

Pupil premium strategy statement – [Godmanchester Bridge Academy]

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	261
Number of pupils eligible for pupil premium funding	54
Proportion (%) of pupil premium eligible pupils	22.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 – 27
Date this statement was published	December 2023
Date on which it will be reviewed	July 2025
Statement authorised by	Claire Pirrie
Pupil premium lead	Dominic Williams
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,920
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£79,920
Total Budgeted expenditure for this year	£79,920

Part A: Pupil premium strategy plan

Statement of intent

Our goal at Godmanchester Bridge Academy is to ensure that all pupils, regardless of their background or challenges, make significant progress and achieve high attainment in all subjects. To achieve this, our pupil premium strategy focuses on supporting disadvantaged pupils, including those who are already high attainers, to reach their full potential. We aim to use the funding to improve and sustain higher attainment for our most disadvantaged pupils, ensuring their outcomes are comparable to or better than their non-disadvantaged peers.

As we implement our strategy, we will carefully consider the challenges that our disadvantaged pupils face, such as a lack of cultural capital, oral fluency, vocabulary, aspirations, and expectations. Our approach will be rooted in robust diagnostic assessments and analysis, allowing us to address both common challenges and individual needs, rather than relying on assumptions.

At Godmanchester Bridge Academy, we believe that high-quality teaching is essential to our students' success, particularly for disadvantaged pupils. We have fostered a culture of collective responsibility for these pupils, involving governance, senior leadership, subject leadership, phase leadership, classroom teachers (where the real difference is made), and pastoral care.

The approaches we have adopted are designed to complement each other to help pupils to excel. To ensure they are effective we will:

- Set challenging work from our ambitious curriculum for all pupils including disadvantaged.*
- Intervene at point of identification of need.*
- Adopt a 360 approach where all staff take responsibility for the outcomes of our disadvantaged pupils and are committed to raising expectations and outcomes for all.*

Challenges

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

Challenge number	Detail of challenge
1	Attainment in maths of PP pupils is below peers across school – summer 2023 maths data shows that only 63.5% of pupils who are eligible for pupil premium funding reached the expected standard in mathematics, whereas 79.4% of

	pupils who are not eligible for pupil premium funding reached the expected standard in maths.
2	Attainment in writing of PP pupils is below peers across school – summer 2023 writing teacher assessment data shows that only 50% of pupils who are eligible for pupil premium funding reached the expected standard in writing, whereas 61.9% of pupils who are not eligible for pupil premium funding reached the expected standard.
3	Low engagement with reading at home / homework for PP pupils across the school
4	SEND - As of September 2023, 32% of pupils in receipt of Pupil Premium funding are also on the SEND register. This has a significant impact on the attainment data – wave 1 approaches implemented in all classrooms to support the learning of pupils with SEND.
5	Cultural capital - some of our families have limited opportunities to explore beyond their local area, which can restrict their children's exposure to diverse experiences.
6	Wellbeing of pupils and staff throughout the school.

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	December 2024 Update
Attainment for pupils eligible for pupil premium funding is in line with their peers in reading, writing and maths.	<ul style="list-style-type: none"> Standardised assessments- outcomes demonstrate attainment. End of KS2 outcomes to show that more than 65% of disadvantaged children meet the expected standard in Reading, Writing and Maths. An increase in the number of disadvantaged pupils who achieve greater depth at the end of KS2. Attainment gap between pupils eligible for pupil premium funding and those who are not is closed by end of cycle. 	<ul style="list-style-type: none"> 2024 KS2 SATs data shows that 80% of PP pupils achieve EXS+ in maths, 90% of PP pupils achieves EXS+ in reading and 70% of PP pupils achieved EXS+ in writing. This is higher than our target of 65% of pupils. The gap between PP pupils and non-PP pupils attainment in reading (13.9%), writing (18.3%) and maths (18.2%) remains.
100% of pupils eligible for pupil premium are given access to a wide range of experiences and activities that develop their cultural capital and promote their curiosity.	<ul style="list-style-type: none"> Parents and carers of disadvantaged pupils are proactively supported in ensuring participation on school trips and visits. Pupil surveys highlight enjoyment. 	<ul style="list-style-type: none"> Pupil premium funding has been used to fund 50% of cost for all trips and visits for pupils eligible for pupil premium funding. Pupil voice of pupils eligible for pupil premium highlights enjoyment of these visits All classes across the school went on at least

