

Pupil premium strategy statement – Sharples School

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	1213
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Caroline Molyneux, Headteacher
Pupil premium lead	Farzana Khan, Assistant Headteacher
Governor / Trustee lead	Rayaz Chel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£377,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£377,325

Part A: Pupil premium strategy plan

Statement of intent

At Sharples our objective is to ensure that all students, regardless of background or circumstance, have the opportunity to perform in line with the school's motto of Learn, Dream, Achieve. In actively supporting this goal our Pupil Premium funding is used in a strategic way to remove barriers to learning and to ensure that disadvantaged students are able to make strong progress across the curriculum, developing academically, socially, and emotionally.

The aim of our strategy is to ensure that disadvantaged students are fully supported to achieve ambitious outcomes and to fulfil their potential. Our approach begins by identifying the specific challenges faced by disadvantaged students within the context of Sharples School, including those with additional needs, poor attendance, behavioural barriers, or limited access to enrichment and wider school opportunities.

The strategy sets out how these barriers are addressed through targeted and whole-school approaches.

Quality-first teaching sits at the heart of our Pupil Premium strategy. We prioritise excellent classroom practice supported by targeted interventions in areas where disadvantaged students have been identified as requiring additional support. Implicit in our intended outcomes is the expectation that the attainment and progress of non-disadvantaged students will be sustained and improved alongside that of their disadvantaged peers.

The Sharples strategy is responsive to identified challenges and individual needs, and is underpinned by robust assessment and careful monitoring rather than assumptions about disadvantage. The approaches we adopt work in combination to ensure students are supported to succeed, with focus on the areas of

Our priorities for disadvantaged students at Sharples are in the following areas:

- **Attainment:** A positive set of outcomes is the key to opening the doors to future success for all students. We will prioritise the drive for outstanding teaching and learning every single day, in every single lesson, with incisive assessment that identifies gaps and allows teachers to intervene successfully in order to maximise achievement of all students, ensuring that disadvantaged students achieve their potential, matching outcomes of their non-dis disadvantaged peers.
- **Literacy :** Developing literacy skills is fundamental to unlocking potential. We aim to ensure that every student has access to high-quality reading interventions, targeted support, and opportunities to engage with enriching texts, enabling them to access the full curriculum with confidence.
- **Behaviour:** A positive learning environment is essential for achievement. We prioritise proactive behaviour support, fostering resilience, self-regulation, and positive relationships, enabling students to flourish academically and socially.
- **Attendance:** Regular attendance is critical for learning and achievement. Our strategy includes early intervention, pastoral support, and engagement with

families to ensure that students attend school consistently and benefit fully from the education on offer.

- **SEND:** Recognising that some students require additional support, we provide tailored interventions and resources that address individual needs, ensuring all students can engage fully with their learning and make measurable progress.
- **Enrichment and Cultural Capital:** We ensure disadvantaged students have full access to enrichment opportunities that broaden experiences and raise aspirations. By removing barriers to participation, we support students to develop confidence, engagement, and the cultural understanding needed to succeed in school and beyond.
- **Aspirations for the future:** We believe that every student should have a clear pathway to a successful future. Our strategy includes bespoke careers guidance, work experience opportunities, and access to role models, ensuring that students can explore their ambitions and make informed choices about their next steps.

To ensure our strategy is effective, as a school we will:

- ensure disadvantaged students are appropriately challenged and supported in all areas of learning
- intervene early where need is identified, using targeted academic and pastoral support strategies
- adopt a whole-school approach in which all staff share responsibility for disadvantaged students' outcomes and maintain high expectations of what disadvantaged learners can achieve

Through this coherent and inclusive approach, Sharples School aims to maximise the impact of Pupil Premium funding, close gaps in attainment, raise aspirations, and ensure every student is supported to **Learn, Dream, Achieve**.

