

# Pupil Premium Strategy Statement

## Vanguard School 2025/26\*

This statement details our school's use of pupil 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	70
Proportion (%) of pupil premium eligible pupils	49%
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rachael Clements Principal
Pupil Premium leaders	Rachael Clements – Principal & Joel North – Deputy Principal
Governor link	Olivia Wybraniec

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,175

Total budget for this academic year	£33, 202
-------------------------------------	----------

## Part A:

### Pupil premium strategy plan - Statement of intent

Vanguard School's Pupil Premium strategy is grounded in the fundamental belief that the provision of high-quality initial education, supplemented by individualised pastoral support, yields benefit for both disadvantaged and non-disadvantaged students.

Our ultimate objectives for our disadvantaged pupils are twofold:

1. **Achievement Parity:** We aim to eliminate the existing disparities in achievement and attainment between students who qualify for the Pupil Premium and those who do not. Our goal is to ensure that every student, regardless of their socio-economic background, has an equal opportunity to excel academically and reach their full potential. Vanguard students now have greater access to technology to aid their learning. Laptops are available for students with access to online platforms which they can use both in school and at home. Additionally, specific pupils are provided with assisted technology and programmes according to provision set out in individual EHCPs.

2. **Holistic Well-being:** Beyond academic achievement, we are dedicated to promoting the holistic well-being of our disadvantaged pupils. This includes addressing social, emotional, and pastoral needs to create a nurturing and supportive learning environment. Vanguard students have increased contact time with lessons focussed on personal development (PDL) and weekly PSHE lessons throughout Key Stages 3-5, with Citizenship available in Key Stage 4 -5. The school has strengthened the Therapy Team with access to an Assistant Psychologist, Therapy Lead and Speech and Language therapists and Occupational therapists. This has further increased in this academic year. Additionally, Vanguard have implemented the Keyworker programme which supports our Quality-of-Life Framework with keyworkers building close relationships with pupils and families. Our Enrichment offer enables students to access a range of activities beyond the academic curriculum that aim to build confidence, independence, teamwork and resilience with a dedicated afternoon of activities provided through pupil voice. Recent work with both the Therapy Team and Educational Psychologists have enhanced both the educational environment and understanding of holistic meta-cognition.

Our current Pupil Premium strategy plan works towards achieving these objectives through a set of key principles:

1. **Quality-First Teaching:** We believe that every child deserves access to high-quality education. Our strategy places a strong emphasis on providing exemplary teaching to all students, with a specific focus on disadvantaged pupils who can benefit the most from it. We

continuously monitor and improve the teaching standards in our school to ensure that all students receive a trauma informed approach alongside an education specific to meeting the needs of autistic pupils. The commitment to employing subject specialist teachers and subject specific HLTAs increases the level of teaching and support available. Vanguard staff also receive specialist Induction and CPD training to understand the specific needs of autistic pupils, this includes SPELL, Improving Teacher Programme and AET training. Further CPD is provided by the Inclusion Team to support trauma informed practice and recent work with the Educational Psychology teams have informed staff understanding of meta-cognition.

2. **Individualised Support:** We recognise that disadvantaged pupils may face unique challenges. As part of our strategy, we provide individualised pastoral care and support to address the specific needs of each student. This includes tailored interventions to remove barriers to learning and promote well-being. Vanguard is committed to creating a bespoke experience for students to enable them to reach their full potential. The adoption of learning pods, refurbished quiet rooms and sensory equipment within classrooms has been established to help students engage with learning in a more inclusive way. Vanguard also offers students the Keyworker Programme, individualised and targeted therapeutic and academic support and a team around the child of Tutors and Learning mentors. The Therapy Team are also engaged in class-based group work to model and engage pupils across Key Stage 3 to 5, exploring social skills, self-esteem and development of fine motor skills.