		one trip in the school year – pupil premium eligible pupils had funding for 50% of this visit.
Parents of pupil premium eligible children and the school work collaboratively to support children.	<ul style="list-style-type: none"> • 70% of pupils eligible for pupil premium funding complete reading / homework weekly. • Pupils eligible for pupil premium funding will access the same provision as their peers. • Parents and families of pupils eligible for pupil premium feel supported and are engaged with the school. • Parent voice of pupil premium eligible families feel their child is supported in school. • Reading at home and homework is completed by pupils who are eligible for pupil premium funding. 	<ul style="list-style-type: none"> • Currently, 63% of pupils eligible for pupil premium funding engage with weekly homework and reading. • Pupil voice of pupils eligible for pupil premium funding shows pupils feel supported in school

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: £ 0

Activity	Evidence that supports this approach	Success Criteria	Challenge number(s) addressed
<p>Continue to and embed the use of The Write Stuff ensuring all teachers and TAs (including new staff) are trained and supported to deliver quality first teaching.</p> <p>This will involve the English lead running CPD, purchase of online training and resources and funding release time to follow the English lead to work with staff.</p>	<p>The Jane Considine ‘The Write Stuff’ approach encapsulates many recommendations from the EEF research projects into improving literacy in KS1 and KS2.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>‘Some examples include their recommendations to: ‘Teach writing composition strategies through modelling and supported practice’ ‘Develop pupils’ language capabilities’</p>	<ul style="list-style-type: none"> • Progress in writing of pupils eligible for pupil premium funding is in line with others. • 65% of pupils eligible for pupil premium funding to reach the expected standard or higher in writing. 	1, 2, 4
<p>Develop and embed the use of White Rose Mastery Maths approach ensuring all teachers and TAs (including new staff)</p>	<p>The EEF states that, “Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left</p>	<ul style="list-style-type: none"> • Progress in maths of pupils eligible for pupil premium funding is in line with others. 	1, 2, 4

<p>and trained and supported to deliver quality first teaching.</p> <p>This will involve the maths lead having time out to support and plan with staff, deliver training and the purchase of supporting resources. We will also benefit from support and training from The Maths Hub.</p>	<p>behind, with gaps of misunderstanding widening.” They state that this is crucial for closing the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<ul style="list-style-type: none"> • 65% of pupils eligible for pupil premium funding to reach the expected standard or higher in maths. 	
<p>Annual schedule of CPD for all staff to support high quality teaching and learning supported by Rosenshine key principles.</p>	<p>Our approach to explicit instruction is Rosenshine’s ‘Principles of Instruction’.</p> <p>Worked examples with the teacher modelling self-regulation and thought processes is helpful.</p> <p>EEF Blog – Five evidence-based strategies for supporting teaching of pupils with SEND</p> <p>Regular CPD given to staff to support the learning for all of our pupils. Particular focus given to metacognition and</p>	<ul style="list-style-type: none"> • High quality teaching and learning delivered by teachers and teaching assistants – monitored by regular book looks, learning walks and monitoring by SLT & subject leads. • Academic progress of pupils eligible for pupil premium funding in line with their peers • Academic attainment of pupils eligible for pupil premium funding in line with their peers. 	1, 2, 4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<ul style="list-style-type: none"> • Academic progress of pupils eligible for pupil premium funding in line with their peers • Academic attainment of pupils eligible for pupil premium funding in line with their peers. • Pupil voice 	1, 2, 3, 4, 6

