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Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Horbury Academy
Number of pupils in school	1109
Proportion (%) of pupil premium eligible pupils	25.6% (284 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Nicky Walker, Principal
Pupil premium lead	Steve Care, Assistant Vice Principal
Governor / Trustee lead	Jenny Read

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282,555
Recovery premium funding allocation this academic year	£71,001



Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£353,556

Part A: Pupil Premium Strategy Plan

Statement of Intent

<p>At Horbury Academy we have the highest expectations of what every pupil can achieve regardless of their context or starting point with an aspiration to provide a world class education for all young people within our community. We are ambitious for all our young people, and we have a relentless approach to creating a positive ethos for learning and a success culture.</p> <p>We understand that it is vitally important that we get the basics right, for example high quality first teaching, attendance and parental engagement, as if these are not in place, standards of our pupil premium pupils will not improve, and their life chances will be affected.</p> <p>Our actions and plans to address the challenges and barriers that are specific to our academy, are evidence based and underpinning this is research from the following areas:</p> <p>The Education Endowment Foundation (EEF),</p> <p>DfE guidance on Pupil Premium,</p> <p>Evidence from schools within our Trust and local educational community.</p> <p>Our PP Strategy is not a stand-alone document and is integral to wider school plans such as our whole academy literacy strategy and attendance strategy.</p> <p>All members of staff and the governing body at Horbury Academy accept responsibility for our disadvantaged pupils and are committed to meeting their academic and pastoral needs, ensuring they are challenged to achieve, and that early intervention occurs when this has been identified through robust diagnostic assessment.</p>

Challenges

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

Challenge number	Detail of challenge
1	Teaching and learning: Data shows improving progress and attainment of our disadvantaged cohort at key stage 4. However, internal and external reviews and quality assurance has shown that, although there has been continuing progress in developing a strong climate for learning and expectations of disadvantaged pupils and a strong pedagogy in place to support their learning at key stage 3, there is not full consistency across all subjects and not all staff are aware of the individual needs of all disadvantaged pupils. Therefore, progress of our disadvantaged pupils at key stage 3 is not where we expect it to be.
2	Attendance: Our attendance data for 2022-2023, whilst showing improvement from 2021-2023, indicates that attendance among disadvantaged pupils is 6.9% lower than for non-disadvantaged pupils. 43.6% of disadvantaged pupils have been 'persistently absent' (PA) compared to 26.9% of their peers during 2022-2023. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Parental engagement and involvement: Our internal data shows that disadvantaged parental engagement is lower than non-disadvantaged parental engagement for parents' evenings, parental information evenings and use of MCAS. There are several 'hard to reach' disadvantaged families in each year group who do not engage fully in their child's education which has a direct impact on their attendance. Furthermore, although engagement of parents has improved over the year 2022-2023, parental 'involvement' in their child's learning is an area of challenge to address.
4	Literacy and numeracy: Evidence from internal and external assessments show that a higher proportion of pupils in the disadvantaged group arrive with below average English skills and many pupils eligible for the disadvantaged funding have reading ages significantly below their chronological reading age. A higher proportion of pupils in the disadvantaged group arrive with below average maths skills.
5	Pastoral: Our assessments, observations and discussions with parents show many disadvantaged pupils have Emotional and Behavioural Difficulties (EBD), social skills difficulties, lack of home support, incorrect uniform and require counselling/mentoring and tailored intervention courses e.g., mental health and/or anger management. This results in them not making as much progress

	as their non-disadvantaged peers and in particular, having higher than average suspensions and repeat suspensions and lower than average attendance.
6	Aspirations: Many of our disadvantaged pupils have had fewer life experiences and have not taken part in the same breadth of events as non-disadvantaged pupils e.g., enrichment activities, school trips, sports teams and pupil leadership groups. Through assessments and discussions with pupils and their families, these pupils do not have the same cultural capital, aspirations and expectations for their education post-16 as non-disadvantaged pupils.