3. **Proactive Approach:** We adopt a proactive approach to tackle the 'barriers to learning' identified in our strategy. We aim to anticipate potential issues that disadvantaged pupils might face and take immediate action to mitigate these challenges. This ensures that problems are addressed before they impact a student's progress. With interventions from both the admissions and transitions team allows students to be supported within their first weeks. Pupils also receive baseline testing within their first 3 weeks, to enable teachers to support adaptations. Targets from EHCPs are tracked for progress against short term targets and reviewed termly by the teams around the child within each Tutor group. Training provided to Learning Mentors via the Therapy team support this practice. Regular Inclusion, Safeguarding and Therapy team meetings promote the proactive approach to ensure interventions are completed in a timely manner.

4. **Closing Attainment Gaps:** Our core principle is to narrow and sustain the existing disparities in achievement and attainment. We invest Pupil Premium funding in targeted initiatives, resources and interventions designed to support disadvantaged pupils in achieving their academic goals. Reading Plus has helped to target reading skills and comprehension for students. Additionally, a further reading programme has been sourced to improve basic 'early' reading and inference skills. Each class has high staff to pupil ratios which support engagement, confidence building and understanding concepts across the core areas of the curriculum. Baseline and termly assessments provide data to track pupil progress and interventions to both extend and support learning are provided where appropriate.

5. **Consistency and Long-term Commitment:** We maintain a commitment to delivering high-quality education for all our students. This commitment extends beyond short-term fixes and focuses on creating a sustainable, equitable and inclusive learning environment. Vanguard

will continue to employ subject specialist teachers to allow students to best access the curriculum. Most recently, History, Citizenship, Digital Art and Photography have been added to the curriculum offer. Additionally, our Enrichment Offer provide opportunities for pupils to develop and thrive in a wide range of academic, practical and social situations. Inclusivity is promoted and celebrated through our Equality, Diversity and Inclusion team who monitor progress against actions set in line with the Trust's Equality, Diversity and Inclusion Strategy 2023-2027. Vanguard are working closely with an EDIB consultant to support inclusion and diversity across the curriculum and foster a supportive and positive culture.

In summary, our Pupil Premium strategy is founded on the belief that disadvantaged pupils can thrive when provided with quality teaching, bespoke support and a proactive approach to addressing their unique challenges. Our overarching goal is to close the attainment gaps and ensure the well-being of all our students, making educational excellence a reality for our school community.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Learning, Attainment and Progress</b></p> <p>Our Pupil Premium group exhibits lower academic achievement in comparison to their peers. This is evidenced in NGRT and KS4 data particularly. Some pupils have also experienced significant trauma; either personal or as a result of their diagnosis. Many of our pupils arrive at Vanguard having previously been misunderstood and/or have had significant absence from education. Increasingly, our Admissions Team are receiving more referrals of pupils with Emotional Based School Avoidance (EBSA) and more complex mental health needs. A significant proportion of this year's admissions are Pupil Premium (68% of joiners over the last year). Our priority is to increase the attainment and progress of this group primarily in core subjects then across the wider curriculum.</p>
2	<p><b>Punctuality &amp; attendance</b> Punctuality &amp; attendance figures can be lower among disadvantaged pupils compared to their non-disadvantaged peers. With an increase in Emotional Based School Avoidance and SEMH needs, this is evident at Vanguard school. In the Academic year 2024-2025, PP students had an attendance of 79.7% down from 80.8% the previous year. Persistent absence amongst PP students was 50%, 9.4% higher than non-PP at 40.6%. In the academic year of 2025/26, the attendance year to date figures shows PP students' overall attendance 4.6% lower at 80.5% with PA at 40% compared to non-PP students' overall attendance of 84.6% and PA at 44.4%.</p>

