

# Pupil premium strategy statement – Millais 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	896
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2025/26
Date this statement was published	June 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Dr Alison Lodwick Headteacher
Pupil premium lead	Ms Madeleine Daynes Assistant Headteacher
Governor / Trustee lead	Mrs Shirley Springer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,170
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0

# Part A: Pupil premium strategy plan

## Statement of intent

At Millais, our intention is to ensure that all students who are disadvantaged, regardless of prior attainment or background, are supported to achieve their full academic potential and participate fully in school life. We recognise that disadvantage can create a range of barriers to learning and our Pupil Premium strategy is designed to address these through high-quality teaching, targeted academic support and wider pastoral approaches.

Our priority is to ensure that disadvantaged students access a broad and ambitious curriculum and receive the support required to succeed alongside their peers. High-quality teaching remains the most effective way to improve outcomes, and our strategy focuses on developing staff expertise, early identification of need and evidence-informed intervention.

Our strategy is informed by the best available research, including guidance from the Education Endowment Foundation and other educational research organisations. This evidence-based approach enables us to evaluate and refine the strategies we implement to support disadvantaged students.

Our aim is for disadvantaged students to achieve consistently strong outcomes across subjects, with progress and attainment improving over time and the gap with their peers narrowing. We also aim to improve attendance for disadvantaged pupils so that it is at least in line with national averages.

Our strategy is underpinned by these key principles:

- Collective responsibility for disadvantaged students across all levels of leadership staff and governance.
- Evidence-informed professional development to support consistently high-aspirations, quality teaching, including a focus on Millais' core teaching principals (TIPs) in partnership with excellent subject knowledge.
- Early and targeted intervention, guided by the Education Endowment Foundation's tiered approach: high-quality teaching, targeted academic support and wider strategies to remove barriers to learning.
- Strong pastoral support, ensuring students feel supported, valued and ready to engage with their learning through mentoring, wellbeing support, belonging and community.

- Forensic monitoring and analysis of attendance, progress and engagement, enabling when necessary timely intervention and support where needed.
- Communication collaboration and Engagement with families, ensuring that parents and carers are partners in supporting students' academic success.

Through this approach, disadvantaged students are prioritised, their progress is closely monitored and the impact of our work is regularly reviewed to ensure that all students are able to succeed.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS3 & 4
2	Disadvantaged students' attendance is lower than their peers with the gap growing in KS4.
3	Disadvantaged students' reading ages are on average lower than their peers on entry to the school.
4	Disadvantaged students' cultural capital and parental engagement is on average lower than their peers.
5	Wellbeing survey's, discussions, observations, and results from Lucid Pass screener indicate that many students from disadvantaged families have lower resilience and increased social & emotional concerns.

## 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
Improved student attainment among disadvantaged students across the curriculum at the end of KS4.	Progress data for Years 10 and 11 demonstrates that the attainment gap between disadvantaged and non-disadvantaged students is narrowing. Disadvantaged students achieve strong progress across the curriculum and outcomes for disadvantaged students are at least in line with national disadvantaged averages.

Attendance gap between disadvantaged students and their non-disadvantaged peers reduced.	Attendance of disadvantaged students to be in line with the national average in 2026.
Improved reading comprehension among disadvantaged pupils across KS3.	Lucid Exact assessments in year 7 are repeated in year 9 and demonstrate improved comprehension skills among disadvantaged students and a smaller gap between them and their non-disadvantaged peers.
Disadvantaged students to participate in a wide range of enrichment activities. Disadvantaged parents to have increased engagement with school.	Disadvantaged students participate in enrichment activities at rates comparable to their peers, including educational visits, clubs and wider school opportunities. Socio-economic barriers are reduced so that disadvantaged students can access enrichment opportunities which support confidence, cultural capital and the development of skills needed to succeed across the curriculum. Attendance at parents' evenings for disadvantaged students increases and is in line with non-disadvantaged students by 2026.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by data collected from student voice, student and parent surveys, Lucid PASS results.

## 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: £15,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality research based CPD focused on driving the quality of teaching in 10 key areas (TIPs) including  Lesson openings High expectations and challenge Adaptive teaching	<a href="#">EEF Teaching Toolkit</a>  <a href="https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/">https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/</a>  <a href="https://evidencebased.education/the-great-teaching-toolkit-evidence-review/">https://evidencebased.education/the-great-teaching-toolkit-evidence-review/</a>  <a href="#">EEF Improving Literacy in Secondary schools</a>	1,3

