



Pupil Premium Strategy Statement

Academic Year 24/ 25

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

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

School overview

Detail	Data
School name	Alderman Knight School
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	32.5% (77 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Clare Steel
Pupil Premium Lead	Dale Wootton
Governor / Trustee lead	Tina Clark

Funding overview

Please note funding is based upon academic year rather than financial year

Detail	Amount
Pupil premium funding allocation this academic year	£84,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6, 658
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	£91 088

Part A: Pupil Premium Strategy Plan

Statement of intent

The Pupil Premium plan 2024-2027 priorities the school's three-year strategy to ensure that outstanding support and positive outcomes for our most vulnerable and disadvantaged pupils are sustained. This is in addition to our core provision and will in turn benefits all pupils.

When comparing data from previous academic years, it is clear that socio-economic disadvantage is not always the primary challenge our pupils face, as we do not see significant trends in the difference in the outcomes for disadvantaged pupils across the school when compared to their peers – particularly in Maths, English and Science. However, we are aware of certain challenges for this group of pupils, particularly in terms of their social, cultural capital, and out of school opportunities.

At the heart of our approach is high-quality teaching focused on areas that our disadvantaged pupils require most, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved, alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges - this section details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>The analysis of the academic outcomes for our pupils show that generally those young people designated as disadvantaged, make the same amount of progress compared to their starting points, as pupils not considered to be disadvantaged (as measured by receipt of PP). In many cases, the data shows they make better progress than their peers.</p> <p>This is in contrast to national data. However, Alderman Knight is a special school and the academic attainment of the very great majority of pupils is below expected expectations in English and Maths. This is due to their special educational needs and learning barriers. All pupils and students at AKS have an Education, health and Care plan (EHCP)</p>
2	<p>All pupils in the school will have some form of Communication and Interaction needs, which impact on academic attainment and personal and social development. Pupils have challenges around communicating and expressing their needs including social interaction difficulties. A focus on supporting the</p>

	development of Communication and Interaction skills underpins everything that AKS does to support pupils through the taught curriculum and all the additional aspects of the school day and opportunities provided for the pupils. An increasing number of young people are displaying social, emotional and mental health issues that as a school, working with outside agencies we need to support. A focus on communication, resilience and problem solving are key areas for development
3	<p>Engagement and Attendance</p> <p>Some pupils have extreme anxiety and additional complex needs (some medial) which impact on their ability to attend school consistently. For a few, their needs are a real barrier to access learning alongside their peers. Pupils often struggle to understand their own needs and cannot voice their opinions or why engagement or attendance can be a real barrier for them</p>
4	Some pupils in receipt of PP do not always have access to the same range of Extracurricular opportunities . Through observations and conversations with pupils and their families, we wish to support all pupils to have an extended range of additional and different opportunities outside the usual curriculum and extra-curricular activities offered in order to support development of pupils' cultural capital through school.

Intended outcomes based upon known areas of challenge

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure success. The outcomes all link with the school and pastoral improvement plans.

Intended outcomes	Success criteria
<p>SIP Objective 1 - Quality of Education</p> <p>Continuing to ensure barriers to learning across the curriculum are minimized for all by:</p> <ul style="list-style-type: none"> Improving the use of key baseline data across the curriculum Developing Teachers and TA confidence in supporting all pupils in developing literary, numeracy and IT skills across the curriculum Expanding the use of assistive technology <p>It is intended that the use of the improved range of data available to all staff, will support and enable planning for individual progression to be</p>	<p>Pupils make good/outstanding progress in all areas of the curriculum across the different key stages as measure by school assessment data and national qualifications where appropriate.</p> <p>Pupil's basic skills across the areas of literacy, numeracy and IT will have improved so they can be applied to other subject areas, therefore facilitating them making good or outstanding progress.</p>

