



Ted Wragg TRUST
 An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



We demonstrate our love through our values



How we will succeed



Our Ted Wragg Standard



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Queen Elizabeth's School
Number of pupils in school	1025
Proportion (%) of pupil premium eligible pupils	18.3% (192)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year Plan
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Paula Smith
Pupil premium lead	Neil Dyke
Governor / Trustee lead	Matthew Bartlett

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£206 400
Recovery premium funding allocation this academic year	£0
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	£206 400

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our mission is for Queen Elizabeth's to be a great school which enables all our young people to flourish in life and make a positive difference to their communities.

We will do this by:

Providing an excellent education that develops knowledge, character, contribution, and wisdom.

Our Values:

Ambition – we work hard to be the best we can be so that we flourish in life.

Community – we take part in opportunities to make a positive difference to ourselves, each other and our wider community. We honour being together and are proud to be part of our school.

Kindness – we act with kindness so that others feel respected, valued and cared for.

Queen Elizabeth's School provides the best education for all, and the brightest future. This includes an inspirational curriculum which gives children experiences on which to base their learning and their future life choices, along with a strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members can improve, not because they are not good enough but because they can be even better (Dylan William).

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This is considered alongside research conducted by the EEF. Common 4 barriers to learning for disadvantaged children include; less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no universal solution where "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPI's have a reporting mechanism for Disadvantage.

Challenges

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

Challenge Number	Detail of Challenge																																																																
1	<p>Teaching and Learning - A good teacher in every classroom who teaches adaptively</p> <p>Developing whole school staff teaching pedagogy through an adaptive teaching strategy to challenge misconceptions of Pupil Premium students through formative assessment, deliberate practice and coaching. Staff will use QE teaching habits of engagement, seating plans using flight paths and our “know your students” strategy to ensure greater students' engagement, knowledge and understanding.</p>																																																																
2	<p>Improving Academic Outcomes</p> <p>Our Pupil Premium students are less likely to make expected progress through secondary school. Educational qualifications are the key to social mobility; the capacity to move out of poverty and other forms of socioeconomic disadvantage.</p> <table border="1" data-bbox="312 701 1484 1153"> <thead> <tr> <th></th> <th>Group</th> <th>Basics 4+</th> <th>Basics 5+</th> <th>P8</th> <th>APS</th> <th>A8</th> </tr> </thead> <tbody> <tr> <td rowspan="3">2024_25</td> <td>PP</td> <td>39.5%</td> <td>31.6%</td> <td>N/A</td> <td>3.07</td> <td>33.40</td> </tr> <tr> <td>Non-PP</td> <td>75.0%</td> <td>54.5%</td> <td>N/A</td> <td>4.60</td> <td>49.70</td> </tr> <tr> <td>GAP</td> <td>-35.5%</td> <td>-22.9%</td> <td>N/A</td> <td>-1.53</td> <td>-16.30</td> </tr> <tr> <td rowspan="3">2023_24</td> <td>PP</td> <td>46.9%</td> <td>24.5%</td> <td>-0.40</td> <td>3.23</td> <td>36.80</td> </tr> <tr> <td>Non-PP</td> <td>79.9%</td> <td>59.7%</td> <td>0.41</td> <td>4.81</td> <td>51.30</td> </tr> <tr> <td>GAP</td> <td>-33.0%</td> <td>-35.2%</td> <td>-0.81</td> <td>-1.58</td> <td>-14.50</td> </tr> <tr> <td rowspan="3">2022_23</td> <td>PP</td> <td>55.60%</td> <td>44.40%</td> <td>-0.19</td> <td>3.60</td> <td>41.60</td> </tr> <tr> <td>Non-PP</td> <td>81.50%</td> <td>58.10%</td> <td>0.39</td> <td>4.73</td> <td>52.40</td> </tr> <tr> <td>GAP</td> <td>-25.90%</td> <td>-13.70%</td> <td>-0.58</td> <td>-1.13</td> <td>-10.80</td> </tr> </tbody> </table>		Group	Basics 4+	Basics 5+	P8	APS	A8	2024_25	PP	39.5%	31.6%	N/A	3.07	33.40	Non-PP	75.0%	54.5%	N/A	4.60	49.70	GAP	-35.5%	-22.9%	N/A	-1.53	-16.30	2023_24	PP	46.9%	24.5%	-0.40	3.23	36.80	Non-PP	79.9%	59.7%	0.41	4.81	51.30	GAP	-33.0%	-35.2%	-0.81	-1.58	-14.50	2022_23	PP	55.60%	44.40%	-0.19	3.60	41.60	Non-PP	81.50%	58.10%	0.39	4.73	52.40	GAP	-25.90%	-13.70%	-0.58	-1.13	-10.80
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3	<p>Weaker literacy skills</p> <p>On average, Pupil Premium students have reading age below chronological age on entry resulting in lower attainment and progress across the curriculum. Typically, students from disadvantaged back are less likely to be exposed to high quality reading and experiences at home and students’ knowledge of the wider world and exposure to bigger ideas is less for those from a disadvantaged background.</p> <p>Total number of students who met the threshold for literacy interventions (based on NGRT scores of below 89) was 80; Of those, 50 were on the SEN reg; 26 were PP.</p>																																																																
4	<p>Increasing Attendance.</p> <p>Pupil Premium students are more likely to have attendance below the national average. Additionally, Pupil Premium pupils are disproportionately persistently absent from school.</p> <p>2024 – 25 Attendance Data</p> <p>Attendance % = 83.9% Pupil Premium compared to 91% whole school</p> <p>%PA = 50% Pupil Premium compared to 24.1% whole school</p>																																																																
5	<p>Create a Culture of Belonging</p> <p>Rewards and extra-curricular activities. Last academic year, as a school, we awarded 836,374 merits, of which 43% were awarded to pupils eligible for the Pupil Premium.</p> <p>Last year 68% of all students at QE participated in at least 1 extra-curricular activity throughout 24/25 compared to 60% of students eligible to Pupil Premium.</p>																																																																

