Pupil premium strategy statement – Iceni Academy (Methwold)

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	676
Proportion (%) of pupil premium eligible pupils	24.9%
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)**	2021-2024
Date this statement was published	November 2023 (revised)
Date on which it will be reviewed	September 2024
Statement authorised by	Richard Rushton
Pupil premium lead	Stuart Pryke
Governor / Trustee lead	Natalie Deen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,270
Recovery premium funding allocation this academic year	£46,349
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£223,619

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across a curriculum which is knowledge-rich and 'unapologetically ambitious and unashamedly academic' for all our students, including those eligible for the pupil premium.

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

At the centre of everything we do should be high-quality, adaptive teaching, from staff who are aware of pupil premium students, and actively use this awareness to ensure high-quality outcomes for those students. We will always be mindful and educationally observant of those students who require the greatest support, generally, but not exclusively, those students who are disadvantaged.

High quality, scaffolded teaching, is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

High quality teaching will ensure that any identified knowledge gaps, whether as a result of Lockdown, Covid or general 'knowledge' will be addressed in normal lesson provision but, if identified and necessary, additional support will be provided to ensure that knowledge gaps are filled. This will apply to all students.

It is often the case that knowledge gain and general academic progress is directly linked to an individual's literacy and numeracy skills. We will tirelessly drive-up standards of the whole academy's literacy and numeracy levels so that they are all commensurate with their chronological age, thereby allowing them to fully access their curriculum.

For high quality teaching to have its greatest impact it is essential that all students are in the academy as often as possible. Therefore, there is a clear focus, for each of the 3 years in this plan, on improving the attendance of those most at risk of making less progress than their peers. It is our intention that those students who are disadvantaged will have attendance that is at least as high, if not higher, than their peers. With this focus it is obvious that the percentage of PA students, including those who are disadvantaged, will decrease to at least in line with their peers.

We are clear that our academy has the golden opportunity to not only develop an individual's academic knowledge but also open doors to developing their cultural capital. We will endeavour to increase the number of opportunities available of all students to experience learning, in the widest sense, outside of the classroom. This may be through, for example, educational visits, outside speakers or music lessons.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged students is still significantly below that of their peers. In 2022-23, attendance of all students was 87.6%. For students eligible for PP, attendance was 76.44%. The challenge is to close the gap between PP students and their peers.
2	The attainment of disadvantaged students is below that of their non-disadvantaged peers.
3	The reading ages of those students who are identified as disadvantaged, is not always commensurate with their age, particularly for those students whose reading age places them in the bottom 20% of readers.
4	The Covid pandemic has had a massive impact on the availability of 'cultural' experiences for all students and the economic 'fall-out' from the pandemic is still being felt keenly by many of the academy population but, in particular, those students who are identified as disadvantaged.
5	Due to the rural nature of not only the academy but also the widespread locality of the villages, many students have limited exposure to the workplace, employers or employment opportunities.

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
The gap will close between students eligible for PP and their peers with regards to attendance at school, in line with or better than the national average.	The gap closes between students eligible for PP and their peers with regards to attendance, with attendance improving to be in line with or above national average and an overall reduction in PP students classified as PA when compared to previous years.
All PP students can fully access their learning and show their academic potential in assessments and exams.	All PP students to show an appropriate level of progress in their assessments and to reach their target levels as set by their staff.
All PP students can access, more freely, their learning opportunities both in the classroom and in their assessments/ exams.	All PP students have reading ages commensurate with their chronological age.
All teaching staff to be fully aware of those students in their classes who are PP to ensure that they make high level	PP students achieve their target grades and make appropriate levels of progress as shown by their assessment grades.

opportunities for them to succeed academically.	
Every faculty will plan and run an educational visit which will be accessible to all students and will be linked to the subject knowledge necessary for progress in these subjects.	All PP students will access at least one Educational Visit.
All students will have an increased opportunity to experience outside speakers with a focus on employment and career plans. Year 10 students will be given the opportunity to access Work experience (WEX).	A strong CEIAG curriculum will be delivered in KS3 and 4 ensuring that the students in KS4 know what they wish to do Post 16. A range of outside speakers will have spoken to the students throughout the years and across the academic year.