<p>more focussed and personal. The data will provide a clear picture of strengths and areas for development across the curriculum and specifically literacy and numeracy</p> <p>Subject leaders will ensure there is a common understanding relating to the development of Literacy, Numeracy and Information technology skills so that support and teaching staff are able to provide accurate and targeted support for pupils, in their learning across the curriculum.</p> <p>The school will develop a clear AT (assistive technology) strategy that seeks to ensure technology is used effectively to reduce the operational barriers to learning that are limiting pupils' ability to achieve at their true potential</p>	
<p>SIP Objective 2 Personal and Social Development</p> <p>This will help support Communication and Interaction skills</p> <p>This objective has two aspects – both of which will support the development of pupils' confidence in communicating and interacting effectively with the wider community and as a result reduce the high anxiety many experience through interaction with adults outside of school or fear of new places and change.</p> <p>This is to be done through</p> <ol style="list-style-type: none"> 1. Working with different community groups 2. Extend links with employers and local businesses to support preparation for transition to college and employment, extend opportunities 	<p>All pupils will be part of a community project and will have shown an enhanced ability to communicate and interact with adults and other people in a different setting/ environment.</p> <p>Pupils will have developed a greater awareness of their local community and their part within it.</p> <p>All will feel confident about their future and what they may look like when they leave AKS and will have contributed to their transition plans</p>
<p>SIP Objective 3 - Personal and Social Development</p> <p>This will support improved engagement and attendance</p> <p>This objective is designed to support pupils be confident to advocate for themselves. This will enable them to feel confident that their learning pathway is being planned 'with them' rather than being 'done to them'.</p> <p>The intended outcome is that all pupils will have</p>	<p>Pupils will have developed an understanding of what it means to have different needs and how to manage these.</p> <p>Members of Alderman Knight community will develop their own understanding and feel confident to support pupils with furthering theirs.</p> <p>Pupils will have an understanding of what an EHCP is, what it means for them, how it supports them and be involved in the</p>

<p>an enhanced knowledge and understanding of their needs and what effectively supports them and this in turn will remove barriers to engagement and attendance.</p>	<p>process of reviewing these.</p>
<p>Enriching the Curriculum – part of SIP Part 1 – T+L All subject leaders will ensure their curriculum maps include mapping of all the additional and different opportunities that we wish them to experience while at AKS, such as science festival, literature festival, Music Gamelan workshop, Sports events</p> <p>Part 2 – Personal development A detailed plan of the additional opportunities that we wish for all pupils to experience will be mapped – these will include elements such as residential trips, theatre visits, travel by train/ bus etc. community links, work experience.</p> <p>Offsite visits in the local community:</p> <ul style="list-style-type: none"> • Year 10 Science - Visit to the Science festival • Year 7 Music – Gamelan Workshop • A visitor who comes into school: • Year 9 RE – A Humanist Visitor • Year 9 PE – Softball Experience • An experience in school: • Year 9 DT - Dyson Engineering Experience • Year 9 Music- Violin lessons 	<p>All pupils will have experienced a wide range of curricular opportunities that extend learning beyond the classroom.</p>

Activity in this academic year

This details how we intend to spend our pupil premium to address the challenges as well as support our work towards achieving the desired outcomes listed above.

Supporting high quality teaching and learning

Budgeted cost: £63, 215

Activity	Evidence that supports this approach	Challenge number(s) addressed and intended outcomes
<p>Employment of experienced support staff to support learning, develop independent learning skills and where appropriate deliver structured interventions</p> <p>The school has an experienced pastoral team including family support and operational safeguarding lead, two pastoral support working across the phases and a primary phase co-ordinator</p>	<p>School based evidence shows that pupils achieve more highly through the inclusion of focused TA support across the curriculum. The model adopted by the school provides for high quality support and consistency across the curriculum and supports both academic and PSD of our pupils. All TAs are experienced TAs</p> <p>Pupils receive additional and different support/ interventions dependent on need.</p> <p>Pupils in receipt of PP will be prioritised although these approaches are available and benefit all pupils</p>	<p>These staff support pupils overcome all challenges faced across</p> <p>1, 2, 3, 4</p>
<p>To support staff to understand the precise needs of the pupils, their cognitive abilities and strengths and areas that need developing, the school has sought to research and consequently purchase additional standardised diagnostic assessments.</p> <p>In addition to teacher assessment against national curriculum age related expectations the school has purchased a baseline testing carried assessment known as MiDYIS</p> <p>The school has employed an academic data manager to support staff in the use of data to help plan for progression.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>The school is data-rich and the 3 assessment periods across the year allow identification of pupils who are not achieving in line with their individual target grades</p> <p>The school has a strong teaching and learning team who are responsible for using data plus observations and 'pupil premium' progress meetings to discuss plans for additional support for pupils underachieving.</p>	<p>1,2, 3,4</p>

