation the struggles of students avoiding additional revision session are eradicated with this approach. As the additional hours are compulsory students will benefit for 4 hours of additional taught curriculum per week. More information from the extending the school day toolkit can be found <a href="#">here</a> .	2, 5, 6
<p>School holiday small group tuition in GCSE/Vocational subjects at KS4</p> <p>School holiday small group tuition for English and Mathematics at KS3</p>	The <b>EEF</b> suggest 1-1 and small group tuition can have <b>5+ months</b> impact in a year. As identified by the <a href="#">EEF one to one tuition teacher toolkit</a> and <a href="#">EEF small group tuition toolkit</a> has the most impact when explicitly linked to normal lessons. Learners requiring intervention will be carefully selected based on prior attainment and data collection points	2, 5, 6
KS4 form time English and Mathematics delivered by English and Mathematics teachers.	This is a proven strategy that has been implemented over the past 3 years to support students with exam practice in core subjects	2, 5, 6
Embed regular opportunities for parent engagement events to support home learning and to build relationships with the school and parents/carers. Including parent information evenings at KS3 and KS4	<p>Parental engagement has a large and positive effect on children's learning.</p> <p>The <b>EEF</b> identified that Parent engagement has a positive impact of an additional <b>3+ month's progress</b> over the course of a year. We will be using the <a href="#">EEF summary of recommendations</a> to support our approach.</p> <p>Range of parental engagement across all year groups and key groups to support both student and parent has a positive impact on progress and well-being. Such events will follow a blended approach to allow for more flexibility around parent/carer commitments. Where communication is strong, students make better progress.</p>	3

	Improved parental engagement supports all stakeholders for best outcomes, both academic and welfare.	
Revision books, study guides and English literature tests supplied for all Year 10 students  £18,000	As stated in the <a href="#">EEF summary of recommendation for parent engagement</a> the book gifting will be alongside post 16 providers and careful advice on how to support learners at a dedicated information event.	2, 3, 5, 6
Two form time reading sessions per week for Years 7-10  Form time reader texts are mapped in line with personal development plan and the 9 protected characteristics  Teachers model fluent and expressive reading out loud in form  £1000	The <b>EEF</b> suggests that early literacy approaches can have an impact of <b>4+ months</b> with reading comprehension strategies <b>6+ months</b> .  The EEF guidance poster can be found here which forms part of our whole school approach.  The EEF guidance report details prioritising disciplinary literacy across the curriculum well as the use of academic text which encompasses our love to read strategy.	2
Employment of Mathematics tutor (50% school led tutoring grant)  £11,000	The <b>EEF</b> suggest 1-1 and small group tuition can have <b>5+ months</b> impact in a year. As identified by the <a href="#">EEF one to one tuition teacher toolkit</a> small group tuition has the most impact when explicitly linked to normal lessons. Learners requiring intervention will be carefully selected based on prior attainment and data collection points.	5, 6

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

Budgeted cost: £219,849

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative provision funding £24,000	When students are at risk of permanent exclusion and main stream school provision is no	1, 4, 5, 6

	longer an option, alternative provision in a smaller more suitable environment means students can still be successful and leave with qualifications for post 16 education.	
EWO 1 additional day per week with the support of interpreters to engage with hard-to-reach families £10,000	The <a href="#">EEF attendance intervention rapid evidence assessment</a> demonstrates that parent engagement has a small positive impact on learners attendance with mentoring having widely varying results. With this in mind and knowing that many academic studies have shown a direct link between attendance and progress towards GCSE grades, <b>19 days of school missed per year (attendance of 90%) equals one GCSE grade dropped on average</b> the planned use of a educational welfare officer supporting externally and building positive relationships will support attendance of key learner groups.  Interpreters available for parents of EAL utilised to ensure that key messages are delivered to parents, including the importance of attendance.	1
Designated wellbeing team to promote wellbeing and protection of mental health, as well as work directly with students and families at risk.  £39,900	Evidence from the <a href="#">EEF teacher toolkit</a> suggests that effective social and emotional education can have an impact of 4+ months for students. The wellbeing team as suggested in the toolkit will work on developing self management of emotions and targeting shorter regular sessions.	4
Senior pastoral lead behaviour appointed to ensure rigor in set up and implementation of the adapted behaviour system.  £20,000	The <a href="#">EEF toolkit for behaviour interventions</a> demonstrates an impact of <b>4+ months</b> when used to tackle anything from low level disruption to anti-social behaviours. The implementation of the Wave System allows students to receive different levels of support depending on their individual need. The senior lead will also support staff with behaviour management in the classrooms which will as supported by the EEF improve learners cognitive and social skills which could in turn lead to academic improvement.	1, 3, 4
KS3 & KS4 behaviour leads to oversee implementation and rigor to	The quality assurance process is more streamlined with pastoral leads overseeing each key stage. This allows appropriate levels of challenge	1, 3, 4