This strategy is underpinned by the Education Endowment Foundation's (EEF) three-tiered approach, prioritising high-quality teaching for all pupils, targeted academic and pastoral interventions for disadvantaged pupils, and wider strategies that address non-academic barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Key Stage 4 Attainment</p> <p>Attainment at Key Stage 4 for disadvantaged students is below that of their non-disadvantaged peers.</p> <p>In 2025 the attainment of disadvantaged students was lower in comparison to their non-disadvantaged peers across almost all subject areas at all key benchmarks (4+, 5+, 7+)</p> <p>This indicates a stubborn attainment gap in core and some foundation subjects which acts as a limiting factor on disadvantaged students accessing ambitious post-16 pathways and achieving their aspirational long-term outcomes.</p>
2	<p>Literacy</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with literacy than their peers.</p> <p>On entry to Year 7 in the last 3 years, on average 48% of our disadvantaged pupils arrive below age-related expectations compared to 52% of other pupils.</p>
3	<p>Behaviour for Learning</p> <p>Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of parental support and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their behaviour and attainment across all subjects.</p> <p>Pastoral referrals for support, including referrals for the IEU remain relatively high.</p> <p>Of all the incidents that have been recorded in the IEU:</p> <p>55% are disadvantaged, 55% of ASPs are disadvantaged and 75% of suspensions are disadvantaged.</p> <p>46 pupils (59% of whom are disadvantaged) currently require additional support with social and emotional needs, and are receiving 1:1 counselling sessions.</p> <p>35 pupils (66% of whom are disadvantaged) currently require additional support with managing behaviour, and are receiving 1:1 behaviour mentor support.</p>

4	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.3-2.8% lower than for non-disadvantaged pupils.</p> <p>57% of disadvantaged pupils have been 'persistently absent' compared to 43% of their peers during 24-25. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>SEND Provision</p> <p>Increasing SEND needs in PP students as evidenced in the growing number of EHCP admissions and applications especially amongst disadvantaged students. Currently 15% of students have identified SEND needs, with at least 44% of those on the SEND register also qualifying for PP.</p>
6	<p>Enrichment, Cultural Capital and Aspirations.</p> <p>We are aware that many of our pupils do not have the experiences and activities that other children in more affluent areas might access, and possibly take for granted. We aim to take every opportunity to develop pupils' character, to provide information and experiences related to careers through a comprehensive extra curricular programme, and to provide memorable activities that will help prepare pupils for their adult life.</p>

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
Maximise progress and attainment outcomes for disadvantaged students.	<ul style="list-style-type: none"> • Maths and English 4+, 5+ and 7+ and Basics measures of disadvantaged students matches others within the school and is above national average for 'other' students' nationally. • Progress 8 (from 2027) and Attainment 8 of disadvantaged students matches others within the school and is above national average for 'other' students' nationally.

<p>To ensure high-quality literacy provision for disadvantaged students including access to reading, reading intervention, oracy development and specific literacy interventions when needed to enable them to access the curriculum across the school.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations. • Specific literacy interventions are used to improve engagement across the curriculum by disadvantaged students e.g. handwriting, spelling. • Full engagement with reading activities by disadvantaged pupils in line with their non disadvantaged peers, as evidenced by tracking data.
<p>To promote emotionally healthy, strong, and positive behaviours in our disadvantaged pupils through clear routines and expectations that are used consistently by all staff and understood and followed by pupils.</p> <p>Rewards and praise are used to enable our disadvantaged students to build a positive sense of belonging to Sharples School.</p> <p>Disadvantaged pupils demonstrate improved engagement within their lessons.</p>	<ul style="list-style-type: none"> • The Sharples Behaviour Curriculum is launched and understood by all • Sharples Celebrates provides positive rewards for students and disadvantaged students demonstrate a positive attitude to their learning and to school as evidenced by student voice/surveys e.g. BeeWell • Reduction in negative behaviour logs and fixed term exclusions for disadvantaged students. • Positive climate for learning as evidenced through student and staff voice
<p>To sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 5.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 3% lower than their peers.
<p>To sustain improved outcomes for SEND K pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils with SEND K make strong and sustained progress from their individual starting points across the curriculum. • The attainment and progress gaps between SEND K disadvantaged pupils and SEND K non-disadvantaged pupils continue to reduce over the life of the strategy.

	<ul style="list-style-type: none"> • SEND K disadvantaged pupils demonstrate improved engagement in learning, reflected through lesson observations, reduced behaviour incidents and improved attendance. • Targeted SEND K interventions are carefully matched to need, reviewed regularly and demonstrate measurable impact on academic progress, wellbeing and independence. • SEND K disadvantaged pupils and their families report positive experiences of support and feel well supported to access learning and wider school life.
To provide cultural capital and high quality enrichment experiences for our disadvantaged pupils.	<ul style="list-style-type: none"> • Sharples Routines include expectations for the way pupils behave and speak to each other and staff in a professional way. Students become more confident and able to converse with a wider audience, improving their cultural capital. • Disadvantaged students are provided with life changing opportunities to see what is possible in life with hard work and engagement e.g. trips, events, speakers. • Engagement data and attendance rates for disadvantaged students in enrichment activities, clubs, sporting opportunities, student affairs, and gold ties to be equivalent to that of their non-disadvantaged peers. • All disadvantaged pupils have equal access to curriculum linked school trips throughout the academic year.
Disadvantaged pupils will develop high aspirations for their future education, training and careers. They will demonstrate increased confidence, ambition and awareness of post-16 and post-18 pathways, leading to improved engagement with learning, sustained motivation, and informed decision-making about their next steps. As a result, disadvantaged pupils will be more likely to progress to aspirational destinations that reflect their potential.	<ul style="list-style-type: none"> • Disadvantaged pupils show higher aspirations, confidence and engagement with learning. • Increased participation in enrichment, careers and aspirational experiences. • Pupils can clearly articulate ambitious and realistic future pathways. • Reduced gaps in access to opportunities between disadvantaged and non-disadvantaged pupils. • More disadvantaged pupils progress to and sustain positive, aspirational destinations.