<p>Continued focus on Reading for Pleasure and developing and improving literacy skills in all subject areas. in line with recommendations in the</p> <p>The school uses Read, Write Inc and PP funding supports the purchase of the annual subscription. This year the school will also be using the Fresh start programme in Year7 and the subscription includes RWI phonics, Fresh Start online package, training and resources package.</p> <p>Accelerated Reader has been used for a number of years and is very successful</p> <p>Continuation of posts linked to reading and reading for pleasure (Reading Coordinator and Accelerated Reader and Library Coordinator).</p> <p>The school is going to transition from using 'Total Communication' to the more widely recognised 'Signalong' method of signing. Two new part-time TA posts have been created to support this.</p>	<p>Improving Literacy in Secondary Schools</p> <p>EEF - Literacy review</p> <p>EEF - Phonics</p> <p>EEF - Fresh Start Phonics</p> <p>DFE - Validated phonics</p> <p>EEF - Accelerated Reader</p> <p>These posts promote a love of reading and ensure that literacy is forms part of the curriculum considerations for all departments across the school.</p> <p>EEF - Literacy in Secondary Schools</p> <p>This is going to be sued with the whole school community as well as the local community to support pupils communicate effectively and with confidence</p>	<p>1, 2, 3,4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Funding CPD for staff to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p> <p>Funding for the purchase of resources for the teaching of maths (manipulatives).</p>	<p>There is strong evidence that high-quality professional development for teachers has a significant effect on pupils' learning outcomes and provides a cost-effective impact on attainment.</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes</p> <p>There is evidence to suggest that manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with</p>	<p>1,2, 3,4</p>

	<p>mathematical ideas.</p> <p>DFE - Improving mathematics in Key stage 2 and 3</p>	
<p>Supporting the development and recruitment and retention of leaders through providing time to undertake National Professional Qualifications</p> <p>Primary teacher completing the NPQSENCO</p> <p>Primary teacher due to undertake NPQLTD - Leading teaching development</p>	<p>There is strong evidence that high-quality professional development for teachers has a significant effect on pupils' learning outcomes and provides a cost-effective impact on attainment. The NPQ frameworks have been developed using all the available evidence that exists on effective professional development for teachers and leaders. Evidence-based training allows quality teaching to be demystified and adopted by more teachers, informed by the science of learning.</p> <p>EEF - Effective Professional Development Guidance</p> <p>Education Policy Institute et al - CPD review</p>	1
<p>Purchasing of equipment/technology to improve the learning experiences of pupils, enabling teachers to share information in different ways, removing barriers to learning and improving levels of</p>	<p>Evidence suggests that technology has the potential to help teachers explain and model new concepts and ideas.</p> <p>Technology can help teachers model in new ways and provide opportunities to highlight how people think as well as what they do.</p> <p>Using Digital Technology to Improve Learning</p>	1

Targeted support

Budgeted cost: £33,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of qualified staff to deliver highly structured interventions	<p>Pupils are for additional and different support/ interventions dependent on need.</p> <p>Pupils in receipt of PP will be prioritised although these</p>	1, 2, 3,