3	<b>Financial hardship at home</b> can result in disadvantaged students lacking the resources required to maximise progress & attainment outcomes. Looking at local deprivation figures, one in four people in Lambeth live in poverty. Over a third in Southwark live in areas with the highest levels of deprivation in England. These inequalities contribute to extreme health outcomes. Within our pupil cohort, families come from London boroughs such as Lambeth (which ranks the 6 <sup>th</sup> most deprived), Southwark (which ranks 9 <sup>th</sup> most deprived), Westminster (where 1 in 3 children live in poverty) and Wandsworth (which has a 33% child poverty rate).
4	<b>Mental health, wellbeing and relationships</b> - The NHS and the charity Autistica states that 73% of autistic people have a mental health condition. All students at Vanguard arrive with an EHCP, however, there is a notable increase this academic year of pupil referrals with more complex SEMH needs. 33% of PP students accessing or waiting to access additional mental health support via CAMHS or external agencies. With the advent of social media, there is a significant increase in anxiety and depression amongst autistic youth as well as concerns of cyber-bullying and sleep disruption (SAGE journal, 2024).
5	<b>Limited cultural capital among disadvantaged students</b> can result in inadequate preparation for life in contemporary Britain. Lambeth is a multicultural and diverse borough characterised by deep inequality and financial hardship which limits wider opportunities. Asking families to fund residential or cultural experiences is an unfair expectation particularly in the current economic climate and cost of living which remains a barrier to learning.
6	<b>Engagement with the school's extra-curricular programme</b> can present as a challenge for disadvantaged students as many students attending Vanguard School are from outside the borough and rely on transport provided by the LA. Additionally, parents are unable to facilitate transport to and from extracurricular activities. Vanguard provides opportunities within Enrichment activities within the school day with occasional sport and cultural trips in the evenings and at weekends. Examples of this are horse riding, go karting and theatre trips to the Old Vic to enhance our cultural capital.
7	<ul style="list-style-type: none"> <li>○ <b>Communication</b> All students at Vanguard School have communication needs reflected in their EHCP targets. An additional challenge for PP students is that a high percentage achieve lower levels in literacy and communication related activities and often need additional support in developing positive social interactions and understanding of developing healthy relationships. All pupils have access to the Communication Curriculum which focuses on the direct teaching of Oracy Skills to enable students to use talk to get things done, and to learn effectively and Communication Lessons specifically designed to develop specific aspects of language and communication.</li> </ul>
8	<b>Covid</b> As a result of Covid-19, we recognise the continued impact on our pupils in academic achievement, social interaction and their mental health. The Covid Social Mobility and Opportunities (COSMO) study highlighted some interesting findings in relation to the impact of Covid-19 on various aspects of young people's lives and development. Findings in the Covid-19 enquiry in 2025, found an increase in missed milestones, fear

	about personal health (particularly vulnerable were children and those with disabilities) and increased mental health difficulties; most notably anxiety paired with a decrease in academic motivation and future plans. These factors are known to act as barriers for young people in attending school and have contributed to the rise in absenteeism seen post-pandemic.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,052

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Ensuring quality first teaching through the development of an ambitious, flexible and adaptive curriculum.</p> <p>Hiring an HLTA with experience to work with the Therapy Team.</p> <p>New Head of English, retention of a specialist teacher. Oracy training conference.</p> <p>Therapy team to support teaching and learning within the classrooms – both individual and groupwork.</p> <p>Work sampling/scrutiny shows that the quantity and quality of SPELL and associated teaching pedagogies.</p> <p>Develop observations and learning walks to highlight universal provision and specific adaptation for autistic learners. Learning walks include input from senior leaders and the therapy team. Learning walks and focus groups demonstrate that disadvantaged learners can articulate the sequencing in their learning. They demonstrate understanding of gaps in skills and knowledge.</p> <p>Assessment data is detailed, purposeful and strategic. The aim is to track pupil progress and inform interventions. Involvement of Heads of Maths and English alongside Deputy Principal and SENDCO. Baseline and progress test scores highlight that students who are PP make progress with appropriate interventions to be shared across the curriculum to enable adaptive teaching.</p> <p>Teaching provision for Citizenship, History and Photography for improving the curriculum offer.</p>	<p>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending” (EEF, Autumn 2021, P3)</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (EEF, 2021)</p> <p>Target work is consistently high; there are no differences between disadvantaged learners and their non-disadvantaged peers.</p> <p>“Feedback: very high impact for very low cost, based on extensive evidence. Done well, this can add an additional 6 months of progress to disadvantaged learners” (EEF Teaching &amp; Learning toolkit)</p>	<p>1,2,4,5,7,8</p>
---	---	--------------------