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: £6048.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff are aware of who the pupil premium students are in their classes, through CPD and support from senior leaders.	Staff knowing who the pupil premium students are will allow for close monitoring of student progress, and thus individualised support at classroom level for the academic challenges faced by students. *The EEF Guide to the Pupil Premium, p6.* Forecasted cost: £1512.20	2, 3, 4
People development activity, with a focus on the	The cycles of improvement model will focus on the effective building blocks of a strong lesson, including 'do now' strategies which will enable students to remember more, know more and do more over time. These cycles will also focus on effective questioning, scaffolding and identifying false proxies for learning.	2, 3

building blocks of a strong lesson.	Doug Lemov, 'Technique 20: Do Now', *Teach Like A Champion 2.0.* Jack Tavassoly-Marsh for Durrington Research School, 'Do Now Better', https://researchschool.org.uk/durrington/news/do-now-better Individualised instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction (+ 4 months progress) Questioning https://blog.innerdrive.co.uk/rosenshine-third-principle-of-instruction Forecasted cost: £1512.20	
Mentoring and coaching for teachers, with a focus on strong teaching and learning.	Coaching will allow for teachers to strengthen their teaching in areas specific to their own development needs but in line with strong pedagogical evidence bases, in order to ensure teaching is of a high-quality for all learners and especially those eligible for the pupil premium. Kraft, Blazar et. al., 'The effect of teacher coaching on instruction and achievement', https://journals.sagepub.com/doi/abs/10.3102/0034654318759268 Effective Professional Development Guidance Report, EEF. Forecasted cost: £3024.04	2, 3
Streamed/ set or mixed ability groupings will be used in order to enable all students to access high-quality provision that will aid their progress in individual subjects.	This model will, where possible, be deployed across all year groups with a positive focus on the lower academically able groups. Reduction in class size (+2 months progress) https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size Teaching Assistant Interventions (+4 months progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Within class attainment grouping (+2 months progress) https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions	2, 3

The staffing model allows for the appointment and deployment of staff who can use their positions to support all students, and in particular those students eligible for the pupil premium, to achieve all of the identified targets.		

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

Budgeted cost: £124,941.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention for those students who have low literacy and numeracy levels using Read Write Inc. (Fresh Start) and targeted, small group work with an HLTA.	Teaching Assistant Interventions (+4 months progress) https://educationendowmentfoundation.org.uk/e ducation-evidence/teaching-learningtoolkit/teaching-assistant-interventions Small group tutoring proves highly effective progress (+3 months progress) https://educationendowmentfoundation.org.uk/e ducation-evidence/teaching-learningtoolkit/summer-schools Phonics (EEF Teaching & Learning Toolkit) (+5 months progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 3

	The impact of adult support staff on pupils and mainstream schools http://eppi.ioe.ac.uk/cms/Portals/0/PDF%20reviews%20and%20summaries/Support%20staff%20Rpt.pdf?ver=2009-05-05-165528-197 Forecasted spend: £20, 791.28	
Reduce class sizes to maximise one to one time in classrooms.	Reduction in class size +2 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reducing-class-size	2
GCSE revision guides provided for all Year 10 and 11 Pupil Premium students, free of charge.	'[Dunlosky] concluded that these strategies would "help students regardless of age" and "enhance learning and comprehension of a large range of materials." In addition to this he also concluded that interleaved practice, elaborative interrogation and self-explanation also had much promise in terms of effective strategies.' Evidence based revision strategies | Meols Cop Research School Forecasted spend: £4000	2, 3
Deliver a variety of reading strategies to all students through curriculum time (reading comprehension strategies, the reading of academic texts and explicit vocabulary instruction) and form time activities to include the Iceni canon (a series of books all students at Iceni are entitled to read during their time at the academy), and 'Register and Read' which	Reading comprehension strategies (+6 months progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies *EEF: Improving Literacy in Secondary Schools* Guidance Report Forecasted spend: £16, 242.20	2, 3