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: £ 173,495 (201891)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff work to continually improve their teaching of all pupils, including disadvantaged in both English and Maths particularly at KS3	<p>EEF's guidance on improving mathematics at KS3 highlights structured teaching strategies (such as targeted problem-solving tasks and adaptive support) as effective for increasing student progress and narrowing the attainment gap (Improving Mathematics in Key Stages 2 and 3 EEF).</p> <p>For English, additional support focused on vocabulary and reading comprehension has shown to particularly benefit pupils who may start secondary school with lower literacy levels (Improving Literacy in Secondary Schools EEF)</p> <p>The DfE research reviews in Maths and English further support the importance of strong KS3 teaching to secure outcomes and increase attainment, especially amongst disadvantaged students.</p> <p>Research review series: mathematics - GOV.UK</p> <p>Research review series: English - GOV.UK</p>	1,2
Continued development of Quality	Professional development focused on evidence-based strategies such as feedback and mastery learning	1,2,3,5

<p>First Teaching through the CPD programme.</p> <p>Design and implement a bespoke CPD programme underpinned by development of a practice culture that includes the strengthening of adaptive teaching, direct instruction and inclusive classroom practice.</p> <p>Implement a Steplab-based, stepped teacher improvement programme focused on deliberate practice to raise attainment for all pupils including Pupil Premium pupils.</p>	<p>strengthens teaching quality. The EEF's Effective Professional Development guidance report shows that ongoing teacher development has a significant positive impact on outcomes for disadvantaged pupils.</p> <p>Effective Professional Development EEF</p> <p>1. High-quality teaching EEF</p>	
<p>Enhancement of our SEND provision through training of SEND leaders.</p> <p>An increased number of HLTAs from 1 to 3.</p>	<p>The EEF report Special Educational Needs in Mainstream Schools advises placing support for pupils with SEND at the heart of school priorities:</p> <p>Guidance Report SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS</p> <p>The additional teaching assistants will provide targeted support for Pupil Premium SEND students, facilitating small-group intervention and aiding</p>	<p>5,3</p>

<p>Assistant SENDCO (TLR) and SENDCO consultant support (1 day per week).</p>	<p>access to the curriculum. The EEF's Teaching Assistant Interventions toolkit highlights that TAs are most effective when delivering structured, curriculum-linked interventions.</p> <p>Deployment of Teaching Assistants EEF</p> <p>Supporting SEND - GOV.UK</p> <p>Assistant SENDCO and SENDCO consultant will address the growing SEND needs in the school and help to coordinate targeted support for disadvantaged students with SEND, addressing social-emotional and learning needs. Research from the EEF's Special Educational Needs in Mainstream Schools guidance report indicates that high- quality SEN provision is crucial for reducing attainment gaps.</p> <p>Special Education Needs in Mainstream Schools guidance report</p>	
<p>Implement and embed a consistent whole-school behaviour approach through <i>The Sharples Way</i> ensuring that expectations for behaviour, routines, relationships and learning conduct are explicitly taught, consistently applied, and clearly understood by all staff and pupils.</p>	<p>The Education Endowment Foundation (EEF) identifies behaviour interventions as having a positive impact on pupil outcomes, particularly when they focus on clear expectations, consistent routines, positive reinforcement and staff alignment. Whole-school approaches that explicitly teach behaviour and support self-regulation are more effective than reactive or punitive systems alone.</p> <p>Behaviour interventions EEF</p>	<p>1,3,4</p>

