

Pupil premium strategy statement – [Great Academy Ashton]

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	1298
Proportion (%) of pupil premium eligible pupils	47.7%
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)	2021-2022 to 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	David Waugh - Principal
Pupil premium lead	Rebecca Holroyd - Assistant Principal
Governor / Trustee lead	Umesh Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£616,350
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>	£616,350

Part A: Pupil premium strategy plan

Statement of intent

In alignment with the Department for Education's rationale for the Pupil Premium Grant and in acknowledgment of the challenges our pupils encounter, Great Academy Ashton (GAA) is committed to assisting our disadvantaged pupils. This commitment is manifested through the execution of high-calibre, quality first teaching, focused interventions, and inclusive school-wide programs designed to enhance academic proficiency particularly in literacy, pastoral care, attendance, and overall welfare strategies.

At GAA, we are dedicated to helping each pupil reach their full potential. We achieve this by offering an ambitious curriculum taught through outstanding daily classroom instruction. Our rigorous quality-assurance systems across all areas of provision are carefully used to pinpoint and overcome any obstacles to learning.

We firmly hold the conviction that our pupil premium strategy is finely tailored to cater to the specific needs of our pupils and the broader school community. This strategy has been developed on the foundation of well-informed research and best practices.

Moreover, our strategy is fortified by our unwavering dedication to four overarching whole school priorities:

1. Assessment, embedding formative assessment
2. High expectations, behaviour culture and curriculum
3. Promoting reading and disciplinary literacy
4. Intelligently designed use of effective pedagogical tools

GAA serves a highly diverse range of communities, with our catchment area encompassing a wide spectrum of deprivation levels. We cater to both some of the poorest areas in the UK, as evidenced by national data, and areas with minimal deprivation. The distribution of pupil premium across the year groups is as follows; Year 7 53.0%, Year 8 52.4% Year 9 40.6%, Year 10 49.2%, Year 11 42.6%. It is imperative to acknowledge that the Pupil Premium cohort at GAA constitutes almost 50% of our pupil body, therefore, addressing the challenges identified not only benefits our disadvantaged pupils but also enhances the overall educational experience for all pupils at GAA.

Furthermore, we firmly believe that our strategy will facilitate the promotion of cultural capital, encourage high participation rates, and create an inclusive and celebratory

atmosphere for all pupils. It is worth noting that some of our most capable and high achieving pupils are part of the pupil premium cohort.

Our strategies are grounded in evidence and are aligned with the key principles outlined in the "Effective Guide to the Pupil Premium" from the Education Endowment Foundation (EEF).

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Overall Attainment and Progress.</u></p> <p>Pupil premium pupils nationally achieve a lower level of attainment and make less progress than non-pupil premium pupils. This is also currently the case at GAA. Pupil premium pupils in 2023/24 progress measures indicate that pupil premium pupils on average achieved half a grade per subject less progress than non-pupil premium pupils.</p>
2	<p><u>Reading and Disciplinary Literacy.</u></p> <p>Nationally low reading scores are recognised as one of the biggest challenges facing pupil premium pupil academic achievements. This national picture is mirrored at Great Academy Ashton, on entry pupil premium pupils in Year 7 have a reading standardised age score (NGRT) of 5.3 below non-pupil premium pupils, closing this gap is a key priority for the school.</p> <p>In line with national trends a significant proportion of pupil premium pupils struggle to articulate their learning (subject specific) and explain the world around them (vocabulary gap). Pupil voice indicates that a significant proportion of pupil premium pupils do not have access to books at home and therefore do not independently engage with reading across a variety of texts and purposes. Our range of whole school strategies are intended to address this gap.</p>
3	<p><u>Culture and Connectivity to Education.</u></p> <p>Internal pupil voice and national PASS survey data have helped us to identify a cohort of pupil premium pupils felt "disconnected" to aspects of school life. This is understood to impact upon confidence in school, attendance, engagement in lessons. A key theme from pupil voice activity (2022) suggested that a wider range of exciting opportunities / affordable cultural experiences was required. Leaders have therefore reviewed and extended the range of enrichment activity on offer and are encouraging take up so that PP pupils are well represented in key activities. Data suggests there remains for pupil premium pupils a noticeable reluctance to re-engage to pre-pandemic levels with the full</p>

	Academy offer. A range of targeted approaches to invite pupil premium pupils to extra-curricular activity is currently being piloted to improve uptake.
4	<p><u>Mental Health and Wellbeing.</u></p> <p>Nationally, post pandemic, there has been an increase in mental health and wellbeing need. Great Academy Ashton is continuing to mirror this trend with a rise in referrals for mental health, well-being concerns and Emotional Based School Avoidance (EBSA) cases. As part of our pupil wellbeing strategy, we have now expanded our capacity to support pupils internally, meaning that needs are now identified and addressed proactively at a lower tier of need. Despite this, a number of our pupil premium cohort continue to require bespoke support – for example those with social and emotional challenges are overrepresented within the cohort.</p>
5	<p><u>Behaviour</u></p> <p>The national suspension rate for FSM eligible pupils is almost four times that for non-FSM eligible pupils; 21.70% compared to 5.47%. The permanent exclusion rate for FSM eligible pupils is almost five times the rate for non-FSM eligible; 0.29% compared 0.06%. As a result of our Behaviour Engagement strategy, GAA’s pupil premium suspension rate has now reduced to below national figures with a suspension rate of 12.61%. The suspensions and permanent exclusions rates tend to increase as age and year group increase, to a point. The highest rate for suspensions was age 13 and permanent exclusions age 14, before drops for both in higher ages. Therefore, the challenge for GAA is high due to the percentage of FSM students and the number of students at the age of the highest rate of suspensions.</p>
6	<p><u>Attendance</u></p> <p>As a result of a sustained improvement focus, attendance for both pupil premium and non-premium pupils at GAA is now above the national average. However, pupil premium pupils have lower attendance compared to their non-pupil premium peers – contributing to lower overall attainment for this cohort. The gap needs to be closed and so in 2024/5 continued targeted support will take place in order to reduce the 3.7% differential and maintain 1.5% above FSM6 Q4.</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
By Summer 2025 ensure that the attainment and progress for disadvantaged pupils will be in line with non-disadvantaged pupils nationally.	Pupil Premium KS4 progress scores are in line with non-pupil premium pupils both at the Academy, and local and national data.