including Play Therapy, Green Screen therapy, occupational therapy and support from an educational psychologist.	<p>approaches are available and benefit all pupils. Targeted interventions will be designed to support young people to develop their social emotional skills involving working with individuals and small groups.</p> <p>To support this targeted approach the intervention practitioner is also upskilling school staff to ensure the support can be replicated at the universal level as well.</p> <p>EEF - Social and emotional learning</p>	
Mentoring for specific pupils	<p>Mentoring for young people with a trained member of staff to support building confidence relationships, resilience and character and raise aspirations.</p> <p>EEF - Mentoring</p>	1, 2, 3,
Bespoke support from trained pastoral team members	<p>1:1 and small group targeted support for pupils identified as needing additional encouragement to learn effectively.</p> <p>EEF - Behaviour interventions</p> <p>EEF - Mentoring</p> <p>EEF - Social and emotional learning</p>	1, 2, 3,
Pastoral support for pupils needing to improve their school attendance.	<p>Embedding principles of good practice as set out in Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>The school has an attendance officer as well as an Assistant Headteacher who is responsible for overseeing attendance.</p>	1, 2, 3,
Assistant Headteacher post for curriculum enrichment and engagement	<p>This post is pivotal in planning for enhanced opportunities for all pupils.</p> <p>It involved working with the pupils and parents on what those opportunities may be in order to provide an extended range of additional and different opportunities outside the usual curriculum and extra-curricular activities offered, in order to support development of pupils' cultural capital.</p>	4

Wider strategies

Budgeted cost: £11,239

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing the development of the school's afterschool club provision through paid post 'After School	<p>Learning Hive - After school Clubs</p> <p>Nuffield Foundation and Newcastle University - Value of After School Clubs</p>	2, 3, 4

Club Coordinator		
Resources such as paying for food studies ingredients, peripatetic music lessons, swimming, horse riding and educational visits	Disadvantaged families may be less likely to have access to funds to pay for educational visits and resources. Using the PP funds in this way allows all pupils to have access to the same curriculum and personal growth opportunities.	1, 4
Pastoral intervention from outside agencies/outreach professionals	Metacognition and self-regulation Behaviour Intervention Social and Emotional Learning	2, 3, 4, 5

Total budgeted cost for 24/ 25 = £108,100

Total Pupil Premium monies 24/25 = £91 088

To support this strategy the school will provide an additional £17 012



Pupil Premium Review of Strategy Statement

Academic Year 23/ 24

Pupil Premium strategy outcomes

This report details the impact of the school's pupil premium activities on pupil outcomes across the academic year 23/24

Review of 2023/24

Intended Outcome 1 - Improve pupils' attainment and progress in core subjects of English, Maths and Science relative to their starting points as identified through baseline assessments.

Improve access to our curriculum for all pupils by overcoming common barriers to learning including literacy skills, numeracy skills, IT skills and improving the range of assistive technology available to pupils

(School improvement plan (SIP) Objective 1)

Our assessments show that over a number of years pupil premium pupils make the same amount of progress compared to their starting points, than non-pupil premium pupils at Alderman Knight School. In many cases, the data shows they make more progress than their chronological peers. This is in contrast to national data.

Please note 5 sub-levels of progress is equivalent to one year's progress in an academic year – hence expected progress. However, for all our pupils who have additional needs 5 sub-levels of progress is exceptionally good progress.

The green highlighted figures show where progress for pupils has exceeded 5 sub-levels and hence is outstanding. Top row is for progress for Pupil premium pupils, second row is non-pupil premium.

SUB-LEVELS OF PROGRESS FROM BASELINE : KS2

	Art	DT	English	Food	Geography	History	ICT	Maths	Music	PE	R&W	Science
PP	3.82	3.64	4.36	4.18	5.18	4.18	4.45	3.36	5.27	4.82	4.45	4.18
Non-PP	4.38	3.96	4.62	4.04	5.23	5.15	5.08	4.38	5.65	4.96	5.23	5.23

SUB-LEVELS OF PROGRESS FROM BASELINE : KS3

	Art	Drama	DT	English	Food	Geography	History	ICT	Maths	Music	PE	R&W	Science
PP	4.10	13.00	4.02	4.60	9.62	5.62	4.45	4.98	4.19	5.88	3.62	5.71	3.79
Non-PP	4.42	11.86	4.08	4.63	8.03	5.53	4.25	6.38	4.48	5.83	4.48	5.94	3.00

For 2023/ 24 the data shows that across the curriculum in KS2 and KS3, PP pupils achieve good or better progress in all subjects. In many subjects, PP pupils make more progress from their starting points than non-PP pupils.