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
Close the gap between disadvantaged and non-disadvantaged pupils across the curriculum at KS3 and KS4.	<p>Progress 8 gap between disadvantaged and non-disadvantaged closes at KS4.</p> <p>Progress 8 score improves on 2022-2023 figure of – 0.43 to a positive Progress 8 score for 2023-2024.</p> <p>Gap between disadvantaged and non-disadvantaged pupils achieving or exceeding expectations closes at KS3.</p>
To improve disadvantaged Persistent Absence (PA) measure and to improve disadvantaged attendance across years 7-11.	<p>Gap closes between disadvantaged and non-disadvantaged attendance from figure of 6.9% in 2022-2023.</p> <p>Gap closes between disadvantaged and non-disadvantaged PA from figure of 16.7% in 2022-2023.</p> <p>Overall attendance for disadvantaged is 90% or above for 2023-2024.</p>
Increased engagement and involvement from disadvantaged parents/carers in their child's education.	<p>Increased attendance at parents' evenings and parental information events.</p> <p>'Harder to reach' disadvantaged parents/carers decrease in number due to parental engagement strategy.</p> <p>Increase in the 'involvement' of parents in their child's learning.</p>

Improved literacy and numeracy skills of disadvantaged pupils at KS3 and KS4.	An improved progress 8 score in English and Maths at GCSE from 2022-2023 of 32% 4+ and 22% 5+. % of disadvantaged pupils who are achieving or exceeding expectations at KS3 in English and Maths increases from the 2022-2023 academic year where 78.3% (English) and 73.6% (Maths) achieved or exceeded their target in KS3.
To sustain and improve our pastoral support for all pupils, particularly our disadvantaged pupils.	Rigorous and robust provision mapping in place for targeted pupils that leads to: Decrease in suspensions, repeat suspensions and behaviour incidents. Improved attendance.
Improve opportunity for all pupils, particularly our disadvantaged pupils, to enhance their curriculum and pupil leadership experience inside and outside of the classroom.	All disadvantaged pupils have the opportunity to experience curriculum enhancement throughout 2023-2024. Qualitative data from pupil voice and pupil surveys will show positive impact of curriculum enhancement. Increase in pupil leadership experiences for disadvantaged pupils.

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: £105,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on professional development of all teaching staff through our Teaching and Learning Development Groups (TLDGs), Boys Driver Group, National Professional Qualifications	There is strong evidence that effective professional development can have a positive impact on pupil outcomes: <i>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality</i>	1, 4

<p>and support for Early Career Teachers.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p><i>teaching can narrow the disadvantage gap.”</i></p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>The Boy Question: How To Teach Boys To Succeed In School - 1st Edition (routledge.com)</p>	
<p>Embedding whole academy literacy strategy with focus on four strands of ‘Think It, Say It, Write It and Read It.’</p> <p>This will involve ongoing teacher training and support and release time. We will fund a percentage of the salary of the Director of English to lead on the literacy strategy.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Brooks’s What Works for Literacy Difficulties? (theschoolpsychologyservice.com)</p> <p>Oracy Across the Curriculum: The Evidence - Voice 21</p> <p>Internal Pupil Voice surveys showed improvement in the frequency and application of the strategy across the whole school and strengths of literacy were evident across the academy through internal deep dives.</p>	1, 4
<p>Development of our ‘vulnerable pupils’ review process.</p>	<p>Internal evidence from curriculum reviews in 2022-2023 in Core and EBAC subjects showed the developmental nature of</p>	1

<p>These will focus on the pedagogy in place for all pupils but with a particular focus on vulnerable pupils (Pupil Premium, SEND and boys).</p> <p>We will fund our Academy Improvement Partner to carry out these reviews and they will involve release time for teachers and teacher training and support.</p>	<p>these reviews and how they led to improved pedagogy within these subjects.</p> <p>This process will be rolled out to other areas within the academy which will allow us to tailor pedagogical improvement to improve teaching as</p> <p><i>"The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils."</i></p> <p>School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Consistent application of the Disadvantaged First Strategy across the Academy at all levels.</p> <p>We will fund a percentage of the salary of Directors of English, Maths and Science to lead on and work specifically with groups of pupils with a high percentage of disadvantaged pupils.</p>	<p>EEF Pupil Premium guide – <i>'When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.'</i></p> <p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 4

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

Budgeted cost: £35,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led	Tuition targeted at specific needs and knowledge gaps can be an effective	4