6	<p>Behaviour for Learning - Lessons</p> <p>Pupil Premium students have lower levels of engagement in lessons than non-Pupil Premium students - Evidenced through lesson removal behaviour referrals to the Behaviour Support Room for lack of engagement. Students eligible for Pupil Premium accounted for 38.52% of all lesson removals.</p> <p>Staff need to use our adaptive teaching and “know your students” strategies to engage Pupil Premium learners. This includes annotated class lists and seating plans using our “flight plan” strategy bespoke for individual students.</p> <p>Students who are in the BSR/IE receive the shadow curriculum, ensuring that students are only 5 minutes away from learning even after a lesson removal has taken place students are still able to access their learning in their books to avoid curriculum dysfluency.</p>
7	<p>Behaviour for Learning – Red Cards, IE, Suspensions and Permanent Exclusion</p> <p>Students who are Pupil Premium in 24/25 were more likely to be;</p> <p>Permanently Excluded – Whole School 0.23%, Pupil Premium 0.88%</p> <p>Suspended (1 suspension) – Whole School 11.74%, Pupil Premium 31.58%</p> <p>Internal Exclusions – Whole School 825, Pupil Premium, 453 (54.90%)</p> <p>Red Cards – Whole School 8729, Pupil Premium 2708 (31.02%)</p>
8	<p>Home School Communication, Interaction and Engagement</p> <p>Greater need for family support at home. Students eligible for Pupil Premium funding are much more likely to require additional intervention and support at home, extending into support for the wider family.</p> <p>During 24/25 % of our families accessing Early Help were on the Pupil Premium register</p> <p>Completion of SPARX – Maths, English and Science</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
Improve teaching and learning by having a good teacher in every classroom	<p>Teaching and Learning</p> <p>Improve teaching and learning and therefore student’s engagement, knowledge and understanding in all years and key stages.</p> <ul style="list-style-type: none"> • Pupil Premium students to achieve better outcomes than national average at Year 11/13 in the student progress measure and Basics. • Pupil Premium students have less lesson removals due to greater engagement in lessons. • Pupil Premium students will have a higher attendance in school and lessons due to the quality of teaching and therefore learning experience students have which makes them want to attend school/lessons more. <p>All teaching and learning CPD focuses on the most vulnerable students. All teachers will have:</p> <ul style="list-style-type: none"> - Deliberate practice on Habits of routine in September to embed these across the school - Deliberate practice and CPD on Staff Days on Habits of Engagement to include adaptive teaching strategies which are scaffolded in terms of: <ul style="list-style-type: none"> ○ Resources: Seating plans, Know our student sheets with specific resources prepped before the lesson eg buff paper/font size