<p>Ensuring that there is no discernible difference in the pride disadvantaged learners have in their work compared to their non-disadvantaged peers.</p> <p>To develop metacognition across the curriculum and support adaptive teaching. Learning mentors to receive training from therapy team to support pupils' progress and targeted provision.</p> <p>Provision of CPD for English and Maths specialist teachers.</p> <p>Therapy and Educational Psychologist led CPD for teaching staff and Learning Mentors.</p> <p>Agency support to provide cover for external CPD and additional time for Heads of Department for assessment (Maths, English and Reading).</p> <p>CPD for Asst SENDCO for 'Early Reading' course (Lambeth). CCET training for SENDCO (access arrangements).</p>	<p>"Mastery learning: high impact for very low cost, based upon moderate evidence. Done well, this can add an additional 5 months of progress to disadvantaged learners" (EEF Teaching &amp; Learning toolkit)</p> <p>Metacognition and self-regulation: Very high impact for very low cost, based upon extensive research. Done well, this can add an additional 7 months of progress to disadvantaged learners" (EEF Teaching &amp; Learning toolkit).</p>	
---	--	--

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

Budgeted cost: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Oral language interventions: Very high impact for very low cost, based upon	1,3,4,5,6,8



<p>Provision of CPD for English and Maths specialist teachers.</p> <p>Therapy and Educational Psychologist led CPD for teaching staff and Learning Mentors.</p> <p>Agency support to provide cover for external CPD and additional time for Heads of Department for assessment (Maths, English and Reading).</p> <p>CPD for Asst SENDCO for 'Early Reading' course (Lambeth).</p> <p>CCET training for SENDCO (access arrangements).</p> <p>Class-based group and individual work by therapy team across Key Stage 3 to 5.</p> <p>YARK assessments to support interventions for pupils below expected reading levels.</p> <p>Inference and Early reading interventions for pupils below expected reading level.</p> <p>Reading Plus, – Learning mentors have targeted and strategically planned reading interventions with individual students in class and/or learning pods.</p>	<p>extensive research. Done well, this can add an additional 6 months of progress among disadvantaged pupils. (EEF Teaching &amp; Learning toolkit).</p> <p>Individual targeted and paired and group reading: High impact for moderate cost, based upon moderate evidence. Done well, this can add an additional 5 months of progress for disadvantaged pupils. (EEF Teaching &amp; Learning toolkit)</p> <p>Progress evidenced of improved reading ages and stanine data. All disadvantaged pupils read at their age level; they appreciate the value of reading.</p> <p>Pupil Voice - survey results highlight positive attitudes to reading.</p> <p>Term on term progress diminishes the gaps. Reading Plus - Reading comprehension strategies: Very high impact for very low cost, based upon extensive evidence. Done well, this can add an additional 6 months of progress for disadvantaged pupils. (EEF Teaching &amp; Learning toolkit)</p> <p>Reading comprehension strategies: Very high impact for very low cost, based upon extensive evidence. Done well, this can add an additional 6 months of progress for disadvantaged pupils (EEF Teaching &amp; Learning toolkit)</p> <p>"Communication and English language skills have a particularly strong influence and impact on educational outcomes" (Quinn &amp; Spence-Thomas, Accelerating Progress for Disadvantaged Learners, 2021)</p>	
---	---	--

<p>Individual, paired or group reading to raise levels in Reading (early reading and inference training).</p> <p><b>Provision of practical SEN resources and specialists</b> diminishing/negligible performance gaps between disadvantaged learners and their non-disadvantaged peers (sensory and practical equipment – CENMAC, scribes etc)</p> <p>Development of Oracy curriculum and its implementation across the school.</p> <p>Development of verbal reasoning skills and through metacognitive activities using Lyfta and 'New Hackers' (CPD – January).</p> <p>Key vocabulary is displayed and taught in class.</p> <p>Cultural capital is enhanced through enrichment provision both within the curriculum and weekly timetable activities.</p>		
---	--	--