<p>each key stage as well as their own year group.</p> <p>£40,229</p>	<p>to ensure that rhetoric is reality. It also supports more inexperienced staff with their role and gives an escalation process when dealing with poor choices from students.</p>	
<p>Impact mentoring from 'Foundation 4 the future' for students at risk of disengagement in school and outside negative influence</p> <p>£24,000</p>	<p>The EEF toolkit suggests that mentoring can have an impact of 2+ months for moderate financial implementation. In general they suggest that it develop confidence and relationships and raise aspirations. Previous success with foundations for the future has allowed learners to develop relationships with mentors that they identify with by working through external and internal barriers to education and success. Students that are targeted for mentoring with external providers are those that are at risk of a higher wave on the behaviour system</p>	1, 4, 6
<p>Bouncing statistics mentoring to support students from disadvantaged backgrounds in raising aspirations and long term goal setting</p> <p>£16,720</p>	<p>The EEF toolkit suggests that mentoring can have an impact of 2+ months for moderate financial implementation. In general they suggest that it develop confidence and relationships and raise aspirations. Previous success with foundations for the future has allowed learners to develop relationships with mentors that they identify with by working through external and internal barriers to education and success. Students that are targeted for mentoring with external providers are those that are at risk of a higher wave on the behaviour system</p>	1, 4, 6
<p>Beaudesert Y7 trip</p> <p>£8000</p>	<p>Although the current research for impact of outdoor education is weak and the <b>EEF</b> cannot quantify a time-scale of impact it is something that on arrival students at CHS have limited experience of. The EEF suggest that although not measurable in months the impact on self-efficacy, motivation and teamwork is clear. More information can be found <a href="#">here</a>.</p>	1, 4, 6
<p>Subsidised cost of Ogwen cottage trip</p> <p>£8000</p>	<p>Although the current research for impact of outdoor education is weak and the <b>EEF</b> cannot quantify a time-scale of impact it is something that on arrival students at CHS have limited experience of. The EEF suggest that although not measurable in months the impact on self-efficacy, motivation and teamwork is clear. More information can be found <a href="#">here</a></p>	1, 4, 6

<p>Aspirational speakers and trips</p> <p>£1000</p>	<p>Whilst the EEF toolkit rates the impact of "Aspiration interventions" as unclear, a challenge concerning our disadvantaged pupils has been a lack of knowledge or experience of higher education or the professional world in their family settings.</p> <p>Our Careers leader has organised a number of external trips, university visits, post 16 events and speakers to engage and inform our learners of the path to success</p>	<p>4, 5, 6</p>
<p>Providing all food technology ingredients and containers</p> <p>£6000</p>	<p>Past experience has shown that a barrier to students engaging with practical subjects including food technology is the affordability of cooking ingredients. For the past 2 years this has been very successful and allowed all students to participate in the lessons.</p>	<p>1, 4, 6</p>
<p>Student laptop provision</p> <p>£4000</p>	<p>Audits completed on students in all year groups to assess the access to devices at home. Inaccessibility was identified as a barrier to completing homework and home learning/revision. Although through funding in previous years this has been overwhelmingly addressed we still have a significant number of pupils with no device access.</p>	<p>1, 2, 3</p>
<p>School nurse</p> <p>£8000</p>	<p>With a limited number of resources in the local community and reluctance of parents/carers to access healthcare when required the contract with the NHS on providing a school nurse means we have in house provision to support student needs. This will support students with health assessment, questions and concerns. The school nurse will also signpost and refer where appropriate.</p>	<p>1, 4</p>
<p>Unifrog</p> <p>£1000</p>	<p>The <a href="#">EEF careers and education infographic</a> states that careers education works best when students have personalised guidance. Unifrog allows impartial advice on course and opportunities at post 16</p>	<p>5, 6</p>
<p>Speech link</p> <p>£1000</p>	<p>The <a href="#">EEF identified speech and language support</a> as a strategy that can when implemented correctly have an impact of <b>7+ months</b>. Speech link allows screening and assessment to be implemented and then provides planned and resourced intervention.</p>	<p>2</p>

**Total budgeted cost: £740,991**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.*

*Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.*

	2019	2019 PP	2022	2022 PP	2023	2023 PP	2023 shadow	2023 PP Shadow
<b>P8</b>	-0.19	-0.20	-0.07	-0.29	-0.42	-0.93	-0.10	-0.56
<b>A8</b>	36.54	35.54	42.55	38.70	37.88	31.67	41.12	35.51
<b>Basics 4+</b>	36.8%	30.3%	53.5%	43%	47.3%	32.3%	51.4	35.4%
<b>Basics 5+</b>	17.2%	18.2%	37.5%	29.9%	26.9%	20.2%	29.6%	23.2%

Please see documents PP strategy review 2022-2023 for a comprehensive breakdown of the impact of each spend.

### Externally provided programmes

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

Programme	Provider
Foundations for the future mentoring	Foundations for the future
Bouncing statistics maths and mentoring	Bouncing statistics