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

Budgeted cost: £ 102,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a bespoke and targeted intervention programme across KS3 and KS4 for all students including those with additional needs</p> <p>This includes, but is not limited to:</p> <p>KS3 Reading intervention</p> <p>KS4 Small group intervention</p> <p>Revision support for students, including revision guides/materials/packs free where appropriate</p> <p>ALS/After school study support and structured revision programmes</p>	<p>2. Targeted academic support EEF</p> <p>Closing The Gap: The Benefits Of Small Group Tuition - Engage Education</p> <p>Small group tuition EEF</p> <p>Extending school time EEF</p>	1,2,3,5
<p>Implement targeted ELT mentoring for disadvantaged pupils to improve academic outcomes and engagement.</p>	<p>Mentoring EEF</p>	3,4,6
<p>Reading Tests (GL assessments), Reading Wise Intervention and reading aloud as part of our whole school reading strategy.</p>	<p>Diagnostic reading assessments and structured reading interventions (like Reading Wise) support literacy skills, which are foundational for academic success.</p> <p>The EEF's Improving Literacy in Secondary Schools EEF report indicates that tailored literacy interventions improve reading skills and access to the curriculum. The use of ReadingWise has been</p>	<p>2,1</p> <p>2,6</p>

Reading Coordinator to ensure the Reading Together initiative is purposeful and meaningful and the books chosen build on cultural capital and develop a love of reading.	selected due to strong research evidence showing an increase in reading age of over 9 months in 1 term. ReadingWise - Academic, evidence-based research for creating ReadingWise	
Targeted EAL support, structured vocabulary teaching, and increased reading exposure Some disadvantaged pupils with English as an Additional Language have limited vocabulary, phonics knowledge, and oral language skills, reducing their ability to access age-appropriate texts and whole-class instruction	Professional development programme for teachers could boost EAL... EEF Impact of EEF-funded trials on the educational attainment of pupils with English as an additional language	1,2
Targeted Maths and English intervention forms for KS4. Structured small-group support and targeted catch-up sessions delivered by specialist teachers. Interventions will align with individual pupil assessment and focus on key GCSE content gaps.	Evaluation of the National Tutoring Programme Year 2 Study Plan - GOV.UK	1,2
Provide targeted mentoring or coaching for disadvantaged pupils to build confidence, resilience and ambition. Deliver one-to-one and small-group careers guidance	Poorer young people more likely to have career aspirations that... EEF Mentoring EEF	3,4,6

<p>focused on aspirational post-16 and post-18 pathways.</p> <p>Ensure disadvantaged pupils participate in meaningful encounters with employers, further education and higher education providers.</p> <p>Facilitate aspirational enrichment activities, including trips, workshops and cultural experiences linked to future pathways.</p> <p>Identify disadvantaged pupils with low aspiration or engagement and provide tailored pastoral support.</p> <p>Support disadvantaged pupils to set, review and reflect on personal goals related to learning and future ambitions.</p> <p>Increase disadvantaged pupils' access to leadership roles, clubs and extra-curricular activities.</p> <p>Use targeted funding to remove financial barriers preventing participation in aspirational activities.</p>	<p>Aspiration interventions EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 100,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Through a structured programme of extracurricular activities, educational visits, leadership opportunities, careers guidance, and employer or university engagement, we actively remove barriers to participation for disadvantaged students.</p> <p>Targeted funding and pastoral support are provided to ensure equitable access to enrichment opportunities, with participation and impact systematically monitored to build character, raise aspirations, and prepare students for future pathways.</p> <p>Subsidised educational visits, residentials, and cultural experiences to remove financial obstacles, enrich learning, and expose students to diverse perspectives and opportunities.</p> <p>Funding for extracurricular activities, music tuition,</p>	<p>This report highlights how disadvantaged pupils are more likely to experience disengagement from enrichment, leadership and aspirational opportunities without targeted support. The findings reinforce the need for deliberate removal of financial and social barriers to participation to ensure equity of access.</p> <p>Forgotten. Left behind. Overlooked.</p> <p>EEF Blog: Social and emotional learning - supporting schools to...</p> <p>https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf</p> <p>https://www.pshe-association.org.uk/what-we-do/why-pshe-matters</p> <p>Arts participation EEF</p> <p>EEF evidence indicates that social and emotional learning (SEL) approaches can improve pupils' wellbeing, behaviour and engagement, particularly for disadvantaged pupils. Improved SEL skills are associated with better academic outcomes and reduced behaviour incidents when delivered as part of a whole-school approach.</p>	3,4,6