	<p>Pupil premium KS4 outcomes are in line with non-premium pupils, both at the Academy, and local and national data.</p> <p>The number of PP pupils at above/expected mirrors their non-PP counterparts at Key Stage 3.</p> <p>2024/25 Year 11 cohort specific targets for ALL pupils:</p> <ul style="list-style-type: none"> • A8 = 42.0 • P8 = NA • PPP8 = NA • En4+ = 65% • Ma4+ = 65% • En5+ = 45% • Ma5+ = 40% • Basics 4+ = 60% • Basics 5+ = 35% • EBACC APS > 4.0 • Attendance = +0.2% (>NA) • NEET = 0% • PA = -3 (<NA)
<p>Pupil reading NGRT scores will increase as a result of our waves of intervention linked to our reading strategy.</p>	<p>Analysis from teacher assessments, Lexonik Advanced and Reading Plus will show an increase in NGRT scores for pupil premium pupils across all year groups. To at least maintain the PP non-PP gap -6, which is currently narrower than the national gap -8. In time, to further narrow the PP non-PP Gap by 2 points on the SAS NGRT.</p>
<p>For pupils to engage with and read a broad and enriching range of fiction and non-fiction texts both for knowledge and pleasure, which align with our school context, reading ability and interest level.</p>	<p>There will be a visible, positive culture of reading within classrooms.</p> <ul style="list-style-type: none"> • Reg and Read GAA Literary Canon. • Curriculum planning for disciplinary reading. • Word of the Week. • Reading Plus. • Library- Reading for pleasure. • Transition book year 7. • Shakespeare’s Romeo and Juliet for every Year 8 student, ‘literature in the home’.

	<ul style="list-style-type: none"> • Positive engagement with Right to Succeed reading project Tameside LA project as part of PEIA. • Subject specific vocabulary that is referred to by staff in their lessons. <p>There will be an increased number of book loans to be evident amongst our most disadvantaged pupils.</p>
<p>Reduction in the number of suspension/exclusions for pupil premium pupils, without the lowering of expectations on acceptable behaviour within the Academy. This will be supported by the behaviour for learning strategy as it embeds with pupils and staff.</p>	<p>Number of behaviour points and sanctions for PP in line with non-PP, and showing an overall decline compared to previous academic years.</p> <p>Suspensions reduced for PP and in line with non-PP, and show an overall decline compared to previous academic years.</p> <p>Allocation of rewards for PP pupils in line with non-PP.</p> <p>Opening on a KS3 Internal Alternative Provision.</p> <p>Increase in EHCP applications to support SEMH students.</p>
<p>By Summer 2025 the mental health and well being of the pupil premium cohort will be in line with non-PP (although the caveat is that this may still be high, even increasing, as mental health needs are increasing nationally) and needs will be met by a combination of in-school provision /signposting to additional support.</p>	<p>Pastoral referral data for mental health and well-being service requirements indicates the % of pupil premium referrals is in line with non-pupil premium pupil referrals.</p> <p>Qualitative data from pupil voice, including BeeWell survey, teacher observations and parental feedback also from safeguarding (CPOMs) and Emotional Health and Wellbeing team indicate need is being met.</p> <p>A range of internal pastoral interventions is in place to reduce high tiered referrals to external support.</p> <p>EBSA PP cohort show incremental positive improvements in attendance</p>

	<p>data as appropriate for EBSA identified pupils.</p> <p>A reduction in persistent absence due to EBSA.</p> <p>External validation of the mental health and wellbeing offer through Anchored Schools Program.</p>
<p>By Summer 2025 pupil premium pupils will enjoy better connection to the Academy, through a fully integrated 'advocacy' programme, yielding significant benefits especially for disadvantaged pupils.</p>	<p>An increase in participation rates of pupil premium pupils, through targeted invite to enrichment clubs, educational outings, and career-orientated events, with attendance tracked and analysed.</p> <p>Data will show the pupil premium cohort will have received a 1:1 career interview and college support plan.</p> <p>Reduction in NEET figures to 0% NEET.</p>
<p>By Summer 2025 all pupils (particularly disadvantaged) achieve improved attendance and punctuality, including a reduction in persistent absence.</p>	<p>GAA attendance will remain higher than the national average including for pupil premium pupils.</p> <p>There will be an in-school gap of no more than 2.0% between pupil premium and non-pupil premium pupils for attendance.</p> <p>PA will be below national average for all groups including pupil premium.</p>

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: £435,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils		
Ensure Inclusive Quality First Teaching (IQFT) provision for all learners, to ensure interventions outside the classroom become less necessary via robust quality assurance.	<p>EEF- The best available evidence indicates that great teaching is the most important factor to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-highquality-teaching</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	1
A strategic Curriculum, Assessment, and Teaching and Learning Team developed, who lead on high-quality curriculum development, assessment, and teaching and learning CPD. This expertise is further enhanced through support from GAET Trust Improvement	<p>https://www.gov.uk/government/collections/curriculum-research-reviews</p>	1, 2

