Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2024 to 2025 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	The King's (The Cathedral) School
Number of Pupils in School	1257
Proportion (%) of Pupil Premium eligible pupils	17% (Years 3-11). Refer to Appendix A.
Academic year/years that our current Pupil Premium Strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	15.10.25
Date on which it will be reviewed	15.10.26
Statement authorised by	D Rhodes
Pupil Premium Lead	S Qureshi
Governor / Trustee Lead	K Palmer

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£158,542
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	£158,542

Part A: Pupil Premium Strategy Plan

Statement of Intent

Pupil Premium is an umbrella term covering various youngsters that have had a difficult start to life. The so-called 'closing the gap agenda' is designed to allow these students the opportunity to catch up on learning that should have taken place in the years preceding secondary school. It is designed to enable them to succeed in relation to their relative peers, both in school and nationally.

*"Opportunity for children and young people is too often defined by their background. This government is determined to do more to improve the life chances of our most disadvantaged children and break the link between background and future success. The pupil premium grant plays a critical role in supporting the work of government's Opportunity Mission, to drive high and rising standards and ensure every child, no matter their background, can achieve and thrive." (*Using Pupil Premium. Guidance for School Leaders, March 2025*).

Peterborough is in the most deprived 20% of authorities for education, training and skills. Peterborough ranks 31st out of 317 local authorities in England for this domain. (Index of Multiple Deprivation 2019).

At Kings, we are "a family achieving excellence", striving as a community to be "one body". We value and strive to encourage individual academic success through our nurturing and caring ethos. It is a place where all staff and governors work together to ensure that the best outcomes are achieved for our disadvantaged students by meeting their pastoral, social and academic needs. We can make the difference and inspire the disadvantaged students in our care to achieve their full potential.

Challenges

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

Challenge Number	Detail of Challenge
1	Limited parental support of the learning taking place in school and at home, including providing effective resources to successfully complete homework, which means that the learning taking place in school is not being reinforced at home.
2	Parental fear or lack of academic knowledge across the curriculum means there is a reduced level of parental support with homework. As a consequence, students are unable to access the curriculum in the same way as their peers.
3	Limited engagement or ill-informed engagement of parents/carers with educational progress of their children, including EAL families.
4	Low aspirations, ambitions and expectations on the part of the learners themselves, resulting in them being unable to see the relevance of learning.
5	Limited learner awareness of education, further education, training, and employment opportunities.
6	Pupils have low self-confidence and self-esteem, resulting in avoidance behaviours: e.g. lack of task persistence, limited effort, avoidance of challenges and dislike of being evaluated.
7	Mental and physical health issues, often undiagnosed, resulting in poor attendance at school.
8	Despite being 5 years post-pandemic, the loss of learning due to COVID-19 and fragmented education as a result of the impact of COVID-19 is still a barrier to some students

9	Undeveloped communication skills and vocabulary resulting in poor comprehension skills, which means students struggle to access complex language in English lessons and written mathematical question even when mathematically literate (16% of Pupil Premium students are EAL).
10	Limited knowledge of current affairs and the wider world.
11	Poor social, concentration, memory and organisation skills (10% of Pupil Premium students have SEN needs).

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current three-year strategy plan (2024-2027)**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
Pupil Premium Programme Leader Co-ordinated tracking and monitoring of Pupil Premium students' progress to identify underachievement and trigger the implementation of targeted strategies to enhance pupil progress. Report to SLT Link and Governors. Write, implement, and review Pupil Premium Development Plan. Designated Person for Child Previously in Care (delegated responsibility from the designated teacher - Deputy Head).	Monitoring of effectiveness of individualised student strategies. Progression demonstrated through monitoring of data from regular assessment points. Closing the gap between Pupil Premium students and their peers and maintaining this progress. Progress measures to exceed national (other), and for the gap between Pupil Premium students and whole school (other) not to vary by more than 0.4 of a grade.
Key Stage 3 and 4 Learning Mentors Learning Mentors to provide individualised support, monitor students' progress, implement strategies to enhance student progress and close the gap between Pupil Premium students and their peers.	Monitoring of effectiveness of individualised student strategies through student voice and data. Progression demonstrated through monitoring of data from regular assessment points. Monitoring of student behaviour data on the SIMS database. Engagement with parents through meetings and communication to ensure students' needs are being met and Pupil Premium funding spent accordingly. Closing the gap between Pupil Premium students and their peers and maintaining this progress. Average progress measures to