exposes students to real-world, current affairs-related texts.		
Use of digital platforms for example Sparx Maths and GCSEPod to be available to all students. These can be used as intervention programs to supplement in-class teaching and for home learning.	Individual instruction in through various mediums including digital (+4 months progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/individualised-instruction Forecasted spend: £4007.60	2, 3
Use of afterschool 'booster', tutoring and revision/ intervention sessions to support knowledge development of targeted Key Stage 4 students.	Extending the school day for things such as tutoring or boosters (+3 months progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/extending-school-time Forecasted spend: £7000	2, 3
Use of external agencies to support KS4 students with revision strategies for their exams.	Metacognition and self-regulation (+7 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Forecasted spend: £2000	2, 3
1:1 and small group tuition, part funded through the NTP	Small group tutoring proves highly effective progress (+3 months progress) https://educationendowmentfoundation.org.uk/e ducation-evidence/teaching-learningtoolkit/summer-schools Forecasted spend: £12, 150	2, 3
The introduction of a KS4 learning mentor will support academic progress for	'Learning mentors provide support and guidance to children, young people and those engaged with them. They work to remove barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.' 8369_Practice_Guide_Inners.qxp (ioe.ac.uk)	1, 2

students eligible for the pupil premium.	Forecasted spend: £43,750	
Peripatetic music tuition is available to all students eligible for the Pupil Premium, with 50% subsidy provided by Norfolk Music Hub, and a further 50% subsidy provided through Pupil Premium funding. This makes instrumental tuition entirely free for a large number of students eligible for Free School Meals.	'Every child should receive a great music education. Learning about music and having the opportunity to play musical instruments and make music together is a vital part of a rich and rounded education. Music plays a key role in brain development. It helps to develop language, motor skills, emotional intelligence and collaboration skills.' https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people/what-the-national-plan-for-music-education-means-for-children-and-young-people Forecasted spend: £15,000	2, 4

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

Budgeted cost: £92,629.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to work on reducing PA and improve Whole school	The DFE published a report on the links between attendance and attainment in 2014. https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4 Forecasted spend: £10, 118.09	1

attendance, carrying out home visits, liaising with the LA regarding prosecution for PA. In addition, additional support will be made available to help overcome barriers to attendance, such as uniform concerns, or transport payments.		
Raising Achievement Manager (RAM) and Inclusion Room Manager will lead 'Zones of Regulation' (ZOR)	Effective behaviour intervention can improve academic outcome by +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning and regulating their behaviour. This approach can improve progress by +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2

sessions which will target students to help them with their emotional regulation ensuring that school is a more enjoyable and positive experience. RAM will also lead on other bespoke, targeted interventions.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Evidence to support the impact of the ZoR. https://zonesofregulation.com/research/ A curriculum designed to foster self-regulation in students with neurobiological impairments. https://zonesofregulation.com/wp-content/uploads/2023/05/zor_literature_review.pdf Forecasted spend: £15,632.87	
Students stationery - students will be provided - with all necessary equipment to ensure a prompt and purposeful start to learning.	QA shows that a significant number of PP students do not have the equipment they need in order to succeed with their learning. QA observations also show that when students have what they need, little learning time is lost. Forecasted spend: £3000	2

Transition visits to Primary Schools for Year 6 into Year 7 through Year 7 SSO who leads on Transition.	EEF: *Getting transition right* https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2 Forecasted spend: £1873.22	1, 4
Rewards for improved attendance, 100% attendance and general positive behaviours.	The Education Hub: *Why is school attendance so important and what are the risks of missing a day?* https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/ Forecasted spend: £3500	1
All pupils are exposed to firsthand experience of the outside world, through external speakers, work experience and life experiences, and educational and enrichm	The impact that Careers education can have on child development and enrichment. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careerseducation Review of current evidence on the way that employers can support schools to improve pupil education and economic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education?utm_source=/education-evidence/evidence-reviews/employer-engagement-in-education&utm_medium=search&utm_campaign=site_search&search_term=employer%20engagement Forecasted spend: £21000	5

ent visits.		
Student Support Officers (SSOs) will provide a supportive link between the academy and the identified families to improve engagement with learning, behaviour and attendance.	Best practice in parental engagement. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf Forecasted spend: £26, 768.02	1, 2, 3 and 4
Breakfast club and availability of snacks helps students focus and succeed in school, and also makes them more likely to attend the academy.	'Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.' National school breakfast club programme - GOV.UK (www.gov.uk) Forecasted spend: £10,737.28	1

Students have access to reading materials during this time, thereby improving literacy levels simultaneously.	15	

Total budgeted cost: £223,619

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The data below captures Key Stage 4 outcomes in 2019, 2022 and 2023 and details the impact that our pupil premium activity had on pupils in the 2022-23 academic year. Data for 2020 and 2021 has been omitted as performance measures were not published in these years due to the Coronavirus pandemic. Please note that there may be ongoing impacts of the Covid-19 pandemic on attainment data, which affected schools and pupils differently.