<p>Networks, which provide specialised assistance for subject curriculum leaders, along with consistent follow-up support.</p> <p>Expanded the SLT to include 5 Assistant Principles with individual remits in the areas of curriculum, assessment, and teaching and learning, reading and disciplinary literacy, and pupil premium.</p>		
Mentoring and coaching for teachers		
<p>Engagement with DFE Behaviour Hub programme to further develop learning climate.</p> <p>Introduction of whole school strategies to improve whole school culture.</p> <ul style="list-style-type: none"> • Morning Mood – am reset on arrival to school. • Social reset at break and lunchtimes. • Do Now. • Finish now. • Positive framing and de-escalation techniques. <p>Expanding the SLT to include an additional Assistant Principal to support positive framing, de-escalation and celebration of positive behaviour for learning choices.</p>	<p>Government DfE Pathfinder Behaviour Hub.</p> <p>EEF Behaviour interventions +3 Months. Meta cognition and self-regulation EEF +7</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1702292849</p>	3, 4

<p>CPD to support staffs understanding and ability to apply behaviour for learning strategies.</p> <ul style="list-style-type: none"> • Deliberate Practice. • Inset. • Twilight. • Teacher guidance booklets, bulletins, external links to shared best practise. <p>Appraisal targets linked to behaviour for learning for all staff to ensure it embeds.</p> <p>Part of a Relational Inclusion Pilot ran by Tameside PRU to ensure relational approaches to behaviour are present in the Academy.</p> <p>Increase in number of Twilight training sessions with a focus on relational inclusion and behaviour training.</p>	<p>Doug Lemov 'Teach Like a Champion'</p> <p>Tom Sherrington Walk Thrus.</p> <p>Whole Staff training delivered by Relational Inclusion lead.</p> <p>Optional CPD for staff to develop relational inclusion practice.</p>	
<p>Lead practitioners in maths to support the quality of curriculum, assessment and teaching and learning.</p> <p>Additional members of staff to support Gateway provision</p>	<p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' - Education Endowment Foundation, Guide to the Pupil Premium (London: 2019)</p> <p>'In classrooms of the most effective teachers, pupils from disadvantaged backgrounds learn just as much as those from advantaged backgrounds'</p>	<p>1, 2</p>

<p>(most vulnerable learners.)</p>	<p>- Department for Education, Supporting the attainment of disadvantaged pupils (London: 2015)</p> <p>'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over one school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with average 3, 5,10 6 performing teachers' - Sutton Trust, Interim Report (London: 2011)</p> <p>EEF blog: Anchoring Curriculum Knowledge Using Metacognitive... EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Summary of recommendations poster 2021-10-27-151056 qiiz 2021-10-29-074723 miux.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Professional development to support the implementation of evidence-based approaches, for example training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback.</p>		
<p>A whole school focus of the SSAT Dylan Williams EFA Programme.</p> <p>Recruitment of 8 teaching and learning champions to lead the programme.</p>	<p>Embedding Formative Assessment - SSAT (ssatuk.co.uk)</p>	<p>1, 5</p>
<p>CPD programme internal and external provision to support early career teachers as well as NPQ courses to continue to</p>	<p>EEF indicates that a quality teacher in front of disadvantaged pupils serves as one of the best strategies for improving PP outcomes. Evidence supports that quality CPD can have a positive impact on the effectiveness of teachers.</p>	<p>1, 6</p>

<p>develop more experience staff.</p> <p>Staff inset days and twilight CPD, broad offer which targets the 4 priority areas of embedding formative assessment, disciplinary reading and writing, intelligently designed use of effective pedagogical tools, behaviour culture and curriculum (inc. safeguarding).</p> <p>Staff half termly deliberate practise CPD to embed key teaching and learning foci.</p> <p>Curriculum and Assessment CPD and development days for each KS3 department to ensure it is a powerhouse for KS4. Use of Ambition materials to support development work (this includes curated materials from domain experts).</p> <p>Fortnightly professional collaboration sessions to develop subject specific strategies to improve T&L, with a focus on adaptations to ensure inclusivity.</p> <p>CPD programme to support early career teachers as well as NPQ courses to</p>	<p>https://www.gov.uk/government/publications/early-career-framework</p> <p><u>Effective Professional Development EEF</u> (educationendowmentfoundation.org.uk)</p> <p>The evidence supporting cognitive science strategies in the classroom is extensive and supports improved outcomes, especially for disadvantaged learners. CPD such as this supports staff to be effective in planning and delivery of learning tasks and EEF indicates that quality teachers in front of learners is fundamental in improving outcomes for disadvantaged learners.</p> <p><u>Cognitive science approaches in the classroom - A review of the evidence.pdf</u> (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Metacognition and self-regulation is high impact of up to +7 months.</p> <p>EEF indicates that PP pupils benefit from good teaching and learning – collaborative planning allows for co-planning to develop staff subject and curriculum knowledge.</p>	
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<p>continue to develop more experience staff (via Ambition).</p> <p>CPD: Steplab</p> <p>CPD: <i>Teaching Walk Thrus</i></p> <p>CPD: The 5 a Day approach</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £249,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy and numeracy		
<p>Expanded the SLT to include an Assistant Principal with a focus of disciplinary literacy with oversight of literacy intervention programme.</p> <p>Middle leader role to support in the areas of disciplinary reading and writing to ensure it is embedded across all departments.</p> <p>All pupils to undertake NGRT reading test. Tiered response to arising need. Offer includes:</p> <ul style="list-style-type: none"> • Universal offer – Reg and Read Literary Canon, Reading Plus in KS3, curriculum planning for Disciplinary 	<p>Systematic development of vocabulary through the curriculum - Alex Quigley research 'Closing the Vocabulary gap' - Academic Vocabulary needs to be taught explicitly and methodologically to close the attainment gap.</p> <p>Acquiring + 'Disciplinary Literacy' is key for pupils as they learn new, more complex concepts in each subject: <u>EEF- Improving Literacy in Secondary Schools</u>, https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: Why Closing the Word Gap Matters: Oxford Language Report <u>word-gap.pdf (oup.com.cn)</u></p>	1, 2