	exceed 0 for Years 7, 8 and 9, and for the gap between Pupil Premium students and whole school (other) not to vary by more than 0.4 of a grade.
Targeted intervention in English English Mentor to provide identified Key Stage 3 and 4 Pupil Premium students additional support to make progress towards achieving their target grade, either 1-to-1 or in small groups. English Mentor to provide a wide range of experiences which enhances the student's knowledge of literature. Improved reading comprehension amongst disadvantaged pupils across KS3. Additional support to be provided in targeted English lessons to assist class teachers and identified Pupil Premium students. **Key Stage 2** Junior pupils supported through personalised teaching, delivered one to one or in small groups if needed. This includes some pupils working before the normal start to the school day. Targeted interventions used; pre-teaching very beneficial.	Progress demonstrated through monitoring of data from regular assessment points. Lesson observations. Book scrutiny and Accelerated Reading scores. 90% attendance at targeted interventions. Closing the gap between Pupil Premium students and their peers and maintaining this progress. Progress measures to exceed national (other) in English, and for the gap between PP students and whole school (other) not to vary by more than 0.4 of a grade.
Targeted Intervention in Mathematics Maths Mentor to give identified Key Stage 3 and 4 Pupil Premium students additional support to make progress towards achieving their target grade, either 1-to-1 or in small groups. Additional support to be provided in targeted Maths lessons to assist class teachers and identified Pupil Premium students. Peer Mentors to give identified Key Stage 3 and 4 Pupil Premium students additional support to make progress towards achieving their target grade. CPD training for Maths mentor for effective monitoring and evaluation. **Key Stage 2** Key Stage 2 pupil needs are addressed in priority order, balanced with opportunities to integrate skills back into class with peers. Some pupils supported in class to access work alongside peers, including high level work.	Progress demonstrated through monitoring of data from regular assessment points. Lesson observations. 90% attendance at targeted interventions. Closing the gap between Pupil Premium students and their peers and maintaining this progress. Progress measures to exceed national (other) in mathematics, and for the gap between Pupil Premium students and whole school (other) not to vary by more than 0.4 of a grade.
Targeted Intervention in Science	

Science Mentor to give identified Key Stage 3 and 4 Pupil Premium students additional support to enable them to make progress towards achieving their target grade and provide individualised intervention programmes to ensure students make progress, either 1-to-1 or in small groups. Peer Mentors to give identified Key Stage 3 and 4 Pupil Premium students additional support to make progress towards achieving their target grade. Additional support to be provided in targeted Science lessons to assist class teachers and identified Pupil Premium students. **Key Stage 2** Key stage 2 support sometimes provides pre-teaching, particularly of vocabulary, to allow effective participation with peers. Skilled science TA available as needed. Knowledge and understanding applicable to all areas of life. Support with written work in the classroom provided as necessary.	Progress demonstrated through monitoring of data from regular assessment points. Lesson observations. 90% attendance at targeted interventions. Closing the gap between Pupil Premium students and their peers and maintaining this progress. Progress measures to exceed national (other) in Science, and for the gap between Pupil Premium students and whole school (other) not to vary by more than 0.4 of a grade.
Targeted Intervention in GCSE options: Specialist subject tutors to give identified Key Stage 4 Pupil Premium students additional support to make progress towards achieving their target grade; providing individualised intervention programmes to ensure students make progress.	Progress demonstrated through monitoring of data from regular assessment points. Closing the gap between Pupil Premium students and their peers and maintaining this progress. Progress measures to exceed national (other) in these subjects, and for the gap between Pupil Premium students and whole school (other) not to vary by more than 0.4 of a grade.
Exam concession testing and Educational Psychologist assessments Exam concession testing and Educational Psychologist assessments to develop successful learning strategies for students.	All appropriate exam concessions in place for students. Exam outcome and developing successful learning strategies for students.
Breakfast Club for Key Stage 3 and 4 Pupil Premium Students Breakfast Club to be offered to Key Stage 3 and 4 Pupil Premium students. This will focus on: Academic support to enable students to receive support with homework and organisational skills. Expanding knowledge of current affairs and the wider world. Higher aspirations and ambitions.	90% attendance at Breakfast Club and homework interventions. Monitoring of students' behaviour data and homework completion on SIMS system. Student feedback.