<p>or sports participation.</p> <p>Careers education, employer engagement, mentoring, and university visits that inspire aspiration, broaden horizons, and equip students with the knowledge to make informed decisions about their next steps.</p> <p>Leadership roles, student voice initiatives, and volunteering opportunities empowering students to develop confidence, take responsibility, and strengthen leadership and teamwork skills.</p>	Social and emotional learning EEF	
<p>Develop and sustain a whole school approach to monitoring and improving attendance, targeting 97%+</p> <p>This includes:</p> <p>Financial Support for PP students where necessary.</p> <p>Home visits, early help, and family support are provided to remove barriers and support pupil wellbeing.</p> <p>Recruitment of second attendance administrator.</p> <p>Whole school attendance/ punctuality policy which takes a robust approach to student attendance/punctuality to ensure high levels of</p>	Strategies for reversing poor school attendance 8 ways to prevent chronic absenteeism K-12 Dive Working together to improve school attendance - GOV.UK Working together to improve school attendance - August 2024 - GOV.UK Social and emotional learning EEF	<p>3,4</p>

attendance for all students via Focus on Five tracking.		
Behaviour mentoring, counselling, and nurture provision.		
Bespoke support for identified students via external agencies or AP as appropriate.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	3,4,5
Wellbeing and engagement programmes to support resilience e.g. Khulisa, Movement for Mind, BWiTC.	Social and emotional learning EEF	3,4
Deliver a comprehensive and targeted careers education programme for disadvantaged pupils, including structured careers education, employer encounters, educational visits, and personalised guidance. This will be coordinated through the Careers Advisor and Raising Aspirations Coordinator to ensure disadvantaged pupils receive high-quality, impartial advice and meaningful exposure to post-16 and post-18 pathways.	The Gatsby Benchmarks provide an evidence-informed framework for high-quality careers education. Research shows that schools achieving multiple Gatsby Benchmarks improve pupils' career readiness, raise aspirations and reduce the likelihood of disadvantaged pupils becoming NEET by supporting informed post-16 and post-18 decision-making. A Quick Read Guide to the Gatsby Benchmarks	1,3,4,6
We will establish a staffed Breakfast Club to support	Magic Breakfast - trial EEF	1,3,4

disadvantaged pupils by ensuring a calm, structured start to the school day. The provision will offer a nutritious breakfast alongside supervised study, reading, and social interaction, helping to remove barriers linked to hunger, punctuality, readiness to learn, and wellbeing.	EEF statement: re-publication of the evaluation of school breakfast clubs	
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Total budgeted cost: £ 377,325

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our focus on quality first teaching and a broad ambitious curriculum allows students to engage deeply with the material, fostering a rich learning environment that caters to diverse needs. This approach encourages critical thinking and creativity, empowering students to explore various subjects and develop a well-rounded skill set. By emphasising both academic excellence and holistic development, Sharples can better prepare students for future challenges and opportunities, ensuring they become confident, informed individuals ready to contribute to society.

Comparison with national data demonstrates that on average our disadvantaged pupils are making good progress when compared to the overall national figure for **all** pupils. In terms of 2024/25 our average **Attainment 8** for **Disadvantaged pupils** was 43.1 (compared to the **national performance** for **all non-disadvantaged pupils** which was 52.8). 25.7% of **Disadvantaged pupils** achieved 5+ in English and Maths against the **national performance** for **all non-disadvantaged pupils** of 52.8%. 59.5% of **Disadvantaged pupils** achieved 4+ in English and Maths against national performance for **all non-disadvantaged** of 72.7% hence the continued focus on early intervention in reading and numeracy in our strategy.

The data demonstrates that the school has made progress in:

- Ensuring disadvantaged pupils achieve at least a standard pass in English & Maths.
- Entering disadvantaged pupils for the EBacc if this is their choice

Aspects of our Pupil Premium Strategy that have been most effective at improving outcomes for disadvantaged pupils are:

- Small-group targeted academic interventions
- ALS targeted extra sessions
- School literacy strategy including ReadingWise

Based on all the information above, the performance of our disadvantaged pupils met expectations in most areas.

The Pupil Premium allows us to focus our resources more effectively on those students who are most likely to fail to achieve due to their socio-economic background.

Whilst further improvement in the attainment and progress of disadvantaged pupils is required, it is important to recognise the specific context of the cohort and the ongoing impact of Covid-19 on outcomes. These factors have continued to influence pupils' starting points, levels of readiness to learn, and the degree of support required to accelerate progress. Therefore these factors also continue to influence gaps in knowledge, rates of attendance, and wider engagement, all of which remain priorities within our current Pupil Premium strategy.

Externally provided programmes

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

Programme	Provider
ReadingWise	Reading Wise
NGRT	GL Assessment