For 2023/24, in Maths, 100% of PP pupils met or exceeded their target at the end of KS4. In English, 90% of PP pupils met or exceeded their target at the end of KS4. In the Sciences, 100% of PP pupils met or exceeded their target at the end of KS4.

Intended Outcome 2

Pupils improve their communication and interaction skills to become confident communications in a range of different situations

Pupils' confidence, self-esteem, resilience and self-belief improve through an exciting range of activities, opportunities and experiences across the school year.

(SIP Objective 3)

Pupils work on communication and interaction through personal social development in tutor time and through additional responsibilities such as young leaders, peer mentors, school council and house captains.

All pupils and students had a variety of opportunities to demonstrate the communication skills they show in school in the wider community and unfamiliar situations. Each tutor group established a community link to enable pupils to engage with the community and make a difference.

Intended Outcome 3

Pupils have access to the appropriate support to help them cope more effectively with anxiety and manage change more effectively so that their behaviour and attendance improves.

Pupils' confidence, self-esteem, resilience and self-belief improve through an exciting range of activities, opportunities and experiences across the school year.

(SIP Objective 3)

Pupils have access to appropriate pastoral support to help them cope more effectively with anxiety and manage changes and transitions more effectively. During 2023/24 this included 1:1 mentoring, pastoral intervention and directed therapeutic well-being pastoral support.

In comparison to previous years, the average percentage difference between PP and non-PP attendance in school has decreased demonstrating the positive effects of pastoral support and the ability of pupils to cope more effectively with anxiety and manage changes and transitions more effectively. Across KS2, 3 and 4, the % difference in attendance between pp and non-pp is more stable than in previous years.

Attendance of pupils 2022/23

Year group	Number of PP	% Attendance	Number of non-PP	Non-PP Attendance	Difference
3	0	N/A	4	97.97	N/A
4	1	98.12	2	96.77	1.35
5	5	94.29	8	91.71	2.58
6	5	91.12	20	94.93	-3.81
7	9	82.92	27	93.27	-10.35
8	18	89.66	11	91.32	-1.66
9	12	91.38	21	94.03	-2.65
10	10	79.27	20	92.68	-13.41
11	10	84.31	22	87.94	-3.63

Average PP = 88.9% Average Non-PP = 93.4% Average Difference = -4.89%

Attendance of pupils 2023/24

Year group	Number of PP	% Attendance	Number of non-PP	Non-PP Attendance	Difference
3	0	N/A	2	93.6	N/A
4	2	91.4	5	97.3	-5.9
5	2	94.8	4	96	-1.2
6	7	94.1	17	95.2	-1.1
7	16	93.1	31	95.5	-2.4
8	10	91.3	23	93.8	-2.5
9	19	88.6	15	92.8	-4.2
10	12	88.6	19	93.7	-5.1
11	10	85.8	19	90.6	-4.8

Average PP = 90.9% Average Non-PP = 94.28% Average Difference = -3.4%

- In academic year 23/24 - The average attendance of pupils in receipt of PP was 90.9% across the school compared to 94.28% for non-PP pupils.
- In academic year 23/24 - The average attendance of pupils in receipt of PP in Primary was 93.43% compared to 95.5% for non-PP pupils.
- In academic year 23/24 - The average attendance of pupils in receipt of PP in KS3 was 91% compared to 94.03% for non-PP pupils.
- In academic year 23/24 - The average attendance of pupils in receipt of PP in KS4 was 87.7% compared to 92.15% for non-PP pupils.

Intended Outcome 4

Pupils have a broader range of experiences and opportunities and therefore engagement in learning is increased. Pupils make progress with both their academic and their personal and social development.