Homework Support Sixth formers to provide targeted support and organisation in completion of homework. Students will be given a drink and something to eat to ensure wellbeing. **Key Stage 2** Homework often differentiated to ensure all pupils can access tasks.	Providing support for students with their homework and organisation, and ensuring students have eaten adequately at the start of the day.
Visits to Local Further Education Colleges Assist in informing Post 16 options. Introduce students to the College environment and the type of courses colleges offer so students are informed about Post 16 options.	Development of positive mindset towards the future. 100% of students to access suitable Post-16 options.
Pastoral Care Pastoral care is fully integrated into the structural organisation of the school, effectively meeting the personal, social and academic needs of the students.	Monitoring of student wellbeing. Monitoring of students' behaviour data on SIMS system. Monitoring of students' attendance: 2024/25 Pupil Premium attendance average was 92.04% compared to a whole school average of 94.07%. Closing the gap between Pupil Premium students and their peers and maintaining this progress. Attendance measures to exceed national (other).
Crew Trident Support External agency involvement to help support students with non-engagement issues within school: whole school approach. Engagement with families and advice in targeted sessions in school or at home.	Monitoring of students' behaviour data on SIMS system. Closing the gap between Pupil Premium students and their peers and maintaining this progress. Attendance measures to exceed national (other). Feedback from teachers.
Resources Provide targeted exam support materials to ensure that Pupil Premium students have the best opportunity for lesson reinforcement, revision and exam success.	Monitoring of data from regular assessment points and SIMS data.

Provide resources and equipment to support Pupil Premium students' learning and to ensure students can work effectively across the curriculum. Provision Maps to monitor student provision and provide teacher awareness.	Reference targets related to subject areas above.
Pupil Premium Disadvantaged Fund To provide funding for Pupil Premium students to enable them to participate in all aspects of their education, including educational visits, school uniform, peripatetic lessons, residential trips or any other aspect which is deemed to have value in terms of individual opportunity.	Students to have access to participate in all aspects in school, ensuring equality with their peers. 100% of Pupil Premium students to participate in educational trips.
Self-Development Day Allowing students to develop reasoning and communication skills in a non-academic context. Boosting self-confidence and belief by accomplishing challenging tasks. Raising aspirations by providing achievable challenges.	Monitoring SIMS positive behaviour data. Monitoring reports regarding attitudes to work.
Work Experience Helping to arrange work experience placements. Helping students become aware of a future beyond school. Raising career ambitions and aspirations for students. Giving students knowledge of the wider world in a professional setting. Allowing students to experience future employment possibilities. Boosting confidence and motivation.	100% of Pupil Premium students to successfully arrange and attend work experience placements. Feedback from students. Feedback from employers.
Junior Department Provide pupils with the appropriate level of support to access social activities, e.g. using their breaktime to build meaningful social interactions and relationships. Raise attainment in reading, writing and maths – ensure appropriate progress rates for individuals. To allow pupils to participate on an equal footing with their peers.	Behaviour, co-operative practice and independence are promoted. Lesson observations and daily practice. Playground environment successful. Evidence in books, long term writing file, data tracking internal and external.

To generate increased participation (to an appropriate level) in the classroom – through developing pupil confidence, self-esteem and pre-teaching.	Pupils have access to all the school can offer – e.g. facilitating karate club participation. All pupils participate at an appropriate level in the classroom – contributing to the class and class progress. Closing the gap between Pupil Premium students and their peers and maintaining this progress. Progress measures to exceed national (other) in Reading, Writing, Maths and GPS, and for the gap with whole school (other) not to grow.

Activity in this Academic Year

This details of how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, Recruitment and Retention)

Budgeted Cost: £40,000

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Inset training – Whole school	Staff awareness of challenges and barriers that affect Pupil Premium students. Trauma Awareness training delivered to all staff. Ensure all staff are aware of challenges and barriers that affect Pupil Premium students at the King's School. Staff awareness of support available inside and outside the classroom setting for all areas.	**4, 6, 7, 8, 10**
Pupil Premium conference – this enables us to gain key updates from leading experts and practitioners in supporting pupil progression, improving the impact of interventions to reduce barriers to learning and developing high quality strategies to narrow the attainment gap	Examine how to successfully identify, manage and overcome barriers to learning for pupils. Explore and plan the implementation of the latest insights on how The King's (The Cathedral) School can support outstanding Pupil Premium interventions.	**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11**
Specialised subject teaching - Supporting disadvantage learners in subject areas	Provide disadvantaged learners additional opportunities for lesson reinforcement and one-to-one/small group teaching.	**1, 2, 3, 4, 5, 6, 7, 9, 10, 11**