<p>tutoring for pupils who have been identified as most at need through our internal data analysis. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>We will fund a percentage of the salary of Directors of English, Maths and Science to lead on and work specifically with groups of pupils with a high percentage of disadvantaged pupils.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Development of a timely and focused year 11 mentoring programme for disadvantaged pupils.</p> <p>We will fund revision guides and materials for mentees.</p>	<p>Success of mentoring programme 2022-2023 which showed improvements in English, Maths and EBAC and Open basket subjects for disadvantaged pupils alongside improved attendance and aspirations.</p> <p>EEF studies show that academic mentoring has a positive impact on attainment.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 5, 6
<p>Adopt a range of literacy interventions including phonics training, reading buddies, immersive literacy days, Literacy Planet literacy platform and Reading Matters and Reading Buddies programmes.</p> <p>We will fund Votes4Schools and Literacy Planet programmes and reading materials.</p>	<p>Internal data has shown literacy interventions have had a clear impact on targeted PP pupils.</p> <p>Research has shown the positive impact that phonics, reading comprehension strategies and oral language interventions can have on targeted pupils.</p> <p>Literacy EEF (educationendowmentfoundation.org.uk)</p>	4

	Brooks's What Works for Literacy Difficulties? (theschoolpsychologyservice.com)	
<p>Targeted and focused out of school support programme for year 11, with a focus on disadvantaged pupils for targeted academic support.</p> <p>This will be used to fund February and Spring half term support programmes and our Easter College.</p>	<p><i>"For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits."</i></p> <p>School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 4

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

Budgeted cost: £154,933

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of targeted and focused attendance plan to address the gap in attendance between disadvantaged and non-disadvantaged pupils.</p> <p>We will fund salaries of our Attendance Officer and Educational Welfare Officer (EWO) and recognition rewards for improved attendance.</p>	<p>Internal data shows that below average attendance impacts negatively on progress of disadvantaged pupils and that when attendance interventions are timely and focused, this has a positive impact on attendance.</p> <p>Attendance plan incorporates many of the strategies highlighted in DfE guidance (<i>August 2022</i>)</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>EEF Guide to Pupil Premium states that <i>"Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy."</i></p>	2, 3

	<p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	
<p>Development of pastoral strategies with focused HUB and Special Educational Needs (SEN) interventions with our most vulnerable and disadvantaged pupils.</p> <p>We will fund a percentage of salaries of our HUB, SEN, California Drive staff, child protection officer and mental health practitioner salaries to run interventions with identified vulnerable pupils.</p> <p>This will also be used to fund uniform for our most vulnerable and disadvantaged pupils.</p>	<p>Internal evidence shows many disadvantaged and vulnerable pupils have EBD, social skills difficulties, lack of home support, incorrect uniform and require counselling/mentoring and tailored intervention courses e.g., mental health and/or anger management.</p> <p>EEF Guide to Pupil Premium states that</p> <p><i>“The most significant non-academic challenges to success in school, including behaviour, and social and emotional support, which also may negatively impact upon academic attainment.”</i></p> <p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK (www.gov.uk)</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	2, 5
<p>Implementation of targeted and focused parental plan to address parental engagement of parents/carers of our disadvantaged pupils.</p> <p>We will fund parental engagement events within the Academy and in the local community. We will fund a percentage of our 5 Pastoral Year Leaders’</p>	<p>EEF evidence shows that increasing parental engagement can have a positive impact on progress.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF planning guide 2022-2023 reflects that</p> <p><i>“evidence also suggests that engaging parents through targeted interventions can be successful.”</i></p>	2, 3

salaries to work specifically with hard-to-reach parents/carers of disadvantaged pupils.	School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)	
<p>Careers guidance and enhancement and pupil leadership opportunities provided for disadvantaged pupils to ensure they are supported through each stage of their education and that aspirations are raised.</p> <p>We will fund some careers support through a dedicated careers advisor, curriculum and enhancement opportunities.</p>	<p>EEF evidence on aspiration – “<i>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</i>” Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</p>	6