Pupils have enhanced opportunities for leadership across the school to improve their confidence, self-esteem, resilience and self-belief (SIP Objective 3)

A greater number of pupils took part in leadership activities leading to an improvement in their confidence, self-esteem, resilience and self-belief. Examples of these activities have included: being members of school council, representing the school at sporting events, peer mentoring, vice and house captain positions and taking part in their tutor group community link projects.

In terms of engagement with school, the data below shows a narrowing of the gap in attendance between PP and non-PP pupils over the last academic year.

- In academic year 23/24 - The average attendance of pupils in receipt of PP was 90.9% across the school compared to 94.28% for non-PP pupils. (Gap -3.38%)
- In academic year 22/23 - The average attendance of pupils in receipt of PP was 88.9% across the school compared to 93.4% for non-PP pupils. (Gap -4.50%)

Pupils have a broad range of experiences and opportunities at Alderman Knight School through promotion of personal growth and adults desire to provide pupils with a range of activities, opportunities and experiences that enrich the traditional curriculum offer. During 2023/ 24 there have been a range of trips, visits, external speakers and other opportunities. These opportunities were extended by the work of each tutor group through establishing meaningful links within the local community.

Further information regarding the work pupils from Alderman Knight School carry out within the community can be seen on the community page of the website - <https://www.aldermanknight.gloucs.sch.uk/community>

Intended Outcome 5

Disadvantaged pupils feel better prepared for career progression and /or further education opportunities through mentoring, work experience and opportunity. Pupils will have enhanced opportunities for work experience at KS4 and interactions with employers and the local community across the school. (SIP Objective 3)

Pupils leaving Year 11 moved on from AKS to a range of destinations in further education. All pupils had a wide range of opportunities to enhance their life chances following their time at Alderman Knight School. Beginning in KS3 and into KS4, pupils have a number of employer visits throughout the year and all Year 10 pupils took part in a successful mock interview day at The University of Gloucestershire.

Pupils are supported through the school's collaborative work with the Preparation for Adulthood (PFA) and transitions collective from Gloucestershire, which consists of Forwards, AIM Supported Internship Coordinator, Independence Travel Training Team, Future ME and Gloucestershire's Local Offer. As well as supporting the pupils and their families this collective has also supported staff so that they are better able to support young people with preparing for adulthood targets in their EHCPs and next steps.

Dedicated lessons in school including core teaching of Information Technology, Food Studies, Religion & Worldviews, P.E and Personal Social Development as well as English, Maths and Science at KS4 ensure that as broad a curriculum as possible is available to pupils to help prepare them for the progression outside of school.

In addition, At AKS we follow the recommendations of the 8 Gatsby Benchmarks. These benchmarks are in place to ensure schools follow a gold standard in their careers delivery. The Gatsby Benchmarks are part of the Government's Careers Strategy, statutory guidance for schools and further education colleges.

The eight Gatsby Benchmarks of Good Career Guidance are: A stable careers programme, A stable careers programme, Learning from career and labour market information, Addressing the needs of each pupil, Linking curriculum learning to careers, Encounters with employers and employees, Experiences of workplaces, Encounters with further and higher education, Personal guidance.

At AKS we achieved all 8 benchmarks – where the National average is 5.7 and locally in Gloucestershire the average is 5.5.

Externally provided programmes

The following non-DfE programmes/ software are used in school and is purchased through Pupil Premium monies.

Programme	Provider
RWI Phonics and Fresh Start	Ruth Miskin Literacy
Purple Mash	2 Simple
National College (inc National online safety)	The National College
Accelerated Reader	Renaissance
Maths Pad	Maths Pad
MyMaths	MyMaths
GoTeach Maths	GoTeach Maths
SENECA	SENECA
ClickView & Tig Tag	ClickView
Job Explorers Database	C & K Careers
PSHE Association	The PSHE Association - the national body for personal, social, health and economic (PSHE) education.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have a very small number of pupils who received the Service Pupil Premium allocation (3 currently) and these pupils access the same support and provision highlighted above.
What was the impact of that spending on service pupil premium eligible pupils?	All of these pupils made good or outstanding progress in maths. Two of these pupils made good or outstanding progress in English.