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

Budgeted Cost: £78,542

Activity	Evidence that supports this approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	Challenge Number(s) addressed
Pupil Premium Programme Leader **SLT leadership and analysis of data.**	Continue individualised support, monitor students' progress, implement strategies to enhance student progress and close the gap between Pupil Premium students and their peers. Progression demonstrated through monitoring of data from regular assessment points and advising on strategies.	**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11**
Learning mentors KS3 and KS4	Monitoring of effectiveness of individualised student strategies. Progress demonstrated through monitoring of data from regular assessment points. Monitoring of student behaviour data on the SIMS database. Student feedback.	**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11**
English Mentor	Student voice. Data supporting underachievement in English in Key Stage 3 and 4. Data supporting identified students achieving flight path 4 or below.	**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11**
Maths Mentor	Student voice. Data supporting underachievement in Maths in Key Stage 3 and 4. Data supporting identified students achieving flight path 4 or below.	**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11**
Science Mentor	Student voice. Data supporting underachievement in Science in Key Stage 3 and 4. Data supporting identified students achieving flight path 4 or below.	**1, 2,3, 4, 5, 6, 7, 8, 9, 10, 11**

| Mentoring for other GCSE options | Student voice.

Data supporting underachievement.

Data supporting identified students achieving flight path 4 or below in chosen options. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 |
|---|---|---|
| Sixth Form Mentoring | Student voice.

Data supporting underachievement in particular subject area.

Selected Sixth Form students provide a very positive role model for our Pupil Premium students. | 1, 2, 3, 4, 6, 8, 11 |
| Breakfast Club | The attendance percentage.

Monitoring of students' behaviour data on SIMS system and report data.

Student feedback. | 1, 2, 4, 6, 7, 8, 10, 11 |
| Twinkl | Relevant resources to enable English, Science and Maths mentors to support lesson reinforcement and tutoring.

KS2 - Resources accessible at wide ability range, used across multiple subject areas with relevance to motivation, pre-teaching and assessment. | 1, 5, 6, 8, 9,10 |
| KS2 | Personalised support through paying for additional contact hours with pupils. Blend of 1 to 1, small group work, group support in class and class access support is used to ensure pupils build skills and are then able to access classwork alongside peers more effectively. Some sessions in place before the school day begins. | 1, 2, 3, 4, 6, 8, 9,11 |

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

Budgeted Cost: £40,000

Activity	Evidence that supports this approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	Challenge number(s) addressed
College visit	Introduce students to the College environment and the type of courses colleges offer so students are informed about their Post-16 options.	2, 3, 4, 5, 10
Learning mentors	Pupil Premium students to meet with the Learning Mentor to discuss their barriers to learning and individualised strategies to be developed to help overcome or remove the barriers. To provide individualised support, monitor students' progress, implement strategies to enhance student progress and close the gap between Pupil Premium students and their peers.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Pastoral Support	Monitoring of student wellbeing. Monitoring of students' behaviour data on SIMS system. The attendance percentage.	4, 6, 7, 11
Crew Trident	Monitoring of students' behaviour data on SIMS system. The attendance percentage.	1,4,6,7,11
Pupil Premium Disadvantaged Fund (Music lessons, residential trips) Revision resources & Additional resources	Attendance data for music lessons, educational and residential trips. Provide resources and equipment necessary to ensure students can work effectively across the curriculum. Monitoring of data from regular assessment points. To allow pupils to participate on an equal footing with their peers.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Work Experience	Feedback from students. Feedback from employers.	4, 5, 6, 10, 11