	2019	**2022**	**2023 (provisional data)***
Progress 8 (all students)	-0.5	-0.52	-0.39
Progress 8 (pupil premium)	-1	-0.54	-0.81
Basics 4+ (all students)	55%	57%	49%
Basics 4+ (pupil premium)	31%	45%	24%
Basics 5+ (all students)	38%	31%	31%
Basics 5+ (pupil premium)	14%	28%	14%

Please note that there will be some movement in the provisional data owing to several successful reviews of marking, including for the Basics measures.

The 2023 cohort was statistically significantly smaller than predecessor cohorts. There were 87 pupils in the cohort, 21 of whom were eligible for the pupil premium. In the above data, Progress has improved at cohort level, and the gap between students eligible for the Pupil Premium and their peers has closed slightly from 2019. There is likely to be a further shift in this data based on successful reviews of marking when the final data is released later in the academic year.

Wider attendance patterns also impacted the 2023 data set. When considering students who attended the academy 90%+ during Year 11, Progress 8 for all pupils moves to an estimated -0.22, and for pupils eligible for the Pupil Premium to -0.63. Attendance therefore had a significant impact on outcomes for all students, and demonstrates that where students eligible for the Pupil Premium attended school regularly, they made more progress than their peers with an attendance lower that 90%. Securing attendance will be a key focus for 2023-24.

The academy's 'Basics' data (4+ in English and maths) is below the national average (67.8%), and will be a key focus moving forwards.

In addition to this, the overall EBacc entry for 2023 was 66%. For students eligible for the pupil premium, 62% were entered for the EBacc measure. This is due to an ambitious curriculum which supports all students to follow a suitably challenging pathway. We are pleased with this commitment to equality of curriculum access for all students.

Strategy outcomes

This grid shows the intended outcomes for students eligible for the Pupil Premium, and progress made towards achieving these outcomes. 2022-23 is the end of the second year of the current strategy.

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
People development activity, with a focus on scaffolding and adaptive practice	The cycles of improvement, which focused on teaching and learning at the start of the academic year, had a strong focus on questioning which allows both for scaffolding (questioning to check understanding, support and interrogate thinking or extend and challenge students) and adaptive practice and adapting learning based on the outcomes of that questioning. Questioning included targeted cold-calling to ensure high levels of participation, and strategies to ensure all students were given the opportunity to think hard and participate in all phases of the lesson. The cycle ensured that implementation has not been treated as a one-off event, and allowed staff to develop a range of questioning skills across the cycle to use in their practice.	£5381.59
The staffing model allows the appointment of staff who can use their positions to support all students, in particular those who are	The academy was well staffed in 2022-23 in most subject areas. Recruitment plans were made to enable the use of small class sizes wherever possible, and the deployment of Learning Support	£65,122.32

PP, to achieve all of the identified targets.	Assistants to support students and classes. There were, however, some vacancies remaining due to the national recruitment and retention picture. The use of Heads of Year allowed for closer monitoring of students eligible for the Pupil Premium.	

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

Activity	Impact of this approach	Actual Spend
Small group intervention for those students who have low literacy and numeracy levels using Literacy Tool Box Online and targeted, small group work with an HLTA	Small group intervention took place using a range of strategies which both impacted students in an academic sense and in a well-being sense which in turn allowed students to access their learning more successfully.	£12,382.20
Deliver the PiXL 'Build Up' programme to enhance literacy and numeracy levels in Year 10 and 11	The 'Build Up' programme, from PiXL was delivered to students in Years 10 and 11. This helped support English progress where progress moved to – 0.24 for all students.	£3375.00
Reduce class sizes to maximise one to one time in classrooms	Wherever possible, class sizes were reduced. This was particularly the case for students with lower prior attainment.	Spend is accounted for in other lines related to staffing.
GCSE revision guides provided for all Year 11 Pupil Premium students, free of charge.	This was a successful strategy, which allowed students equal access to revision guides at home as well as in the academy. This supported the progress of disadvantaged students to improve by 0.19 when compared to 2019.	This activity was able to be completed using revision guides already held within the academy.