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

Budgeted cost: £ 29,525

Activity	Evidence that supports this approach	Success Criteria	Challenge number(s) addressed
<p>Daily opportunities for pupils to receive intervention or pre teaching around core areas of learning.</p>	<p>Afternoon catch up sessions are becoming increasingly common place in schools as they allow feedback to be given in a timely manner and for the misconceptions to be addressed whilst the children still have a good memory of the lesson. The NCETM say, "Same day intervention is designed to enable pupils to "keep up" rather than "catch up". It should address any points in the lesson that were not understood in order that all pupils are ready for the next lesson. The aim is that misconceptions are "nipped in the bud" at the point where they occur. More deep rooted difficulties should be addressed through a structured intervention programme which provides pupils with additional learning opportunities."</p>	<ul style="list-style-type: none"> • Academic progress of pupils eligible for pupil premium funding in line with their peers • Academic attainment of pupils eligible for pupil premium funding in line with their peers. 	<p>1, 2, 4</p>
<p>Nurture group provision provided for English and Maths sessions for pupils who require a tailored curriculum to enable best progress.</p>	<p>One to one tuition is an effective strategy for providing targeted support for children that are identified as having low prior attainment or are struggling in particular areas. One-to-One Tuition EEF educationendowmentfoundation.org.uk</p>	<ul style="list-style-type: none"> • Increased academic progress of pupils in nurture group provision to close the gap to their peers 	<p>1, 2, 3, 6,</p>

	<p>Small group tuition is most likely to be effective if it is targeted at children's specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Small Group Tuition EEF educationendowmentfoundation.org.uk</p>		
<p>Targeted 1:1 read write inc phonics intervention.</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>EEF – One to One tuition</p>	<ul style="list-style-type: none"> Phonics data for pupils eligible for pupil premium funding at or above at national average. 	2, 3, 4
<p>Before school daily 1:1 reading intervention for pupils identified to be academically behind their peers.</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>EEF – One to One tuition</p>	<ul style="list-style-type: none"> 70% of PP pupils reaching academic target in reading. Reading attainment of PP pupils in line with non-pupil premium pupils. 	2, 3, 4, 6

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

Budgeted cost: £ 50,395

Activity	Evidence that supports this approach	Success Criteria	Challenge number(s) addressed
<p>Family support worker**</p> <p>**Family worker employed using PP funding during 23/24 academic year. No family worker in school in 24/25 academic year.</p>	<p>EEF report that 'parental engagement is consistently associated with pupils' success at school' and that parental involvement programmes are often associated with reported improvements in school ethos or discipline. The EEF Teacher Toolkit also found that 'Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.'</p>	<p>Attendance of all of our pupils continues to be in line with the national average of 95%</p>	<p>3, 5, 6,</p>
<p>Provide a range of after school and lunchtime experiences to inspire the children, including OPAL play, to promote development of social skills and language.</p>	<p>Children talk to a range of peers in a range of year groups, creating stories, rehearsing vocabulary, taking risks, communicating, and enhancing social skills. Parents see us as approachable and talk to us and we offer early support.</p> <p>EEF – Play based learning</p>	<p>Reduced behaviour instances logged on Arbor.</p>	<p>5, 6,</p>
<p>To look after staff wellbeing to raise staff retention</p>	<p>Staff feel happy, confident and supported to carry out their role effectively.</p> <p>https://www.gov.uk/government/publications/teacherwellbeingat-work-in-schools-and-furthereducationproviders/summary-andrecommendations-teacherwellbeing-research-report</p>	<p>Evidence of increased staff wellbeing through staff pulse surveys.</p>	<p>6</p>
<p>Blue smile- counselling provision for identified children</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged children to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and Emotional Learning EEF educationendowmentfoundation.org.uk</p>	<p>Reduced behaviour instances logged on Arbor.</p> <p>Wellbeing of pupils raised – monitored through pupil voice.,</p>	<p>5, 6,</p>

Financial support towards trips, visits, events and extracurricular clubs	With reference to residential trips, EEF reports that ‘adventure learning consistently shows positive benefits on academic learning.’ There is also evidence of impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students. EEF’s ‘Improving Literacy in KS1’ report states that: ‘Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for ‘wider learning through talk’.	Pupils eligible for pupil premium funding continue to receive opportunities to experience new things. At least 50% of pupils eligible for pupil premium funding to attend at least one extra-curricular club.	1, 2, 3, 4, 5, 6
Support and counselling to be provided for pupils by Mel Chubb (councillor).	<p>We know from experience and from Maslow’s Hierarchy of Need that children need to feel safe, secure and value themselves to be able to learn and be challenged.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF – Social and emotional learning</p>	<p>Parent questionnaires show families feel supported with their children’s wellbeing.</p> <p>Continued high attendance of all pupils (95%+) across school.</p>	6

Total budgeted cost: £ [79,920]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Clubs

25 / 54 (46%) PP children attend a club.