Total Budgeted Cost: £158,542
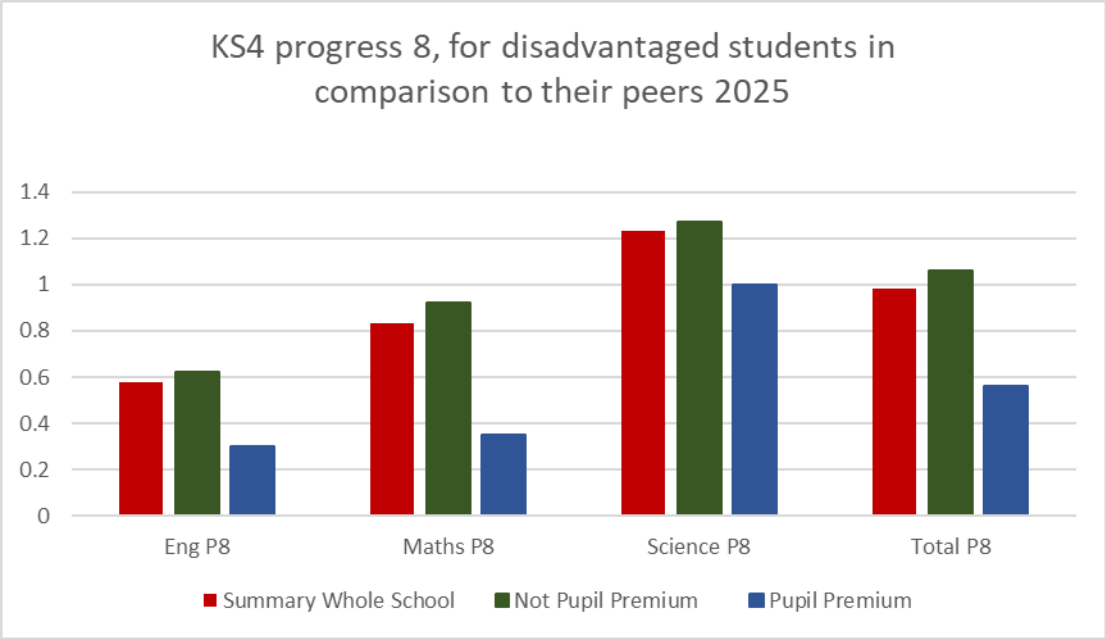
Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the **2024 to 2025** academic year.

All assessment data referenced in this report includes students under free school meals, children previously in care, children in care and children with parents in the forces.

Key Stage 4

- Progress 8 score for Pupil Premium students was +0.56. This is higher than the national average.
- The whole school Progress 8 score was +0.98; the gap was -0.42. Last year the gap was -0.38.
- 68% (15) of Pupil Premium students met entrance requirements for the Sixth Form at The King's (The Cathedral School) and 59**%** (13) of students continued their education within the Sixth Form.
- 86% (19) of the 22 identified students in Year 11 achieved a Grade 4 or above in Maths and English.
- To compare, 89% (131 out of 147) of all students in Year 11 achieved a Grade 4 or above in Maths and English.

KS4 progress 8, for disadvantaged students in comparison to their peers 2025

Targeted Intervention in English

Key Stage 3 - English

In total throughout the year, 40 students were supported in KS3, either through English mentoring, support in class, or both.

- 100% of supported identified students achieved Flightpath 4 or above.
- 80% of identified students made progress or achieved their flightpath.
- 6 identified students were offered one-to-one and small group sessions to support academic targets in English. Attendance at these sessions was 79%.
- The English Mentor supported 8 double lessons per fortnight.

Key Stage 4 – English

- 18 identified Key Stage 4 students were offered regular one-to-one or small group English Mentoring.
- Attendance at these sessions was 79%.
- 90% of supported identified Year 10 students achieved a flightpath 4 or above
- The English Mentor supported 9.5 double lessons per fortnight for Key Stage 4 students.

Targeted Intervention in Mathematics

Key Stage 3 – Maths

In total throughout the year, 40 students were supported in KS3, either through Maths mentoring, support in class, or both.

- 85% of supported identified students achieved Flightpath 4 or above.
- 83% of supported identified students made progress or achieved their flightpath.
- 5 identified students were offered one-to-one and small group sessions to support academic targets in Maths.
- Attendance at these sessions was 96%.
- The Maths Mentor supported 7 double lessons per fortnight.

Key Stage 4 – Maths

- 14 identified Key Stage 4 students were offered regular one-to-one or small group Maths Mentoring.
- The average attendance for the Maths Mentoring in Key Stage 4 was 94%.
- 57% of identified Year 10 students achieved a flightpath 4 or above.
- The Maths Mentor supported 9 double lessons per fortnight for Key Stage 4 students.

Targeted Intervention in Science

Key Stage 3 – Science

In total throughout the year, 41 students were identified in KS3, either through Science mentoring, support in class, or both.

- 90% of identified students (10) achieved Flightpath 4 or above in Science (Year 7).
- 100% of identified students (14) achieved Flightpath 4 or above in Science (Year 8).
- 71% of identified students (17) made progress or achieved their flightpath in Biology (Year 9).
- 76% of identified students (17) made progress or achieved their flightpath in Chemistry (Year 9).
- 71% of identified students (17) made progress or achieved their flightpath in Physics (Year 9).
- The Science Mentor supported 5 double lessons per fortnight.