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

Budgeted cost: £11,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Implementation of Attendance Strategy:</b></p> <ul style="list-style-type: none"> <li>- Family Liaison Officer</li> <li>- HomeLink/Attendance Officer</li> <li>- Weekly Tracking</li> <li>- Weekly BAS meetings</li> <li>- Parental Engagement</li> <li>- Transition timetables</li> <li>- Keyworker model</li> <li>- Coffee and transition mornings – parents</li> </ul> <p><b>Positive behaviour support:</b></p> <ul style="list-style-type: none"> <li>- Behaviour handbook</li> <li>- Staff CPD/Inset</li> <li>- Team Teach</li> <li>- Trauma informed training</li> <li>- Staff briefings</li> <li>- Vangpoints reward system</li> <li>- Behaviour policy</li> <li>- PEAP</li> <li>- EBSNA training</li> </ul> <p><b>Enrichment programme:</b></p> <ul style="list-style-type: none"> <li>- Termly trips and experiences in the local community</li> <li>- End of term and key worker trips</li> <li>- Community engagement with local service providers (ie Oasis academy and horse riding).</li> <li>- Music Interventions as part of enrichment (as detailed in the School Music Plan).</li> <li>- Clem Burke Drumming Project</li> </ul> <p><b>Curriculum Support:</b></p> <ul style="list-style-type: none"> <li>- PSHE/RE</li> <li>- Engagement with national initiatives (Mental health Day / Anti-Bullying Week)</li> <li>- PDL / Themed Assemblies</li> <li>- Wider celebration of achievement across the school</li> </ul>	<p>Behaviour interventions: Moderate impact for low cost, based upon limited evidence. Done well, this can add an additional 4 months of progress to the outcomes of disadvantaged learners. (EEF Teaching &amp; Learning toolkit)</p> <p>Parental engagement: Moderate impact for very low cost, based upon extensive evidence. Done well, this can add an additional 4 months of progress to the outcomes of disadvantaged learners (EEF Teaching &amp; Learning toolkit)</p> <p>“A school’s absence rate is the strongest predictive factor of the progress made by its pupil premium students, but in most schools, it is only a minor focus on pupil premium policy” (Social Mobility Commission: Against the Odds Research Report, June 2021, Pg. 7)</p> <p>Sugarman, B: Instigating aspirations and ambition in learners: ‘Social Class Values and behaviour in schools’</p> <p>Callender, C &amp; Jackson, J (2004) Fear of Debt and Higher Education Participations, Families and Social Capital.</p> <p>“Long-term approaches help and work best for disadvantaged learners” (Quote from ASCL CPD session with Marc Rowland, author of ‘Addressing</p>	<p>1,2,4,5,6,7,8</p>

All disadvantaged students in Y11 have received a careers interview before Christmas. There are no 'NEETS'	Disadvantage: The Essex Way'. 9th November 2021	
--	---	--

**Total budgeted cost: £ 37,250**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Attendance and Wellbeing

Punctuality & attendance figures can be lower among disadvantaged pupils compared to their non-disadvantaged peers. However, 2024-2025 PP students had an attendance of 79.7% down from 80.8% the previous year. Vanguard has implemented an attendance strategy to deal with attendance concerns and works directly with families, carers and external agencies to support and improve attendance. Targeted support has been delivered directly to PP students through attendance mentoring and the support of the Home Link and Attendance Officer and Inclusion Team.

Vulnerable groups including PP students and CWSW were recognised as a priority and in need of intervention in line with UK attendance data. The impact of attendance strategies has been affected with a recent rise in persistent absence due to admission of more pupils school refusing (EBSNA), high school-based anxiety and complex SEMH needs. There has been an increase in student numbers with a very high percentage of pupil premium pupils – an increase of 67.6%. Each child within our small school represents 1.4% of all our pupils. There is a significant amount of pupils with ongoing health needs, with social care involvement and reduced timetables to support transitions particularly with our more vulnerable or complex needs pupils previously school refusers. These are possible factor that has contributed to an increase in PA data from 38.7% (2023-24) to 50% (2024-25). Despite the rise in persistent absences, there was effective weekly monitoring and analysis of data and we were able to identify students at risk of PA in order to deliver early intervention to support attendance and prevent escalating attendance challenges. Through attendance tracking we delivered bespoke attendance interventions such as, parental engagement and bespoke timetables to aid transition back to school.