<p>reading, writing and vocab, Transition novel, Shakespeare's Romeo and Juliet, Word of the Week, Library provision.</p> <p>For weakest readers</p> <ul style="list-style-type: none"> • Small Group intervention, Lexonik Leap SAS below 85, Lexonik Advance SAS 85 - 115, EAL provision – new arrivals and SAS below 85. • 1:1 intervention for phonics support and general reading support and EAL provision, stanine 3. 		
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p>		
<p>SEND Gateway curriculum provision- is a mirrored curriculum to mainstream provision. Smaller class sizes, that are fluid groups.</p> <p>Blending the SEND and Reading & Disciplinary Literacy workstreams to provide literacy intervention for SEND students.</p>	<p>The curriculum intent of the “GAA Gateway Provision” is to provide an ambitious, knowledge rich, bespoke learning provision, for those pupils who need an enhanced learning experience in order to be “mainstream adaptation” ready.</p> <p><u>EEF- Special Educational Needs In Mainstream Schools.</u></p> <p><u>EEF-High quality teaching benefits pupils with SEND. The ‘Five-a-day’ Principle.</u></p>	<p>All</p>
<p>Teaching assistant deployment and interventions</p>		
<p>Targeted support in Inclusion area. Including the preparation and</p>	<p>Effective use of teaching assistants has been proven to support pupil progress by 4 months. In England, positive effects have been found in</p>	<p>1, 2</p>

<p>completion of bespoke Learning Plans for SEND.</p>	<p>studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching, It has also been shown to improve attitudes and wellbeing.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>One to one and small group tuition</p>		
<p>Academic mentor for KS4 English</p>	<p>Tier 2 Pupil Premium- The tiered Model and menu of approaches.</p> <p>EEF - Mentoring – impact of effective mentoring programmes</p> <p>EEF Target Model – (Page 18) EEF =121 Tutoring +5 Months, Small Group Tutoring +4 Months</p> <p>EEF- Guidance for teachers mathematics. Evidence suggest that targeted specific intervention increases pupil confidence and overall grades.</p> <p>Sir Kevan Collins (Previous CEO EEF) - Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Independent review of tutoring in schools: phase 1 findings - GOV.UK (www.gov.uk)</p>	<p>1, 2, 3, 4, 5</p>

Sunset Sessions- Year 11 After school intervention programme.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £176,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs		
<p>Significant expansion of the safeguarding team.</p> <p>Full Time Emotional Health and Well-being officer.</p> <p>Full Time First Aid officer.</p> <p>Pennine Health Trust (NHS) Tameside & Glossop Mental Health Support Team working in school with just below CAHMS threshold pupils.</p> <p>Anchored Schools Award, expertise from the awarding body to audit and support in</p>	<p>Social and Emotional Learning EEF +4 Months.</p> <p>naht-coronavirus-wellbeing-proof-4-1.pdf (annafreud.org)</p> <p>Home : Mentally Healthy Schools</p> <p>Education recovery in schools: spring 2022 - GOV.UK (www.gov.uk)</p> <p>Anchored Schools</p>	1, 2, 4

providing best practise in pupil well being.		
Supporting attendance		
<p>Attendance and Punctuality team</p> <p>Increase in attendance team staffing.</p> <p>Continued use of a blended GAA/SOL attendance model to help:</p> <ul style="list-style-type: none"> • Target and implement bespoke plans to support PA families. • Prioritises PP pupils/ home visits. • Embed rewards system. • Ensure all staff responsibility to monitor, support and challenge attendance at all levels. <p>Additional Attendance and Welfare Year Managers.</p>	<p>GAA internal data evidence that where pupils attend they achieve.</p> <p>Higher overall absence leads to lower attainment at KS2 and KS4. The Department for Education (DfE) published research in 2016 which found that: Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4.</p> <p>DfE's <u>Improving School Attendance</u> advice - (section 4 lessons)</p> <p><u>Working together to improve school attendance</u> (publishing.service.gov.uk) _The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1, 5, 6
Extracurricular activities, including sports, outdoor activities, arts, culture and trips		
<p>Enrichment Programme (linked to GAA / GAET Charter for Enrichment project).</p> <p>Duke of Edinburgh.</p> <p>Manchester United Foundation- Provides intervention, inspiration and leadership opportunities for those</p>	<p>Outdoor adventure learning EEF +4 months.</p> <p>Social & emotional learning +4 months.</p> <p>Behaviour Intervention EEF + 3 months.</p> <p>Sports Participation EEF +2 months.</p> <p>Manchester United Foundation provide Social and Emotional Learning (SEL) interventions which seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Focusing on SEL can have a moderate impact on learners by 4 months</p> <p>Social and emotional learning EEF</p>	3, 4

<p>involved (A full impact report is available on request).</p> <p>Careers. Ensuring all Gatsby benchmarks are met at 100%.</p> <p>Partnership with University of Huddersfield, research project, mapping interventions for NEET young people. Professor Lisa Russell.</p> <p>Careers Champions – pupil champions trained to deliver sessions to peers.</p> <p>Young Carers – lead staff member, programme, and support package (case studies available)</p> <p>Educational visits with hardship support.</p> <p>GAA subject cultural capital audit. Evidence base of subject specific and academy wide opportunities.</p>	<p>educationendowmentfoundation.org.uk) and also underlines the commitment to developing the whole child, and improvements are evident in non-academic data too.</p> <p><u>NEET Early Intervention - Dr Lisa Russell - University of Huddersfield</u></p> <p><u>Approaches to supporting young people not in education, employment or training - a review (nfer.ac.uk)</u></p> <p><u>Poorer young people more likely to have career aspirations that... EEF (educationendowmentfoundation.org.uk)</u></p> <p>Sec-ed- using pupil premium to enrich cultural education.</p> <p>Alex Quigley research: disadvantaged pupils miss out on experiences which add to their 'Cultural Capital' and academic understanding.</p>	
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Extended school time, including summer schools		
Sunset Sessions- Year 11 Intervention programme.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	1
Breakfast clubs and meal provision		
Welfare- pupil sunrise breakfast club.	<p>Social & emotional learning +4 months. DFE- We know that it is important for pupils to start the day with a nutritious breakfast. Several reports evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p>	1, 4, 5
Communicating with and supporting parents		
<p>Parental communication and engagement strategy includes:</p> <ul style="list-style-type: none"> • Parental weekly written communication. • Parent evenings. • Focussed year group. parental evenings e.g. Year 11 lift off evening. • Primary liaison and admissions. • Targeted work with hard-to-reach families e.g. attendance work and behaviour work. 	<p>Based on research with local schools both primary and secondary we have identified a need to set aside a proportion of funding to support GAA in improving Parental engagement and avoid widening attainment gaps supported by an awarding body.</p> <p>EEF +4 Months Progress.</p> <p><u>Tier 3 Communicating with and supporting parents. Pupil Premium- The tiered Model and menu of approaches.</u></p> <p><u>Parental engagement EEF (educationendowmentfoundation.org.uk)</u></p> <p>Tailoring communications to encourage positive dialogue about learning.</p> <p>Regularly reviewing how well the school is working with parents, identifying areas for improvement</p>	All

<p>Parental support strategy includes.</p> <p>Co-ordination of charitable support from various charities - Save the Children, Manchester united foundation, Local authority food vouchers.</p> <p>Identified attendance and welfare staff to support hard to reach families directly and through signposting to additional external support.</p>	<p>Offering more sustained and intensive support where needed EEF- How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice. Effective Teaching of EAL Learners - The Bell Foundation (bell-foundation.org.uk)</p> <p>National research and Local Context-</p> <p>GAA serves a diverse catchment area and has one of the most deprived areas in Europe. Areas of deprivation exist deeply within our community, yet do not dip low enough to trigger PP funding, thus increasing the need for social, academic, and economic support from GAA. Based on our experiences and those of similar schools to ours, we have identified a need to set aside a proportion of funding to respond quickly to needs that have not yet been identified.</p>	<p>3, 4, 6</p>
<p>Pupil Equipment to Ensure Readiness to Learn</p>		
<p>All pupil premium pupils receive their food preparation and nutrition ingredients, product design materials and art materials. Removing all "additional contributions" which are traditional in most schools.</p>	<p>Save the Children and IDACI data available in school related to specific community need by neighbourhood or GAA cohort</p>	<p>1, 6</p>
<p>Previously LAC (any pupil on roll that are previously LAC)</p>		
<p>7 pupils in total fit into this category at GAA. A range of the wider strategies above are used to support this cohort of pupils according to needs that emerge. Monitored termly by Safeguarding Lead.</p>	<p>Promoting the education of looked- after children and previously looked-after children.</p> <p>The evidence used to support this cohort of pupils is based on a range of strategies from above and no specific single strategy applies to this cohort alone.</p>	<p>All</p>
<p>Service PP Pupils</p>		
<p>6 pupils in total fit into this category at GAA. A range of the wider strategies above are used to support this</p>	<p>https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice</p>	<p>All</p>

<p>cohort of pupils. Monitored termly by SLT. Positive promotion of services through DofE course and dedicated member of staff is available to support service pupils, with any issues as and when needed.</p>	<p>The evidence used to support this cohort of pupils is based on a range of strategies from above and no specific single strategy applies to this cohort alone.</p>	
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Total budgeted cost: £860,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Measure	2022-2023			2023-2024		
	Non-pupil premium	Pupil premium	GAP	Non-pupil premium	Pupil premium	GAP
Overall A8	40.6	29.1	11.5	40.1	31.3	8.8
5 or above in En & Ma (%) Basics	32.3	18.0	14.3	31.2	24.1	7.1
4 or above in En & Ma (%) Basics	56.1	39.0	17.1	59.4	37.1	22.3
5 or above in EBacc (%)	5.5	1.0	4.5	13.0	6.9	6.1
4 or above in EBacc (%)	8.5	3.0	5.5	19.6	12.1	7.5
5 or more subjects inc, En & Ma, 4+ (%)	47.6	30.0	17.6	50.7	31.9	18.8
EBacc APS	3.4	2.5	0.9	3.6	2.8	0.8

Teaching and Learning

In 2023/2024 the GAA Curriculum, Assessment, and Teaching & Learning team focused on further review of the GAA curriculum, to ensure that subjects meet or exceed the requirements of the National Curriculum and took account of the findings of the Ofsted subject review series. Curriculum sequencing and interleaving formed part of the training provided to ensure that teachers were able to focus on the key knowledge and skills required to support progress for all learners. The curriculum provision was quality assured by the Trust through bespoke support and 'GAET collaborative reviews.'

As part of the curriculum refinement process, Heads of Subject were given training/refreshers regarding the components of knowledge and the effective pedagogical practices that will assist in the acquisition of knowledge. Whist we wanted

staff to understand metacognition to empower them to intelligently design their curriculum and become reflective practitioners, our aim was to embed a deeper understanding of subject specific curriculum implementation which Heads of Subject continue to drive across the department areas.

The focus for this academic year, is utilising our Professional Collaboration Forums, where Heads of Subject 'look back' at the previous two weeks' learning and discuss impact with their departments as well as refinements for future implementation, and then 'look forward' to discuss curriculum adaptations for the next fortnight in order to ensure equity of provision for all sub-groups. To date, the impact of our PCF meetings can be seen across subject areas as there is consistent curriculum implementation evidenced via learning walks and book looks.

In-house CPD was underpinned by the SSATs Embedding Formative Assessment programme – the initial focus was on the difference between learning intentions and learning outcomes, with deliberate practice sessions focusing on effective pedagogical techniques for sharing the learning journey with pupils to ensure all pupils were able to articulate and understand the 'bigger picture'. To develop the role of the teacher as a reflective practitioner, CPD also focused on cold calling, whole class feedback and effective questioning to embed and consolidate learning.

Through triangulation of learning walks, book looks and data analysis, a more consistent approach has been evidenced across the Academy. All staff utilise cold call, mini whiteboards for whole class feedback, do now/retrieve now to secure prior learning, strong starts for routines and the foundations of successful I/we/you to model and scaffold students' learning.

Additionally last year, CPD was provided focused on the EEF Five Strategies to support high-quality teaching for pupils with SEND. This training provided the foundations for ensuring adaptations bespoke to the needs of the class and the individual to further support in narrowing the gap between sub-groups.

External CPD opportunities included a range of NPQ courses, working in practitioner networks both within the Trust and the wider borough, SSAT Leadership programmes and mental health training. All these external programmes were selected for their evidence led approaches and staff have been expected to share effective practices within both their department areas and the wider school.

This academic year, Heads of Subject will continue to refine and develop curriculum adaptations via the PCF look back/forward meetings. These meetings provide the forum for bespoke, subject specific conversations regarding in-class quality first education that develops long term success for students. The SSATs Embedding Formative Assessment programme is in its second year, with the focus upon embedding the strategies developed across last academic year.

Further internal CPD this year will focus on the refinement of I/we/you – specifically the ‘we’ phase to ensure modelling and scaffolding supports learning but is also removed in a timely manner to ensure students are able to demonstrate resilience in their independent work. Alongside this, this year we will be building on the success of our RDL programme and training staff on the effective utilisation of oracy as a bridge to high quality extended writing.

The impact of this work has been evidenced via our incremental improvements in outcomes. As our curriculum adaptations and quality first education become further embedded the long-term sustainable improvements in outcomes will become increasingly tangible.

Year	A8	A8 non-PP	A8 PP
Class of 2023	36.22	40.58	29.07
Class of 2024	36.08	40.09	31.32

Tuition

In 2023/24 our tuition programmes continued to operate focusing on 5 main areas. English, maths, Ebacc and Year 11. Over 2857 hours was delivered to 352 different students of which 147 were Pupil Premium students. 86 students were SEN support or EHCP.

Tutoring was aimed at those most in need, so not all students received the same amount of tutoring. On average the tutored students in Year 11 made at least ½ grade progress over the course of the year in core subjects.

Student voice indicated that all participants across all year groups felt more secure in their learning and their ability to face their summative assessments. They spoke highly about how working in smaller groups had built their confidence and allowed them to participate more.

Year 8	Dec	March	July
On Track	55%	53.5%	52.9%
PP Gap	4.9%	1.2%	0.6%

In Year 8 we saw the most impressive impact as this shows that the PP gap has narrowed due to tutoring provided to specific students. This year we will continue to offer tutoring in English.

Attendance

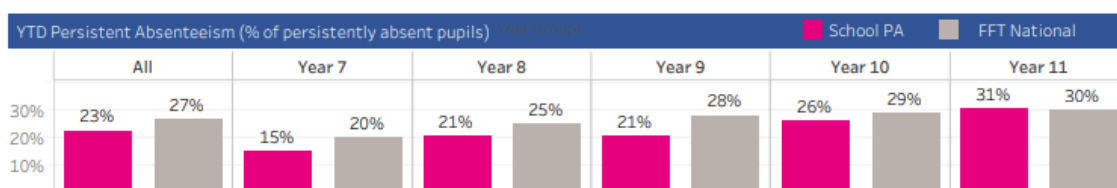
Despite facing local and national challenges with school attendance, GAA concluded the 2023/24 academic year above FFT National Averages—recording 91.1% compared to the FFT National Average of 90.8%. Notably, pupils in years 7-9 outperformed the FFT national average, with Year 9 showing the highest performance at 1.8% above FFT national average. Year 10 and Year 11 remain a key focus for improvement at 0.3% and -2.3% below the FFT national average, respectively. GAA is Q4 for FSM6. Our FSM6 Students are also above 1.5% above all Q4 schools and FSM6 also attend better than Q3 schools.

A concerted school-wide effort to improve punctuality yielded substantial results. Just 1.0% of GAA's Attendance marks were late marks for academic year 2023/24 compared to 1.2% for academic year 2021/22.

Whilst the headline figures for attendance show significant improvement and are in line with (post pandemic) national figures, there remains several PA families receiving bespoke support to improve attendance routines and a number of these families are also PP. In line with DfE best practice guidance we will continue to support these pupils to establish and embed new attendance habits in 2024/5.

End of year national attendance data for Great Academy Ashton

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	630	School	88.5%	91.7%	90.3%	90.6%	85.5%	82.1%
		FFT National	85.4%	89.0%	86.2%	84.5%	83.3%	82.8%
		Difference	+3.1%	+2.7%	+4.1%	+6.1%	+2.2%	-0.7%
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	655	School	93.5%	95.8%	93.9%	93.7%	93.1%	90.9%
		FFT National	92.8%	94.6%	93.3%	92.4%	92.1%	91.3%
		Difference	+0.7%	+1.2%	+0.6%	+1.2%	+1.0%	-0.4%



Literacy

The focus of the overall strategy is to develop the use of academic vocabulary, in particular tier 2 and tier 3 vocabulary, reading for pleasure, disciplinary reading, and writing. Alongside this, in practical based subjects there is the development of oracy skills in the academic register, using the tier 2 and 3 vocabularies.

Several literacy specific initiatives are now well established, which include a vibrant new library with investment in a well curated and engaging catalogue. Every pupil has

a library induction, subjects use the library for research lessons and the library beats at the heart of our school during breaks, dinners and after school. All pupils hear an academic word of the week every day in morning mood and reinforced in form time with the use of the Frayer Model. In academic year 2023/24 there is an improved reading curriculum offered during the universal programme in place; twice a week form groups read a shared novel; this continues to be an area of development to maximise the impact of this. A transition book is given to each new year 7 pupil 'Who let the Gods Out' and every child in Year 8 receives a copy of the Shakespeare play Romeo and Juliet. All pupils in KS3 have been using Reading Plus from September 2022 as part of reading curriculum, a focused reading platform that addresses weaknesses in reading. Deliberate Practice CPD sessions have run on the use of the Frayer Model and on the benefits of reading aloud. Whole school twilight training on Disciplinary Language on 8th December 2022, May 2023, November 2023, February 2024, May 2024, September 2024. Literacy is a prominent item on the agenda of Middle Leadership Team meetings and features in Curriculum LMM. In academic year 2024-25, we launched our whole school Reg and Read and GAA Literary Canon during designated daily reading time, increasing the reading for pleasure curriculum even further.

The NGRT is completed annually with all year groups. In November 2024 the average improvement was +2.1 on average SAS score, with 3 of 4-year groups making over +2 progress and one year group making +4.5 progress. Using NGRT data, Year 11 Stanine 3 pupils are now receiving 1:1 bespoke intervention. In June 2024, the Year 7 cohort added +4 on their in year NGRT SAS, this is statistically significant.

Disciplinary Reading and Writing is now led by a single brief Middle Leader, the focus of work in 2024/25 continues to be that all subjects plan strategically for the teaching of disciplinary reading, using academic extracts and excerpts that are then linked to meaningful comprehension activities. In most subjects, the responses to which can then lead to a piece of extended academic writing. Quality Assurance is robust.

To support EAL pupils with their language acquisition, there has been investment to create an EAL Hub, in close proximity to the library with a dedicated EAL member of staff. The EAL Coordinator supports new EAL arrivals, provides in class support, differentiates, and adapts the content of classwork according to the needs of the EAL student, provides small group intervention packages that are tailored to the individual needs of the students and leads sessions on Lexonik and Lexonik Leap to further assist the students with their language acquisition.

Bell Foundation: Resources: bell-foundation.org.uk/resources/programme/eal-programme/

Chalmers (ed): The researchED Guide to English as an Additional Language, John Catt Educational, 2022.

Evans et al: Language Development and Social Integration of Students with English as an Additional Language, Cambridge University Press, 2020.

NALDIC: <https://naldic.org.uk/>

Sharples: Teaching EAL: Evidence-based strategies for the classroom and school, Multilingual Matters, 2021.

The school is a part of the Right to Succeed project across Tameside, this is a proven literacy initiative to help improve levels of literacy in areas of disadvantage, the focus is Year 7 and Year 8. PP pupil 96.6 SAS and non-PP SAS is 101.9, at the end of the year, the gap remained constant, all students improved, the gap at GAA is smaller than the national gap for PP/Non-PP in SAS and is not widening, although not narrowing.

Routines & Culture

Great Academy Ashton has effectively implemented a proactive behaviour curriculum to consistently remind pupils of expected routines and standards. This curriculum includes key components such as the 'Morning Mood' routine, originally developed through our collaboration with the DfE Behaviour Hub and now extended to encompass all year groups, along with Strong Start, Do Now and Finish Now strategies. These elements are seamlessly integrated into every lesson, and Learning Modes are increasingly utilised to structure activities across various subjects. In the 2024/25 academic year, we will further enhance our methodologies, including student and staff training on relational inclusion.

An analysis of the 2023/2024 behaviour data indicates a reduction in reliance on internal isolations and suspensions. Suspensions for Pupil Premium Students reduced by 49.5% and the number of sessions lost due to suspensions for Pupil Premium students reduced by 50.03%. The number of Pupil Premium students suspended in comparison to non-Pupil Premium students is an area of focus. To address this, we are reinforcing our commitment to professional development through Deliberate Practice CPD for all teaching staff. This program emphasizes a spectrum of Positive Framing techniques, essential for the effective implementation of classroom norms and routines. Additionally, we continue to leverage positive reinforcement to align pupil behaviour with our expectations.

Our involvement in a regional pilot for relational inclusion is another strategic step forward. Here, 50 staff members will receive specialized training in relational inclusion, equipping them to better assist pupils during moments of dysregulation. The effectiveness of these interventions is monitored via the Class Charts system. Notably, the overwhelming number of GREAT points awarded (729954) compared to the instances of behaviour incidents (30494) is a testament to our successful behavioural

strategies. Furthermore, a leadership review by the Director of Education for GAET has affirmed continuous improvements in specific areas of pupil behaviour.

Mental Health and Wellbeing

Nationally there has been an increase in mental health needs following the pandemic. Therefore during 2023/24 we increased the number of safeguarding support staff available to pupils in school to address low level need, in particular working with emotionally based school avoidance pupils and families. We have continued to secure the partnership with the Pennine Health Care Trust Mental Health Support Team (MHST) to work with pupils to alleviate the need for CAMHS referrals by providing early intervention and low-level targeted support. This integrated working partnership, along with the additional staffing, has allowed increased numbers of pupils to access mental health support quicker within and beyond the academy.

Advocacy

In the academic year 2023/24, GAA successfully attained full compliance with the Gatsby benchmarks, achieving 100% across all categories except for Gatsby Benchmark 3, where we reached an impressive 90%. The Academy remains fully aligned with provider access legislation and proudly secured the prestigious Inspiring IAG award for 2023/24. For the 2023/24 cohort, 97% of Year 11 students received post-16 offers, a testament to our commitment to academic progression and student success.

We are also honoured to have been conferred the Anchored Schools Gold Award, a distinguished recognition of our excellence in PSHE (Personal, Social, Health, and Economic education), safeguarding, and student wellbeing. This accolade exemplifies our unwavering commitment to cultivating critical attributes such as resilience, empathy, and sound decision-making within our student body.

Our PSHE curriculum, rigorously quality-assured by a leading national expert, is dynamically responsive to the unique and evolving needs of our school community. The collaboration between our Personal Values Lead and Safeguarding Lead ensures that our approach is continuously updated, reflecting the latest guidance, and addressing emerging local challenges to effectively mitigate risks for our pupils. This comprehensive strategy underscores our dedication to fostering a safe, supportive, and forward-thinking educational environment.

GAA has contributed to the educational advancement of over 70 pupils by funding their participation in both national and international trips, thereby reinforcing the learning objectives of GAA's ambitious curriculum. Participation in the second GAET enrichment

conference was significant; it involved pupils from all GAET schools in the creation of an enrichment program that benefits all pupils, with half of the participants being Pupil Premium pupils.

Currently, GAA boasts more than 34 ongoing enrichment activities and has a comprehensive strategy planned for September 2023. Data from the 2022/23 academic year indicates that 46% of enrichment activity attendees were PP pupils. To improve this percentage, we will monitor attendance of the cohort in the 2023/24 academic year and target pupils to attend.

Data from 2023-24, 32 out of 74 pupils enrolled in our Duke of Edinburgh Award scheme come from disadvantaged backgrounds, with GAA covering their expenses. Translation support during parents' evenings has contributed to the highest ever attendance recorded at GAA, with a 90% turnout at the final event of the year for Year 9.

The Manchester United Foundation aims to nurture young people to become positive ambassadors and role models within the community, making a meaningful impact within education. There are 265 Pupil Premium participants and 246 Free School Meals participants. GAA provides a school uniform bank, including shoes, and offers a free breakfast club to all pupils. 100% of students enjoyed their experience at Old Trafford, with 50% of students that received tickets, attended a football match for their first time. Of the students that were awarded with tickets, 63% were of Pupil Premium Status.

In partnership with the Manchester United Foundation, we have established a comprehensive program that includes mentoring and leadership opportunities, led by a dedicated youth worker from Manchester United. This initiative also extends to primary school engagement and community outreach. Over half of the participants in these programs are disadvantaged pupils. During a span of 9 weeks on the Year 11 Employability intervention, a strategic approach was taken to involve 6 specific year 11 students who had been actively participating in various forms of mentoring with the SPO since Year 7. These students were chosen to partake in employability workshops designed to enhance their aspirations. Of these 6 students, 67% were identified as being of Pupil Premium status, underscoring the importance of creating a robust pathway for students, ensuring a clear trajectory into post-16 education or employment. The intervention produced noteworthy results.

After completing the United Minds programme for Social and Emotional Learning (SEL): 92% of students reported being more aware of their mental health and wellbeing 83% of students reported a better understanding of how to look after their mental health and wellbeing 75% of students reported a better understanding of how to keep mentally fit 92% of students said they knew where to go and what to do if they didn't feel mentally fit. Across 75 sessions, 81 students were engaged in Manchester United Foundation leadership programmes Collectively, students on the programmes

amassed 108 hours of leadership delivery 79% of students to participate reported development of a skill as a consequence of leadership engagement 68% of students to participate reported enhanced confidence or self-esteem as a result of engagement. Year 8 Girls Leadership A total of 14 girls engaged in a 'Girls Leadership' intervention, aimed at increasing engagement and attainment at school. Of the students engaged, 43% were of Pupil Premium status.

As part of the Manchester United Foundation programme across 84 sessions, 77 students were engaged in mentoring, targeted intervention, and personal development programmes. 65% of students showed improved behaviour and/or attendance as a result of participation, 78% of students reported an improved attitude to learning and/or school as a result of participation 73% of students reported improved resilience and/or mental wellbeing as a result of participation. With the SPO working with 9 students relating to improving overall behaviour, 56% being of Pupil Premium status, the intervention strategies have demonstrated effectiveness with 78% of students increasing their number of GREAT points from the previous year. Over the course of a 10-week period for the Year 8 Health and Wellbeing sessions, 18 Year 8 students were invited to participate in a Health and Wellbeing intervention, with 56% being Pupil Premium. Students were selected for reasons such as; low school engagement, low self-perception, poor dietary choices or students with a sedentary lifestyle.

Across 180 sessions, a cumulative total of 265 students engaged in Manchester United Foundation extracurricular activity, a total of 200 sessions and 613 students engaged including Street Reds. Collectively, Manchester United Foundation extracurricular clubs generated 215:30 hours of student participation 100% of students to participate reported increased activity levels 75% of students reported an improved attitude towards school as a result of participation. With key focuses of the Summer School delivery being centred around maximising student engagement, sports participation, youth engagement and easing the transition for September, statistics demonstrated success in all target areas. Over a two-week period during the Summer half-term, 87 students that attended of which 45% were of Pupil Premium status. This has highlighted a need for further intervention in targeting specific families during future transition camps.

Enrichment opportunities and data reflects proportionate participation between all student groups. Current data suggests that participation in Enrichment activities is proportionate to the school PP data. This is further supported by FSM6 students' attendance figures.

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
Manchester United Foundation	https://www.mufoundation.org/
Seneca	https://senecalearning.com/en-GB
GCSE Pod	https://www.gcsepod.com/
Century Tech	https://www.century.tech/
Language Nut	https://www.languagenut.com/en-gb/
Maths Ninja	https://www.numeracyninjas.org/
Pupil Progress	https://www.pupilprogress.com/
School Cloud	https://www.schoolcloud.co.uk/
Maths Watch	https://vle.mathswatch.co.uk/vle/
Learning by Questions	Learning by Questions LbQ

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
A dedicated member of staff is available to support service pupils, with any issues as and when needed. Case study evidence available.
Member of SLT oversees progress, welfare, and attainment of service PP pupils
The impact of that spending on service pupil premium eligible pupils
No notable gaps in progress, attainment, or attendance.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.