Deliver a variety of reading strategies to all students through curriculum time, 'Build up' and 'General studies', and Form time activities.	The form time activities (the Iceni reading canon and 'Register and Read') in particular had a positive impact on reading outcomes, with pupil premium reading ages improving by an average of 14 months in a 8-month period. In addition, 10% of students eligible for the pupil premium made higher or much higher progress than expected. A further 60% of pupils eligible for the pupil premium made expected progress, higher than the national average (50%). Read, Write Inc. (Fresh Start), a synthetic phonics package, was introduced during the academic year with staff training taking place and early implementation in place towards the end of the year, ready for a wider roll-out in 2023-24. This showed early positive impact on the reading ages of students eligible for the pupil premium.	£12,412.32
Use of digital platforms for example Hegarty Maths and SAM learning to be available to all students. These can be used as intervention programs to supplement inclass teaching and for home learning.	Hegarty Maths was swapped for Sparx Maths during the year, and the subscription to SAM Learning was ended. Instead, the academy subscribed to GCSEPod. In both cases, the resources allowed students eligible for the pupil premium and their peers to access high quality provision at home. As a result, Progress 8 improved for all students, and for PP students from 2019.	£2000
Use of afterschool 'booster', tutoring and revision sessions to support knowledge development of targeted students.	Online revision sessions were well attended by students eligible for the Pupil Premium, and in particular the online aspect of these sessions enabled those students who may have faced transport issues to attend more sessions.	Spend is accounted for in other lines related to staffing.

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

Activity	Impact of this approach	Actual Spend
Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA. 'Get to green' initiative being run in form time.	Attendance was a key focus for the academy, and must be an increasing focus in 2023-24. For Year 11 students who attended the academy 90%+, their Progress 8 measures were higher than their peers with lower attendance.	£21,336.31
Raising Achievement Manager (RAM) will lead 'Zones of Regulation' (ZOR) sessions which will target students to help them with their emotional regulation ensuring that school is a more enjoyable and positive experience. ZoR will also be taught, explicitly, to the Year 7 cohort, having been taught to Years 8-11 last year.	These interventions – both Zones of Regulation and more bespoke interventions based on need – disproportionately benefitted students eligible for the Pupil Premium, developing skills of emotional literacy and regulation. This will be developed further through the use of 'The Hub' in 2023-24.	£10,881.36
Safeguarding manager to support the Attendance Officer with identifying those 'vulnerable' students who require additional attendance support and home visits.	The role of Safeguarding Manager was crucial in supporting students eligible for the Pupil Premium in 2022-23, facilitating home visits and attendance support as well as pastoral and safeguarding support. This contributed to improved outcomes for students eligible for the Pupil Premium when compared to 2019.	£13,331.26
Student Support Officers (SSOs) will provide a supportive link between the academy and the identified families to improve engagement with learning, behaviour and attendance.	These roles were vital in supporting students eligible for the Pupil Premium, with one SSO linked to each year group. The pastoral support provided allowed for improved outcomes for students eligible for the Pupil Premium when compared to 2019.	£24,812.64

Children have the opportunity to engage in a continually developing broad and balanced knowledge rich curriculum, which enthuses them to want to come to the academy.	This continued to be a key focus for the academy. Students are not limited as to their option choices, irregardless of their context. To this end, 62% of students eligible for the Pupil Premium were entered for the EBacc measure (compared to 66% of the whole year group).	Spend is accounted for in other lines related to staffing.
Rewards for improved attendance, 100% attendance and general positive behaviours	Students were rewarded through termly assemblies, and through the introduction of the 'Gold Book'. These had a good impact for all students, but was funded entirely through a separate budget line during the year.	No spend incurred.
All pupils are exposed to firsthand experience of the outside world, through outside speakers, work experience and life experiences, through educational and enrichment visits.	A number of students eligible for the Pupil Premium were able to attend educational and enrichment visits at a reduced cost or free through the use of Pupil Premium funding. For these students, they were able to access the experience the outside world.	£905

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

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

Measure	Details

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

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.