Key Stage 4 – Science
- 14 identified Key Stage 4 students were offered regular one-to-one or small group Science Mentoring.
- 100% of identified students achieved a grade 4 or above in Biology.
- 100% of identified students achieved a grade 4 or above in Chemistry.
- 67% of identified students achieved a grade 4 or above in Physics.
- 50% of identified students achieved a grade 4 or above in Combined Science.
- The Science Mentor supported 7 double lessons per fortnight for Key Stage 4 students.

Teacher Voice:

"Initially Student X had a reserved character. However, over time he grew in confidence and was a delight to teach. He attended his intervention with a positive attitude and readiness to learn."

"Student Y was reliable and attended interventions enthusiastically. He was focused and engaged throughout his sessions which was reflected in his end of year exams."

"After attending all his mentoring sessions to reinforce the learning happening in class, Student Z became significantly more confident to answer questions and volunteer his opinions in group discussions."

Student Voice:

100% of students strongly agreed/agreed that mentoring sessions helped their understanding in class and with homework.

100% of students would recommend sessions for others.

'PP is very helpful and supportive, always makes me feel cared for and welcomed with school and just in general.'

'Everyone in the tower is really supportive, both with schoolwork and being there to talk to if needed.'

'I definitely believe the sessions helped me through my academic school life with it being a comfortable environment and very supportive.'

'I believe that mentoring has been very beneficial as it has allowed me to be more confident in English and Physics, consequently helping me boost my grades.'

'Mentoring has been able to help me get extra practice with things I have been struggling with in class. I have had a better understanding of things my teachers have said.'

'The tower is a safe space when we need it. Mentoring has helped me enjoy the subjects and helped me choose what I want to do in my future.'

'This is my second year having mentoring, and I've never looked back. In subjects I used to hate, I've learned so much and enjoyed my sessions.'

'The way the subject is taught in mentoring is definitely easier to comprehend as it's a smaller group and I can ask questions when I need to.'

'My learning mentors are always there to check up on me and talk to if I need support. I know they all want the best for me.'

Key Stage 3 and 4 Learning Mentors

Key Stage 4

- Mentoring was academic in nature and the focus was identifying barriers to learning and working on the needs of the individual student to remove those barriers.
- 100% of Pupil Premium students in Key Stage 4 were mentored.
- Personalised action and revision plan for study were issued to identified students.
- 100% (22) of Year 11 Pupil Premium students have accessed a Level 2 course, in Sixth Form or at an alternative Further Education provider.
- 59% (13) of Year 11 Pupil Premium students met the requirements for The King's School Sixth Form.

Key Stage 3

- Mentoring was academic in nature and the focus was identifying barriers to learning and working on the needs of the individual student to remove those barriers.
- 100% of Pupil Premium students identified in Key Stage 3 were mentored or offered mentoring.
- Breakfast Club was offered four days a week; light breakfast and a drink were available. This was expanded to both Key Stage 3 and 4 to help support with homework, lesson reinforcement and organisation. It was supported by two members of staff and a sixth form student.

Key Stage 2 - D Ludford

Approachable and sympathetic support helped pupils build their skills and access work that would otherwise have been out of their reach. Social and behavioural work improved pupil access to peers and friendships.

- Pre-teaching was used to allow pupils to access elements of science and English more effectively
- Confidence and self-esteem building work was effective.
- Friendships and interactions noticeably improved for key individuals.
- Progress in Year 5 was made to allow pupils to access SAT testing in Year 6 2025.
- Progress for Pupil Premium students in social areas has allowed them to access lessons and boost ability to co-operate with their peers.
- Emotional wellbeing supported – relationships were strengthened.

Externally Provided Programmes

Programme	Provider
Twinkl	Twinkl
Provision Maps	TES Provision Map
Go Teach Maths: 1000s of free resources	Go!

Service Pupil Premium funding (optional)

Measure	Details
How did you spend your Service Pupil Premium allocation last academic year?	Class support, interventions, pastoral support and resources.
What was the impact of that spending on Service Pupil Premium eligible pupils?	Progress 8 score for service students was 1.08 (3). The whole school Progress 8 score was +0.98.

Appendix A

Background Statistics (2025-2026)

Year Group	Free School Meals (FSM) Ever 6	Services Children	CiC	CPiC	Total
Year 3	-	-	-	-	-
Year 4	-	-	-	1	1
Year 5	1	-	-	1	2
Year 6	-	-	1	1	2
Year 7	23	-	-	10	33
Year 8	33	2	-	7	42
Year 9	22	-	-	3	25
Year 10	27	-	1	1	29
Year 11	10	-	2	5	17