4 PP children attend more than one club.

72/180 Non-PP Children attend a club (40%)

100/239 Pupils (whole school) attend a club (41.8%)

Attainment Data – Summer 2023

Maths (EXS+)

Year Group	All Pupils	PP Children	Non-PP Children	Gap
Whole School	74.7%	63.5%	79.4%	14.1%
Year 1	69%	50%	73.9%	23.9%
Year 2	80.6%	77.8%	81.8%	4%
Year 3	66.7%	40%	72%	32%
Year 4	74%	72.7%	75%	2.3%
Year 5	72.7%	45.5%	86.4%	40.9%
Year 6	85.7%	80%	88.9%	8.9%

Reading (EXS+)

Year Group	All Pupils	PP Children	Non-PP Children	Gap
Whole School	78.6%	80.7%	77.8%	+2.9%
Year 1	65.5%	66.7%	65.2%	+1.5%
Year 2	80.6%	88.9%	77.2%	+11.7%
Year 3	66.6%	40%	72%	-32%
Year 4	77.7%	81.9%	75.1%	+6.8%
Year 5	90.9%	90.9%	90.9%	0%
Year 6	89.3%	90%	88.9%	+1.1%

Writing (EXS+)

Year Group	All Pupils	PP Children	Non-PP Children	Gap
Whole School	58.4%	50%	61.9%	-11.9%
Year 1	55.1%	50%	56.5%	6.5%
Year 2	61.3%	55.6%	63.6%	8%
Year 3	53.4%	40%	56%	16%
Year 4	59.3%	63.6%	56.3%	+7.3%
Year 5	57.6%	45.5%	63.5%	18%
Year 6	64.2%	40%	77.8%	37.8%

Maths (GDS)

Year Group	All Pupils	PP Children	Non-PP Children
Whole School	19.1%	7.7% (4)	23.8% (30)
Year 1	6.9%	0%	8.7% (2)
Year 2	12.9%	11.1% (1)	13.6% (3)
Year 3	16.7%	0%	20% (5)
Year 4	25.9%	9.1% (1)	37.5% (6)
Year 5	30.3%	9.1% (1)	40.9% (9)
Year 6	21.4%	10% (1)	27.8% (5)

Reading (GDS)

Year Group	All Pupils	PP Children	Non-PP Children
Whole School	21.3% (38)	19.2% (10)	22.2% (28)
Year 1	17.2%	16.7% (1)	17.4% (4)
Year 2	16.1%	22.2% (2)	13.6% (3)
Year 3	13.3%	0%	16% (4)
Year 4	33.3%	36.4% (4)	31.3% (5)
Year 5	30.3%	27.3% (3)	31.8% (7)
Year 6	21.4%	0%	27.8% (5)

Writing (GDS)

Year Group	All Pupils	PP Children	Non-PP Children
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Whole School	7.3% (13)	1.9% (1)	9.5% (12)
Year 1	10.3%	0%	13% (3)
Year 2	3.2%	0%	4.5% (1)
Year 3	6.7%	0%	8% (2)
Year 4	7.4%	0%	12.5% (2)
Year 5	9.1%	9.1% (1)	9.1% (2)
Year 6	7.1%	0%	11.1% (2)

Academic Data 23/24

Reading

	Autumn			Spring			Summer			Gap
	EXS+			EXS+			EXS+			
	All Pupils	PP Pupils	Non-PP Pupils	All Pupils	PP Pupils	Non-PP Pupils	All Pupils	PP Pupils	Non-PP Pupils	
Whole School	69.5%	64.3%	71.9%	71.7%	65.5%	74.4%	70.4%	60.9%	74.8%	13.9%
Year 1	63.3%	30%	80%	56.7%	20%	75%	63.4%	36.4%	78.9%	42.5%
Year 2	73.3%	83.3%	70.9%	70%	83.3%	66.3%	73.4%	83.3%	70.8%	12.5%
Year 3	64.5%	60%	66.6%	74.2%	70%	76.1%	78.2%	70%	82%	12%
Year 4	50%	40%	52%	63.4%	60%	64%	73.3%	40%	80%	40%
Year 5	73.3%	71.4%	75%	73.3%	71.4%	75%	66.7%	71.4%	62.6%	8.8%
Year 6	90.9%	90.9%	90.9%	90.9%	90.9%	90.9%	87.8%	90%	87%	3%