Total budgeted cost: £361, 235

Part B: Review of outcomes in the previous academic year
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<p><u>Strand 1 – Quality teaching for all</u></p> <p>Year 11 data – The progress 8 figure for our Pupil Premium cohort was –0.43, with English and Maths 4+ at 32% and 5+ at 22%. We acknowledge that this figure is not where we want our disadvantaged progress to be even if there has been an improvement from 2021-2022 where the progress 8 figure for our Pupil Premium cohort was –0.99. This is a focus for the academy and is rightly an integral part of our strategy this academic year.</p> <p>Curriculum deep dive and review processes demonstrated evidence of the impact of quality first teaching and learning on disadvantaged and vulnerable pupils. Deep Dives in English, Maths, MFL, Science and History showed clear strengths regarding disadvantaged pupils.</p> <ul style="list-style-type: none"> • Strong climate for learning and expectations of vulnerable pupils
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- Through discussion with pupils and lesson visits, it is evident that staff take the time to build positive relationships with vulnerable pupils and they have a good understanding of vulnerable pupils' individual needs.
- Vulnerable pupils were clear about a strong pedagogy in place to support them in their learning.
- Lesson visits and pupil voice showed clear evidence of pupils being able to recall and retain knowledge.
- Pupils were able to explain about how the literacy strategy is embedded in English lessons through 'Think It' and 'Say It'.
- Pupils with SEN were clearly accounted for when considering groupings of pupils.

These deep dives have been useful for identifying common strengths which can be shared with other departments but also individualised areas for development which have already been acted upon. Therefore, these deep dives will be widened to other curriculum areas and will form part of our plan.

The impact of support for Early Career Teachers (ECT's) was shown through our four ECTs successfully passing their final assessment of year one (x3 ECTs) and year two (x1 ECT). Internal quality assessment of all four ECT's demonstrated progress against teacher standards. We have eight ECTs in the next academic year (x4 year 1 ECTs, x4 year 2 ECTs) and subsequently, this area will form a core part of the 'Quality teaching for all' strand of our plan.

The Accord Literacy strategy had been fully rolled out this year with all four strands now being fully used within classrooms (Think It, Say It, Read It and Write It). There has been a Teaching and Learning Development group focused on the Literacy strategy where staff from different subject areas have developed key ideas and themes which then leaders directly back to work completed in departments. Whole academy professional development sessions, learning walks and quality assurance of the literacy strategy had allowed leadership to ensure that the strategy is having the desired impact. Time to further embed the literacy strategy is in place for the 2023-2024 academic school year.

Our professional development programme this year has ensures that the Teaching and Learning Development groups have once again developed and driven academy priorities through the development of teaching standards across the academy and the trust. Staff worked towards a teaching and learning showcase of the work they have developed and the impact that they have had within their own departments. Internal evidence via a staff questionnaire and appraisal information has shown the positive impact the professional development is having on the quality of teaching for individual staff but also within and across departments.

Strand 2 – Targeted approaches

Literacy interventions have had a clear impact on targeted disadvantaged pupils. 91% of targeted year 7 disadvantaged pupils that took part in our Reading Buddies

programme made progress in their reading age with 50% making between 1-2 years improvement in their reading age across the programme. 100% of targeted year 8 disadvantaged pupils that took part in our Reading Matters programme made progress of 1-4 years reading age across the programme. Three literacy immersive days were held for 11 targeted year 7 disadvantaged pupils and each day showed a positive impact on more advanced vocabulary and sentences used by pupils. 91% of pupils involved in intervention through the immersive learning days made expected progress by the end of the academic year, having been below expectations at the start of the intervention. The positive nature of these approaches, combined with the lower-than-average literacy levels that our disadvantaged pupils arrive at the academy with, means that literacy intervention will continue to form part of our new plan with extra capacity built into existing English staffing to provide high quality academic tutoring for our disadvantaged pupils.

Work with academic tutors has had a positive impact in numeracy with all 59 disadvantaged pupils involved in numeracy interventions showing increased scores in Maths and 44% of PP pupils are now working at expected or exceeding expectations compared to 0% before their intervention. With 56% of these pupils not yet at expected, and the lower-than-average levels of numeracy of our new year 7 disadvantaged intake, this will form part of our new plan.

Our year 11 mentoring programme for disadvantaged pupils shows that the programme has had a clear impact on progress for those pupils involved. 100% of pupils involved in the programme had made college applications and their attendance was 6% higher than the average across the year group for disadvantaged pupils. The average progress 8 of those year 11 pupils who were mentored was -0.27 compared to the overall progress 8 for disadvantaged pupils of -0.42 . Disadvantaged pupils who were part of the mentor scheme improved their progress 8 score from -0.85 at the first data point in year 11 to -0.42 .

Targeted support was provided for disadvantaged pupils in year 6 in advance of their move to Horbury in year 7 including meeting with 'hard to reach' parents, Education Welfare Officer and SENDCo meetings with feeder primary schools, parent/carer information evenings, extra transition visits and the transfer of key information. Pupil and parent discussions have shown that this transition work has been beneficial in preparing disadvantaged pupils for their transfer to Horbury Academy and will continue to form part of our new plan.

Strand 3 – Wider strategies

Disadvantaged attendance for 2022-2023 (86.7%) was higher than 2021-2022 (85.1%) as was disadvantaged persistent absence (43.6% in 2022-2023 compared to 46.3% in 2021-2022). Against national average then our disadvantaged attendance was 1.4% higher. Furthermore, our disadvantaged persistently absent (PA) mentoring programme had a positive impact; 131 disadvantaged PA pupils were mentored by our leadership

and pastoral teams and 115 of these pupils improved their attendance whilst on the programme. We also introduced a free breakfast club for our disadvantaged pupils in January. Of the 56 pupils who accessed this, 69% have improved their attendance since the scheme.

We acknowledge that our disadvantaged attendance, and in particular our disadvantaged PA, is not where we want it to be, and this strategy is being widened within our new plan for the academic year 2023-2024 to include more bespoke mentoring around attendance by our pastoral team.

There has been evidence of the positive impact of work within our SEND, HUB and California Drive (alternative provision) areas with disadvantaged pupils showing improved attendance and a reduction in behaviour events. Focused interventions to address the issues of pupil wellbeing, mental health, behaviour and attendance, with a clear focus on their impact, will again form part of our new plan.

There has been a positive impact regarding our raising aspirations initiative for our disadvantaged pupils. Over 90% of our 2022-2023 year 11 disadvantaged cohort were seen for individualised careers meetings and due to targeted intervention from our career's advisor, 98% of disadvantaged pupils (2022-2023 cohort) have completed post 16 applications. There has been further impact in years groups 7-10 regarding aspirations. 32 year 7 disadvantaged pupils have been mentored by our trained Key Stage 4 Peer Mentors. Pupil exit meeting evidence showed increased motivation in lessons, improved behaviour and homework completion. Furthermore, over 130 disadvantaged pupils have taken part in our widening participation programme including visits to Huddersfield University, attending 6th form taster days, an apprenticeship careers event and a virtual work experience with Coca-Cola. Disadvantaged pupils have also become increasingly involved in our student leadership programme. This is an area we are looking to develop next academic year and will form part of our new programme.

Our parental engagement strategy for disadvantaged families has had a positive impact. Face to face parents' evenings and supporting success evenings have been reintroduced and these have shown an increase in attendance of parents and carers of disadvantaged pupils compared to attendance at virtual parents' evenings. Parental surveys show positives from parents of disadvantaged pupils with 98% of parents who responded to surveys following parent and carer evening finding the evenings useful. Furthermore, there has been increased engagement via our MCAS parents app with 93.2% of disadvantaged parents now signed up. However, internal data, and discussions with parents and carers via our parents' forum, show that some disadvantaged parents and carers do not fully engage with the academy so this will form part of a widened disadvantaged Parental Engagement strategy strand within our new plan with a focus on parental 'involvement' including homework, the curriculum and having conversations with their child around learning.

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

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)

<p>Additional activity</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <p>Offering support for our disadvantaged pupils at each stage of their transition from year 6 into year 7. This will include one-to-one meetings with parents/carers of disadvantaged pupils, close and regular liaison with primary feeder schools regarding disadvantaged pupils, a focus on the SEND cohort at year 6, personal invites for parents/carers of disadvantaged pupils to our transition information evenings and extra transition sessions.</p> <p>Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.</p>