Metacognition Literacy Feedback Positive behaviour for learning Active Participation Communication (oracy) Homework		
Quality Assurance reviews which will monitor the progress of disadvantaged students and lay out departmental improvement plans	<a href="#">EEF Teaching Toolkit</a> <a href="#">The EEF Guide to the Pupil Premium</a>	1,3
Staff CPD meetings (PIMS) to provide training on the bespoke needs of high profiles disadvantaged students	<a href="#">EEF Teaching Toolkit</a>	1,5
Strategic deployment of grouping sizes to increase pupil to teacher ratios in core subjects.	<a href="#">EEF Teaching Toolkit Reducing Class Size</a>	1
PRAM – Progress Review and Action Meetings. Termly meetings with curriculum and senior leadership, to identify, discuss and share intervention strategies and success for students who are under-performing. PP students are a focus here.	<a href="#">EEF Teaching Toolkit</a> <a href="#">The EEF Guide to the Pupil Premium</a> <a href="#">DfE - Supporting Attainment of Disadvantaged Pupils</a>	1
Year 11 Drop Down Timetable. All students will have access to whole-school revision sessions in the days prior to their GCSE exams in order to give them last-minute support and guidance, ready for their exams. PP students will benefit from guided support.	<a href="https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model">https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model</a> <a href="https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines#:~:text=More%20active%20strategies%2C%20such%20as,about%20the%20prospect%20of%20exams.">https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines#:~:text=More%20active%20strategies%2C%20such%20as,about%20the%20prospect%20of%20exams.</a>	1
Whole-school focus on metacognition through CPD and classroom practice, supporting students to understand how they learn and make effective choices.	EEF Teaching and Learning Toolkit identifies metacognition and self-regulation as high impact strategies (+7 months). Explicit teaching of these strategies particularly benefits disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1, 3, 5

<p>Explicit teaching of self-regulation strategies, particularly benefiting disadvantaged pupils who may require additional support in managing learning behaviours and decision-making.</p>	<p>EEF evidence shows that self-regulation strategies improve pupils' ability to plan, monitor and evaluate their learning, leading to improved outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1, 5</p>
<p>Use of neuroscience-informed approaches to develop metacognitive awareness and support behaviour and learning.</p>	<p>Research into cognitive science and adolescent development highlights the importance of helping students understand how their brain works to improve self-regulation and learning behaviours. The Action Your Potential programme supports this through a structured, neuroscience-informed approach which develops students' understanding of decision-making, behaviour and emotional regulation, alongside strengthening parental engagement.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://www.actionyourpotential.org">https://www.actionyourpotential.org</a></p>	<p>1, 5</p>

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

Budgeted cost: £41,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NGRT New Group Reading Tests – conducted annually for KS3 students. Interventions for the lowest 20% through Lexia. PP progress tracked and monitored. PP students given access to Lexia at home as well as school. Parents kept informed of progress and engagement.</p> <p>Lexia Intervention: small group intervention using Lexia to improve reading age, reading fluency, grammatical</p>	<p>Ofsted guidance on reading.</p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>1,3</p>

awareness, reading comprehension and phonics.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
Small group and one to one intervention (school led within inclusion team) – Specialist teachers	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1,3
The Scholars Programme provided for 11 Higher Attaining Disadvantaged in Years 9 /10 students annually. Widen aspiration and cultural capital.	The Brilliant Club’s Scholars Programme gives pupils from non-selective state schools the opportunity to work with a PhD researcher to experience university style learning. <a href="https://thebrilliantclub.org/evaluation/programmes-evaluation/">https://thebrilliantclub.org/evaluation/programmes-evaluation/</a>	1, 4

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

Budgeted cost: £94,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated attendance officer to closely monitor disadvantaged students’ attendance working closely with pastoral staff to build relationship with families implementing strategies where needed.	DFE 2016 -found the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. “Overall absence had a statistically negative link to attainment”. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	2
Purchase of ‘Action Your Potential programme’ to work in weekly partnership with parents to support all student’s wellbeing.	Parental engagement has a positive impact on average of 4 months’ additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4
Increased 1:1 career adviser Interviews for year 9 -11 students.	<a href="#">CEC report (2020)</a> : highlights importance of careers guidance. Effect sizes reported by <a href="#">Hattie (2016)</a> show that career’s interventions have an effect size of +0.38 and are likely to have positive effect on student achievement.	4,5
Provide high quality pastoral care including mentoring and	<a href="#">EEF Teaching Toolkit</a> reports that mentoring has a +2-month benefit to students	5

support of vulnerable students by Learning Mentors	Effect sizes reported by <a href="#">Hattie (2016)</a> show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.	
Student support Leaders of Year, counselling provision and youth mentoring programme to enhance pastoral capacity and support the effective monitoring of attendance and academic progress.	<a href="#">Link between attendance and attainment</a>  <a href="#">Counselling in schools</a>	1, 2, 5
Contingency funding to prevent students from being unable to access enrichment opportunities and have resources and equipment required for learning.	Students find it harder to access the curriculum if they lack the tools in which to do so. Supplying essential equipment and uniform alleviates some pressures in the home. Students will not feel disadvantaged at school if they have a same equipment as their peers.  <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	All
Implementation of a coherent whole-school Behaviour Code, ensuring consistent expectations and responses across all areas of the school.	EEF Improving Behaviour in Schools guidance report highlights the importance of consistent routines, clear expectations and staff responses in improving behaviour and engagement. A consistent, whole-school approach to behaviour reduces disruption and supports improved outcomes, particularly for disadvantaged pupils. DfE guidance (2022) emphasises that behaviour systems which are consistently applied are key to improving attendance, engagement and attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a> <a href="https://www.gov.uk/government/collections/improving-behaviour-in-schools">https://www.gov.uk/government/collections/improving-behaviour-in-schools</a>	1, 2, 5
Clear identification and tracking of “yellow line” behaviours (persistent disruption, truancy, defiance) to enable earlier intervention and targeted pastoral support.	EEF guidance identifies that effective behaviour systems rely on clear identification of behaviours and consistent response. Early intervention and targeted support are key to preventing escalation, particularly for disadvantaged pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1, 2, 5
Use of centralised systems (On Call, SLT triage, and behaviour monitoring via Bromcom) to ensure rapid	EEF Improving Behaviour in Schools report highlights the importance of swift, consistent responses to behaviour to minimise disruption and maximise learning time. Evidence shows	1, 2, 5

response to disengagement and to protect learning time, particularly for disadvantaged pupils.	that reducing lost learning time has a direct impact on pupil progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	
Development of structured reintegration processes following suspension or internal isolation, supporting disadvantaged students to successfully return to learning.	DfE behaviour guidance emphasises the importance of reintegration support following exclusion to reduce repeat incidents. EEF evidence highlights that targeted pastoral support and structured interventions improve engagement and behaviour outcomes. <a href="https://www.gov.uk/government/collections/improving-behaviour-in-schools">https://www.gov.uk/government/collections/improving-behaviour-in-schools</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1, 2, 5
Enhanced monitoring of truancy and lesson-level absence, including identification of “hotspot” locations and times, enabling targeted staff deployment.	DfE (2016, 2022) research demonstrates a strong correlation between attendance and attainment, with persistent absence significantly impacting outcomes. Early identification and targeted intervention are key drivers in improving attendance. <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	2
Introduction of a staged response to repeated truancy, ensuring earlier intervention for disadvantaged pupils.	EEF guidance identifies that structured, graduated responses to behaviour and attendance concerns are more effective than reactive approaches. Early intervention reduces the likelihood of persistent absence. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	2, 5
Increased pastoral follow-up (including same-day response and parental contact) to address barriers to attendance and engagement.	EEF Teaching and Learning Toolkit identifies parental engagement as having a positive impact (+4 months). DfE guidance highlights that rapid response to absence improves attendance outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	2, 4, 5
Development of Millais Alternative Provision (MAP) to support students at risk of exclusion, including disadvantaged pupils with SEMH needs.	EEF guidance on behaviour interventions highlights the importance of targeted support and structured environments for students with SEMH needs. DfE Alternative Provision guidance supports the use of personalised pathways to re-engage students at risk. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1, 5

	<a href="https://www.gov.uk/government/collections/improving-behaviour-in-schools">https://www.gov.uk/government/collections/improving-behaviour-in-schools</a>	
Provision of structured, supported learning environments with a focus on re-engagement, behaviour regulation and reintegration into mainstream lessons.	Evidence shows that structured environments and targeted interventions improve engagement and reduce exclusion risk. EEF research highlights the impact of behaviour interventions and mentoring on pupil outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1, 5
Use of external partnerships (e.g. West Sussex Alternative Provision College / 3R programme) to provide tailored pathways and qualifications where appropriate.	DfE Alternative Provision and inclusion guidance supports partnership working to provide flexible, individualised pathways that improve engagement and outcomes for vulnerable learners. <a href="https://www.gov.uk/government/collections/improving-behaviour-in-schools">https://www.gov.uk/government/collections/improving-behaviour-in-schools</a>	1, 4, 5
Implementation of the Action Your Potential programme to support students' understanding of behaviour, decision-making and emotional regulation.	EEF evidence shows that social and emotional learning approaches have an average impact of +4 months' progress, particularly for disadvantaged pupils. Research into adolescent development supports explicit teaching of self-regulation and decision-making. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <a href="https://www.actionyourpotential.org">https://www.actionyourpotential.org</a>	4, 5
Engagement with families through Action Your Potential to strengthen parental understanding and support improved outcomes.	EEF Teaching and Learning Toolkit identifies parental engagement as having a positive impact (+4 months), particularly when schools support parents in understanding how to help their children learn. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> <a href="https://www.actionyourpotential.org">https://www.actionyourpotential.org</a>	4, 5

**Total budgeted cost: £151,750**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Achievement of disadvantaged students at KS4

This data is based on provisional GCSE and equivalent results for 2025:

Attainment 8	Result	National
	2025	2025
All	51.3	45.95
Non - Disadvantaged	54.03	50.29
Disadvantaged	33.84	34.87
Gap	-20.2	-15.4

Ebaccalaureate APS	Result	National
	2025	2025
All	4.72	4.08
Non - Disadvantaged	4.97	4.49
Disadvantaged	3.1	3.02
Gap	-1.87	-1.47

% Strong Pass En & Ma Only	Result	National
	2025	2025
All	58.78	45
Non - Disadvantaged	61.33	53
Disadvantaged	42.5	26
Gap	-18.83	-27

#### Teaching & Learning:

High quality teaching is the most important factor in improving outcomes for disadvantaged students. To support this, the school has introduced T.I.Ps (Teaching Improvement Practices) as a shared framework for teaching and learning. T.I.Ps identify the core teaching practices expected to be embedded across lessons, planning and classroom routines, helping to ensure greater consistency in effective teaching across the school.

T.I.Ps underpin the school's professional development programme and support the high-quality teaching strand of the Pupil Premium strategy, ensuring that disadvantaged students benefit from strong classroom practice in all subjects.

The impact of this approach is monitored through the school's quality assurance processes. Quantifiable evidence of improvement is gathered through lesson observations, learning walks and quality assurance reviews, allowing leaders to evaluate the consistency of teaching practices and the effectiveness of T.I.Ps in strengthening teaching and learning.

### **Targeted Academic Support:**

The Reading Skills Development Programme tests all KS3 students for reading ability using the New Group Reading Test. Using this data the lowest 20% of readers are identified. Pupil Premium students are represented as part of this cohort. These students are then placed in intervention groups with a qualified teacher of reading, who uses reading strategies and the Lexia programme to develop reading skills and ability. The students are tested at the end of the programme (x2 a week for 11 weeks) to measure progress and impact.

80% of pupil premium students who have access the reading skills development programme have improved in their reading ability. With 66% of students improving to expected levels.

The Scholars Programme provided for 11 Higher Attaining Disadvantaged in Years 9 /10 students annually:  
11 students of which 9 were disadvantaged undertook this programme in 2023/24 with final grades as follows:

2 were awarded 1<sup>st</sup> class (1 disadvantaged)  
6 were awarded 2<sup>nd</sup> class upper (all disadvantaged)  
3 did not submit

The data capture in 2024/25 shows that 9 out of the 11 students above are making better than expected progress across all their subjects.

### **Wider Strategies:**

Designated attendance officer to closely monitor disadvantaged students' attendance working closely with pastoral staff to build relationship with families implementing strategies where needed:

Attendance for disadvantaged students at Millais is slightly higher than the West Sussex County Council average for disadvantaged pupils, at 85% compared with 84.2%. However, it still remains lower than that of our non disadvantaged students.

Purchase of 'Action Your Potential programme' to work in weekly partnership with parents to support all student's wellbeing and academic progress:

Increased 1:1 career adviser Interviews for year 9 - 11 students: Every PP student has an additional L6 Careers Adviser Interview scheduled for Year 10 – Year 11 to ensure extra time and support is given to student transition thinking. PP students are offered help with applications in addition to receiving advice.

Destination data indicates that the majority of students progress successfully into education, employment or training after leaving the school. At Millais, 93.9% of students are recorded as being in Education, Employment or Training (EET), which is above the West Sussex average of 87.5%. The proportion of students recorded as NEET is 1.4%, broadly in line with the West Sussex figure of 1.1%, while the proportion of students with unknown destinations is 4.8%, significantly lower than the West Sussex average of 11.4%. This suggests that the school's careers provision, guidance and post-16 support are effective in supporting students to secure positive destinations.

Enrichment support has allowed students to access trips and cultural and social capital opportunities. PP funding has ensured students have been able to attend whole year group experiences, allowing them to feel part of their community.

## 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
Lexia	Lexia Learning Systems LLC
Embedding Formative Assessment (2-year professional development programme).	SSAT
Lucid Pass	GL Assessment
How to build a Nuro Ninja	Action your potential
New group reading tests	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Mainly revision guides, Food Technology ingredients and a school trips.
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*