Maths

	Autumn			Spring			Summer			Gap
	EXS+			EXS+			EXS+			
	All Pupils	PP Pupils	Non-PP Pupils	All Pupils	PP Pupils	Non-PP Pupils	All Pupils	PP Pupils	Non-PP Pupils	
Whole School	69%	53.6%	75.8%	72.3%	60%	77.5%	69.2%	56.6%	74.8%	18.2%
Year 1	73.3%	40%	90%	60%	30%	75%	66.7%	45.5%	78.9%	33.4%
Year 2	66.7%	50%	70.8%	66.7%	50%	70.8%	63.3%	50%	66.7%	16.7%
Year 3	77.4%	80%	76.2%	80.6%	80%	80.9%	84.4%	90%	81.8%	8.2%
Year 4	56.6%	40%	60%	66.6%	40%	72%	66.6%	20%	73.1%	53.1%
Year 5	66.7%	57.1%	75%	76.7%	71.4%	81.3%	66.6%	57.1%	75.1%	18%
Year 6	72.8%	45.5%	86.4%	81.8%	63.3%	90.9%	81.8%	80%	82.6%	2.6%

Writing

	Autumn			Spring			Summer			Gap
	EXS+			EXS+			EXS+			
	All Pupils	PP Pupils	Non-PP Pupils	All Pupils	PP Pupils	Non-PP Pupils	All Pupils	PP Pupils	Non-PP Pupils	
Whole School	56.6%	46.4%	61%	57.1%	49.1%	60.5%	58.4%	45.7%	64%	18.3%
Year 1	53.3%	30%	65%	46.7%	30%	55%	46.7%	27.3%	57.9%	30.6%
Year 2	60%	50%	62.5%	60%	50%	62.5%	60%	50%	62.5%	12.5%
Year 3	58%	50%	61.9%	58%	50%	61.9%	59.4%	50%	63.7%	13.7%
Year 4	50%	40%	52%	50%	40%	52%	60%	40%	64%	24%
Year 5	50%	42.8%	56.3%	63.4%	57.3%	68.8%	66.6%	57.1%	75.1%	18%
Year 6	66.7%	63.6%	68.1%	63.6%	54.6%	68.1%	63.6%	70%	60.9%	9.1%

EYFS Data

	Autumn			Spring			Summer			Gap
	EXS+			EXS+			EXS+			
	All Pupils	PP Pupils	Non-PP Pupils	All Pupils	PP Pupils	Non-PP Pupils	All Pupils	PP Pupils	Non-PP Pupils	
	Reading			Reading			Reading			
Combined	68%	55.6%	70.7%	76.9%	60.8%	81%	74.5%	66.7%	76.9%	10.2%
Ladybird	76.9%	60%	81%	77.8%	66.7%	81%	70.4%	57.1%	75%	17.9%
Butterfly	58.3%	50%	60%	76%	50%	81%	79.2%	80%	78.9%	1.1%
	Writing			Writing			Writing			
Combined	64%	55.6%	65.9%	73.1%	60%	76.2%	70.6%	50%	76.9%	26.9%
Ladybird	69.2%	60%	71.4%	74%	50%	81%	66.7%	42.9%	75%	32.1%
Butterfly	58.3%	50%	60%	72%	75%	71.4%	75%	60%	78.9%	18.9%
	Maths			Maths			Maths			
Combined	66%	44.4%	70.7%	76.9%	50%	83.3%	70.6%	50%	76.9%	26.9%
Ladybird	65.4%	40%	71.4%	70.4%	33.3%	81%	70.4%	42.9%	80%	37.1%
Butterfly	66.7%	50%	70%	74%	75%	75.7%	70.8%	60%	73.7%	13.7%

Attendance – September 2023 – December 2023

All Pupils	Non-PP Pupils	PP Pupils
94.98%	95.32%	94.01%

Attendance 2024/25

	All pupils	PP Pupils	Non-PP Pupils
Autumn Term	94.23%	92.7%	94.85%
Spring Term			
Summer Term			

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
The Write Stuff Writing Approach	Jane Considine Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils