

# Pupil premium strategy statement – Updated for 2022-23

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Maiden Erlegh School in Reading
Number of pupils in school	2021/22 – 889 2022/23 - 896
Proportion (%) of pupil premium eligible pupils	2021/22 - 29.48% 2022/23 – 26.76%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	19 November 2021 Updated 11 October 2022
Date on which it will be reviewed	1 July 2023
Statement authorised by	Mr A Johnson/Mr W Graham
Pupil Premium Lead	2021/22 - Miss C Burns 2022/23 – Miss B Davies
Governor / Trustee lead	Phil Simmons

## Funding overview

Detail	Amount £
Pupil premium funding allocation this academic year	239,360
Post CLA funding	21,690
Recovery premium funding allocation this academic year	71,898
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>332,948</b>

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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# Part A: Pupil premium strategy plan

## Statement of intent

- *Disadvantaged Pupils at Maiden Erlegh School in Reading, will be able to Access, Attend, Aspire and Achieve in line with, if not exceed, non-disadvantaged students.*
- *There will be no barriers for these students, and barriers that may appear will be worked on with students and their families to support their holistic development.*
- *Students will be supported academically to reach their full potential, as well as pastorally, to ensure the care and support is provided to produce well rounded members of our community.*
- *The key principles as detailed above for our Pupil Premium Strategy at MER is 'The 4 A's' – To Attend, To Access, To Aspire and To Achieve.*

## Challenges

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

Challenge number	Detail of challenge
1	Lower levels of attendance, including levels of persistent absence, prevent students from accessing learning.
2	Lack of access to technology and educational materials, particularly during covid related periods of absence, creates gaps in learning compared to their peers.
3	There are gaps in learning and achievement for disadvantaged students.
4	Some students are unable to fully access learning due to behaviour incidences, lack of engagement and/or supporting SEMH issues.
5	The level of safeguarding issues arising in respect of our students has increased significantly since the start of the Covid-19 pandemic.
6	Lack of aspiration arising from low awareness of career and other opportunities.
7	Students often do not have a quiet space at home to work and/or cannot access learning from home.

## 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
Quality first teaching for all students	<p>Quality first teaching for all students will be shown in the following ways:</p> <ul style="list-style-type: none"> <li>• Book look feedback;</li> <li>• Teaching for Excellence observation feedback forms;</li> <li>• Standards Meetings feedback;</li> <li>• Line manager meeting feedback;</li> <li>• Results of internal assessments;</li> <li>• Attendance at Teaching for Excellence and other CPD events for teaching staff;</li> <li>• Final external results.</li> </ul>
Targeted intervention by internal staff and external agencies	<p>Students are correctly identified to take part in interventions using internal data assessments. Where applicable, teachers will communicate with external agencies to ensure that the students' experience has maximum impact. Teachers will be able to use the results of internal assessments to verify whether the targeted interventions have had impact on the students' attainment and progress.</p>
Targeted academic support	<p>Throughout the school there are many ways in which students are supported with their academic studies, such as access to the AQA unit awards, small group support from subject specialists and our in-house STEPS programme. Where students are identified as taking part in these programmes the following analysis will take place:</p> <ul style="list-style-type: none"> <li>• Results of internal assessments, including results for our EAL students;</li> <li>• Round Robin feedback showing higher engagement in lessons and developed understanding;</li> <li>• Attendance at support arranged;</li> <li>• Participation levels in STEP's programme;</li> <li>• Feedback from AHOY's re resources and other requirements for students to access learning.</li> </ul>
Robust induction for new starters to ensure that needs and challenges to	<p>An induction period for new starters is used to ensure the school get to know the students' needs quickly. For these students we will monitor:</p> <ul style="list-style-type: none"> <li>• Results of internal assessments;</li> </ul>

achievement are understood and addressed	<ul style="list-style-type: none"> <li>• Feedback from AHOY's in their Pupil Premium champion role;</li> <li>• Transitional work between settings.</li> </ul>
Closing the gap – our recovery strategy is well planned and resources are used effectively to maximise students' achievements. Staff are provided with the training required to deliver our strategy effectively.	<p>A range of strategies are used to support students in closing gaps in their learning. The impact of these strategies will be seen through:</p> <ul style="list-style-type: none"> <li>• Results of internal assessments;</li> <li>• Feedback from standards meetings;</li> <li>• Attendance at staff training.</li> </ul>

### 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: £57,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching for Excellence	<p>Quality First Teaching supported by evidence informed CPD for teachers. A peer-support model to help embed and sustain teaching strategies.</p> <p><a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	3
Provision of HLTA's in English and maths to support small groups	<p>HLTA's in Maths and English provide small group support focusing on core skills. In class support with key groups of students maximises impact of Quality First Teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3

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

Budgeted cost: £92,398

Activity	Evidence that supports this approach	Challenge number(s) addressed
Software implementation to enable students to develop key skills	Students have access to learning platforms that increase their potential to meet their target grades. Eg Lexia, Rapid Plus, Reading Plus, Lucid Lass, Hegarty Maths, google classroom.	1, 2, 3, 4
Provision of supplementary resources to support access and learning, including the STEPs programme. Our recovery premium will be used to cover costs of school-led tutoring initiatives not fully covered by that funding stream.	External support for students from the likes of Cranbury College, ALTPROV and tutor programmes via Tutor Doctor to support our therapeutic approaches to improving behaviour and self-regulation, which close gaps in academic achievement as a result behaviour. <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://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1, 2, 3, 4
Literacy development - Reciprocal reading for all - Use of Lexia for students that need additional help with literacy skills.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment. EAL support to continue. Access to literature and reading programmes. Book Fair attendance and literature access.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <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>	2, 3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	
Robust induction for new starters	To ensure that all new starters have a smooth transition – that information has been gathered and used to best inform practice and support of new students. This includes Safeguarding, SEN and EAL.	2, 3, 4, 5, 6, 7
Provision of Behaviour Support workers to support students pastorally, allowing education and lessons to continue without disruption.	The continuation of Behaviour Support Workers ensures that we are able to be proactive and reactive for situations that may arise, supporting the young person(s) in question, but also allowing the rest of the class to continue accessing high quality lessons.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	3, 4, 5
Assistant Heads of Year to drive academic progress for students, to provide regular check-ins and triangulate support across subjects.	Assistant Heads of Year – responsible for supporting a year group with a particular focus on disadvantaged students. Regular Line Management with HOY's ensures the year groups needs are being met, including the specific group of disadvantaged pupils.	4
Therapeutic Support Worker to support all disadvantaged students academically, allowing these students to access, aspire and achieve in school.	The Therapeutic Support worker continues to be in place for our most vulnerable. AQA units are also used within the inclusion unit to ensure that work when out of mainstream lesson is productive and meaningful, with work being certified by AQA – this has significantly supported our provision for our most vulnerable students.  The purpose of the position is to complement the professional work of teachers by supporting the individual needs of students for whom behaviour, attendance and Social, Emotional & Mental Health issues are barriers to learning. To contribute to the holistic development of students, in accordance with school policy and government initiatives, in the pursuit of high standards of student progress.	4, 6

	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium Guide Apr 2022_1.0.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium Guide Apr 2022_1.0.pdf</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered model and menu of approaches_1.0_pdf.pdf?v=1649418813">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered model and menu of approaches_1.0_pdf.pdf?v=1649418813</a>	
Literacy development, to provide access to literature and reading programmes and to support our EAL students.	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment.</p> <p><a href="https://sites.google.com/maidenerleghschools.co.uk/the-eal-help-center/home">https://sites.google.com/maidenerleghschools.co.uk/the-eal-help-center/home</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	2, 3, 4

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

Budgeted cost: £183,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of WPS – Education Welfare Service	Continuation of the school's own EWO. This allows for relationship building and quick action to take place to support our young people and their families in ensuring they can attend school to access learning.	1



	<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>	
Attendance officer to ensure that all students can attend school and therefore access education.	<p>Attendance officer who liaises with key pastoral staff members to support students and families who struggle to attend school. To remove barriers that may appear as a result of poor attendance. To ensure statutory responsibilities are followed through for persistent absence.</p> <p><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></p>	1
ELSA sessions to support students with welfare, mental health and wellbeing.	<p>ELSA sessions are to support students who have met hurdles along the way either due to school, welfare, SEMH or other issues (such as home life). In addition to ELSA session there is a robust 'Inclusion Offer' to support students in a variety of areas. Most of these are 6 weeks programmes.</p> <p><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></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools.pdf</a></p>	4
Family liaison and outreach worker (titled Safeguarding and Outreach worker) to support the	In line with KCSiE, our Deputy DSL and Safeguarding and Outreach workers, works tirelessly	1, 2, 3, 4, 5, 6, 7

most vulnerable students and parents, narrowing gaps and allowing vulnerable students to reach their full potential.	<p>to support our most vulnerable students and families, helping to bridge gaps that may appear between school and home. They also signpost and refer to agencies where needed in order to access schooling better, and support the young person in their area of need.</p> <p><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></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf</a></p>	
Inclusion Manager to bring the Inclusion team together, making clearer systems of support and triage for our most vulnerable students.	To support in developing key roles within the Inclusion team so that all members of staff can use their specialist skills to support student development. To operationally and strategically manage support for our young people.	1, 2, 3, 4, 5, 6, 7
Interventions for students who struggle to access mainstream education or those who need support with behaviour, medical or SEMH issues	<p>Identified specific interventions for students to access to support the most vulnerable – for example Just Around the Corner, ALTPROV, Cranbury College. This runs alongside their learning, ensuring all students have access to their entitlement to learn.</p> <p><a href="https://www.gov.uk/government/publications/alternative-provision">https://www.gov.uk/government/publications/alternative-provision</a></p> <p>Point 280. <a href="https://www.gov.uk/government/publications/school-inspection-">https://www.gov.uk/government/publications/school-inspection-</a></p>	1, 3, 4

	<a href="https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#leadership-and-management">handbook-eif/school-inspection-handbook#leadership-and-management</a>	
Counselling and Mentoring interventions for students struggling to access mainstream education or those who need support with behaviour, SEMH needs in order to access school day and reach potential.	Student mentor employed to work with specific students to support those most vulnerable. School counsellor available to support students. External mentoring support also utilised to support students. This would run alongside their learning to ensure they develop the skills and confidence required to allow them to access their educational entitlement.	1, 4, 5, 6
Access to cultural capital	<p>We feel strongly about the development of cultural capital at MER – we want students to experience and have the opportunities to access experiences to develop the holistic child. No barriers will be found when accessing this area – often external funding sources are found to support this, for example the Diamond Fund for Duke of Edinburgh equipment and places.</p> <p>Point 203 – Quality of Education – Cultural Capital  <a href="https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#quality-of-education">https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#quality-of-education</a></p>	6
Hardship Fund	For students and families who are in a poor financial position. A hardship fund can be access to support with their child's schooling, for example supporting with revision books, or uniform items, food tech ingredients or a bus pass to get to school. A 'contribution towards' can be requested by parents.	1, 2, 3, 4, 5, 6
Work experience	Seed, and support funding for a work experience programme in KS4 in order to broaden horizons and explore aspirations	6

Senior Assistant Headteacher to co-ordinate behaviour, careers and Inclusion across the school.	<p>Provides Strategic leadership of these areas of the school, also able to review and leverage synergies.</p> <p>Line manages key areas of needs – Inclusion and SEN. Meeting regularly to support students appropriately. Regular meetings take place to ensure the direction of travel is tightly followed and that we do our absolute best to ensure we meet the needs of identified students.</p> <p>To ensure all Gatsby benchmarks are fully met and to engage with Trust destination and careers strategy</p> <p>Transition is central to identifying needs as students join the school and in providing onward information post 16.</p>	1, 3, 4, 6
Assistant Headteachers to co-ordinate behaviour, and Transition across the school.	<p>Provides Strategic leadership of these areas of the school, also able to review and leverage synergies.</p> <p>Transition is central to identifying needs as students join the school and in providing onward information post 16.</p>	1, 3, 4, 6
Assistant Headteacher to co-ordinate alternate provision for all students, particularly those deemed as vulnerable and to oversee the safeguarding and welfare of all pupils.	AHT line manages in the key areas of needs – Safeguarding and Child Protection. Regular meetings take place to ensure the direction of travel is tightly followed and that we do our absolute best to ensure we meet the needs of identified students.	1, 2, 3, 4, 5, 6, 7
Deputy Headteacher	To determine our recovery strategy through regular assessment of DCP and other data, to ensure that the needs of students are met.	2, 3, 6, 7
CPOMs	Continuation of using the platform	5
Homework Club	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	7

Behaviour Training	Select staff to complete training to be lead coaches in CPD triads. They will share positive behaviour practise amongst staff, supporting and training them in this practise in order to better support students with their behaviour.	4
Innerscope mentoring	8 students from Years 10 and 11 who are underachieving with a particular focus around boys. The purpose is to move their mindset and attitude to focus on positive behaviour and GCSE results to prepare for their next phase of life.	3, 4, 6

**Total budgeted cost: £333,076**

## 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 2021 to 2022 academic year.

#### ***Closing Gaps***

Standards meetings are taking place when scheduled, and PP is a focus area on the standards form, and what CL's are doing to ensure all pupils make progress, but specifically targeted groups.

In Years 7&8 there is on average a minimal Pupil Premium gap. Pupil Premium students are doing equally as well as non-PP students. However, there are some individual subjects where there is a small gap beginning to develop. This is being addressed by the Curriculum Leaders in those subjects.

PP now added as a standing item on all meetings with Line Managers.

After school support interventions in place for all students, specifically considering DA students within subjects. This is highlighted through DCP analysis and standards meetings with Curriculum Leaders.

The Teaching for Excellence programme delivered sessions on 'what does excellence look like' focusing on the importance of routines, questioning, modelling and feedback to support students. Staff attended CPD sessions and identified targets to work on each half term to improve their practice. Results from TfE learning walks showed improvements in all areas.

#### **Closing Gaps in English and Mathematics**

Morning maths is taking place in tutor time, and is targeted to help raise attainment levels and progress.

After school support interventions in place for all students, specifically considering DA students within subjects. This is highlighted through DCP analysis and standards meetings with Curriculum Leaders.

Reading Hive is taking place, and continues to be successful. 18 Y7 students with standardised reading scores of 89 or below are involved.

Lexia has been an incredibly powerful intervention and has supported a variety of students including PP, SEN and LAP students. Lexia has been purchased again for the next three years.

Year 7 all have a 'rise and read' morning, where they have set texts to read through as a class via staff, students reading, or audio books. [This is expanding to the whole school in 2022/23. Reading will take place during tutor time at least twice a week.](#)

Think Talk training has taken place with staff, and encourages specific subject talk, and 'talking' in general to improve literacy. Excellent training for staff, and this has proven to be successful in feedback and via learning PLGs.

EAL work has significantly improved – EAL policy has been developed by JBA and CA – this is a much better transition model for new students/ EAL students.

## 2022 Results

Grade 4+ in English and Maths

Disadvantaged [58%](#)

Non Disadvantaged [77%](#)

Grade 5+ in English and Mathematics

Disadvantaged [42%](#)

Non Disadvantaged [58%](#)

From the value added progress indicators the Best 8 scores were [0.19](#) for disadvantaged students and [0.55](#) for non-disadvantaged students.

In Year 7 the progress indicators show only a difference of [0.03](#) between disadvantaged students and non-disadvantaged students.

## **Raising the Profile of DA students**

Session from Gifted and Talented Co Ord, on MA at a whole staff meeting.

SAHT has reiterated Pupil Premium students through whole staff training and CPD.

Standards meetings are taking place when scheduled, and PP is a focus area on the standards form, and what CL's are doing to ensure all pupils make progress, but specifically targeted groups.

PP discussed with LAB champion in regular meetings.

PP now added as a standing item on all meetings with Line Managers. Dept meetings also have standing agenda items for this.

Reminders given in staff bulletin of priority seating, priority questioning and priority marking.

PP Champions for each year group employed (TLR) and are overseeing pupil premium students within year group.

Pastoral bulletin shared every Monday – specific focus on DA pupils/ students of concern - feedback from staff this has been very helpful

Trainee students and Reading University students directed to work with those who need support the most – to be guided by the teacher.

### **Closing the Attendance Gap**

The appointment of a Safeguarding and Outreach Worker has significantly raised the engagement and support we are able to offer our most DA students. Home visits have allowed further work with these families, improving attendance, progress and engagement in school. Not only for the student, but for the families also. This has also increased the capacity of the SG team at MER.

Regular panel meetings take place with EWO/ AO and HOYs. EWO is employed by the school for one day a week, and is based on site which has allowed ease of access to students, and communication with families.

Attendance incentives have been tried across all years groups, an example of this is 'late club' in Year 8 which improved punctuality and attendance significantly, meaning more children are learning.

Incentives are in place and led by HOYs. i.e. pizza party, film to review attendance letter for congratulating – all above 95% every term, and in addition regular communication for attendance less than 95%.

Attendance is flagged weekly by AO, and PA students are highlighted in staff bulletin for staff to encourage and praise.

Attendance Officer successfully supported the roll out of Classcharts, and more recently a complete change of MIS and systems, to Bromcom.

More vulnerable and those who need support with attendance are often those who are supported by the pastoral staff at school, and inclusion mentors ensuring students feel safe in school.

### **Improving access for DA students**



All students have been offered work experience, and meetings are currently being held with the WEX advisors.

Clear CEIAG plan rolled out to all students. Careers meetings held with students via Trust Careers Advisor.

Year 8 students all receive a 1:1 Meeting with SLT to discuss options and their plans.

All students guaranteed a place a Reading College following GCSE results.

Revision guides have been purchased in many subjects, in addition to class text books so CL's can 'hire' out text books for DA students

Exam packs have been created (over 50 sets) to ensure every student has exam equipment, so this is not a further barrier on the day

AP is looked into where necessary to ensure students need are met – for example College courses via Activate Learning for the learners who struggle to access mainstream the most – ensuring they still have access to learning and can gain a vocational qualification.

### 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
Pearson Tutoring	
GCSE Pod	
Hegarty Maths	
Kerboodle	
MyMaths	
1:1 Tutoring	Tutor Doctor
AQA Unlocking Potential Programme	AQA
Academic Tutoring	Cranbury College
Lexia	
RapidPlus	
Lucid Lass	
Activate Learning	360 Provision Programme

Carpentry Skills	YMCA
Music Production	ReadiPOP

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## 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.*