We worked collaboratively with the attendance welfare team to address attendance concerns whilst offering support to families and students in needs. Further additional support was needed from the LA to ensure consistency of EWO visits. In cases where families were identified as in need of additional support, school made referrals to children's social care, Early Help, the Local Authority and relevant external agencies.

There was also an additional recruitment of a further part-time Homelink and Attendance Officer. The Inclusion Team were provided DDSL training.

Face-to-face intervention from our HLTA staff and Therapy Team's bespoke well-being and self-esteem support has increased across the school. In addition, pupils now receive a larger amount of curriculum time for Personal Development and Life Skills (PDLS) and Quality of Life Framework was introduced.

## **Pupil Progress**

The impact of our interventions have been positive. For Literacy, this included targeted 1:1 reading sessions with learning mentors and preferred adults; guided group reading sessions as a result of CPD on this strategy; use of Reading Plus and online 1:1 intervention. On analysis of our New Group Reading Test results across the PP Student Cohort 18% made progress, improving their reading ages by a minimum of one stanine. Our increased understanding of the NGRT data and how to interpret was as a result of CPD with a clear focus on the stanines for sentence completion and comprehension which led us to be able to develop a more targeted approach to these interventions.

We also continued to use external tutors for English and My Tutor (an online intervention service) for PP students in year 11; this proved positive in ensuring 93% of Pupil Premium pupils achieved qualifications in English and Maths.

Qualitative data from student voice, as well as student and parent surveys, show that academic mentoring continues to be valued by students and their families. Pupils responding positively to GCSE catch up sessions throughout the school holidays and they were well attended.

### **Recommendations for 2025- 2026 Pupil Progress**

- 1) Provide tutoring and catch up sessions for Year 11 GCSE revision (capacity of staff to deliver interventions catch up/tutor led).
- 2) Ensure all pupils receive access arrangements where stipulated.
- 3) Close monitoring of assessment data to ensure early intervention and identify gaps in skills and knowledge.
- 4) Provide pathway support for pupils where appropriate to ensure qualifications in English and Maths.

## **Attendance/Wellbeing**

1) Monitor the children open to social care and FSM fortnightly, challenging holidays, unauthorised absences, time taken for medical appointments. Early intervention for absence between 93-91%

2) Increase involvement of EWO and external agencies to assist in next phase of interventions for pupils who have a historic trend of persistent absence.

3) Continue trauma informed approach to behaviour across the school to better understand the needs of the pupils, continuing Team Teach, SPELL training and reviewing Behaviour Handbook.

4) Recruit a Family Liaison Officer.

5) Ensure provision of EBSNA training.

## English

- 1) Analyse data for pupils gaps in skills and knowledge to provide early interventions.
- 2) Provide YARK assessments to complement NGRT data to provide relevant 1:1, paired and group reading interventions.
- 3) Train subject specific Learning Mentors in metacognition to mentor 1:1 within their lessons, to address gaps in students' knowledge and support targeted provision.
- 4) Group reading interventions with use of reciprocal reading led by specialist trained staff.
- 5) Continued support of the school's oracy curriculum to develop vocabulary use and verbal reasoning skills.
- 6) Curriculum adaptations to take place following each assessment, to target gaps in knowledge and build upon acquisition of knowledge and skills.

## Maths

- 1) Prioritise PP+FSM pupils in Maths. Analyse data to provide appropriate interventions for Pupil Premium students to address gaps in skills and knowledge.
- 2) Provision of "My Maths" as a tool to stretch and challenge and use as a revision tool.
- 3) Train subject specific Learning Mentors in metacognition to mentor 1:1 within their lessons, to address gaps in students' knowledge and support targeted provision.
- 4) Curriculum adaptations to take place following each assessment, to target gaps in knowledge and build upon learning.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
MyTutor – Online intervention for Maths, English and Science	MyTutor.co.uk
Senior Mental Health Lead Training Trauma informed practitioner Training	Trauma informed Schools UK
National College – staff training	National College
My Maths - digital learning platform	MyMaths.co.uk
Century Tech - digital learning platform	Century.Tech
Educake – digital learning platform	Educake.co.uk
White Rose Maths CPD, closing the gap	White Rose Maths
Reading Plus	Readingplus.com

Yark Assessments	GLS
------------------	-----