	<ul style="list-style-type: none"> ○ Adult support: use of a flight path in class to ensure our most vulnerable students are checked in on early, feedback on student progress in class ○ Emotional support: RULER training for all staff throughout the year <p>- Instructional Coaching for individual teachers on embedding Habits of Engagement</p> <p>- QA of teaching and learning through:</p> <ul style="list-style-type: none"> ○ StepLab drop-ins, shoutouts and flags raised ○ SLT learning walks with feedback every morning in SLT briefing and feedback to Subject leads where required ○ Annual Subject focus weeks ○ Half-termly Subject lead QA of their teams on teaching and learning expectations <p>These teaching and learning strategies will ensure a good teacher in every classroom.</p>
Higher rates of progress across all areas of the curriculum in line with non- Pupil Premium peers.	<p>Improving Academic Outcomes</p> <p>Pupil Premium students to achieve better outcomes than national average at Year 11/13 in student progress and Basics measure.</p> <p>The progress 8 and Basic’s score for Pupil Premium students is in line with non-Pupil Premium.</p>
Improved literacy (Reading and Writing) for pupils eligible for Pupil Premium.	<p>Weaker literacy skills</p> <ul style="list-style-type: none"> • Students in year 7 who are eligible for Pupil Premium make rapid progress by the end of year 7 so that all pupils who are eligible for Pupil Premium meet age related reading and writing expectations. • Students in all year groups who are eligible for the Pupil Premium demonstrate improved quality of literacy via their extended writing. • Students in all year groups accessing the NGRT demonstrate improved reading ages.
Improve attendance	<p>Increasing Attendance</p> <ul style="list-style-type: none"> • The attendance of Pupil Premium students is in line with their non-Pupil Premium peers and above national averages. • The number of Pupil Premium students classed as PA reduces.
Creating opportunities and experiences to improve social capital and raise aspirations	<p>Create a Culture of Belonging</p> <ul style="list-style-type: none"> • All students eligible for the Pupil Premium attend our enrichment week and work experience in Years 7, 8, 9 and 10. • The numbers of Pupil Premium students attending enrichment opportunities such as D of E, Ten Tors, clubs, sporting fixtures, rewards trips, etc is representative of the school population. • Every Pupil Premium student will attend at least 1 educational off-site visit each year. • Meaningful encounters with employers are embedded within the Careers and Personal Development Programme from Year 7 onwards, ensuring that all students experience at least one employer-led activity, workshop or event each year, in line with the Gatsby Benchmarks. • Careers guidance and pathways support are provided for all KS4 students, with individual careers interviews offered by qualified advisers and follow-up support as required to secure post-16 destinations.
Students spend more time in	<p>Behaviour for Learning – Lessons</p> <p>Fewer incidences of lesson removals for students who are eligible for the Pupil Premium.</p>

lessons learning	Effective intervention through layers of support in the Inclusion Hubs ensures that students who are repeatedly lesson removed reduce their number of visits over time and are able to demonstrate effective learning behaviours in lessons.
Reduce incidents of inappropriate behaviour	Behaviour for Learning – Red Cards, IE, Suspensions and Permanent Exclusion Reductions in the number of Pupil Premium students who receive a sanction including; Red card, IE, suspension/s and permanent exclusion.
Increased Parental Engagement at QE	Home School Interaction, Communication and Engagement <ul style="list-style-type: none"> Students and families who are identified as needing additional support from our Early Help Team are able to access the provision in school. Students, and their families, feel well supported by the school community. Parent and student voice surveys will reflect a positive intervention from school and external agencies as required. Number of Pupil Premium families that attend parent’s evenings increases through targeted interactions with staff. Pupil Premium students complete their homework to the same high quality as non-pupil premium students. Appropriate strategies to support, such as homework club, are used effectively to ensure that homework is completed to a high standard. Parents/Carers engage in support sessions facilitated by RW to give advice and guidance on pupil anxiety, behaviour and safeguarding.

in this Academic Year

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

Teaching

Budgeted cost: £103 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching and Learning	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication ‘Closing the Attainment Gap’. Teachers will evaluate effectively using formative assessment to ensure misconceptions are addressed and personalised learning is available through teachers adaptive teaching and our “knowing your students” whole school strategy.	1,2,3,6,7
Technology to support High Quality Teaching	Technology and other resources to support high-quality teaching, for example software to diagnostically assess students’ work and understanding such as SPARX; Reader, Science, Maths and visualisers.	1,2,3,6,7
Incremental Coaching	To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo. Kraft, Blazar and Hogan (2017) found ‘large positive effects of coaching on teachers’ instructional practice.’	1,2,3,6,7

<p>Planning for all CPD</p>	<p>EFF ‘when it is most effective, the pupil premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.</p> <ul style="list-style-type: none"> • “Know your students” • Deliberate Practice • RULER – Emotions Matter • Line Management – Planning for Success • Literacy <p>Deliberate practice sessions - 2025, 2026.docx Adaptive teaching Implementation plan</p>	<p>1,2,3,5,6,7</p>
<p>Recruitment and Retention of teaching staff</p>	<p>Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQ’s).</p> <p>There are 17 staff members who have obtained or working towards their National Professional Qualification.</p>	<p>1,2,3,5,6,7</p>

Targeted academic support

Budgeted cost: £51 600

Activity	Evidence that supports this approach	Challenge number(s) addressed					
<p>Tutorial Reading Programme</p>	<p>The EEF shows on average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Literacy implementation plan.pdf</p>	<p>1,2,3,</p>					
<p>Literacy and Reading</p>	<p>The EEF shows on average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Literacy strategy</p> <p>Little Wandle</p> <p>1:1 lessons to fill in phonics skills gaps, with the aim of improving reading fluency and spelling accuracy (Years 7 & 8)</p> <p>28 students were identified using NGRT data to be assessed using Little Wandle. This resulted in 15 students being identified for the trial.</p> <p>The table below shows the phonics stage students were working on at the start and the end of the trial:</p> <table border="1" data-bbox="320 1928 1185 2056"> <tr> <td></td> <td>Phase 2 (ave. 1 term)</td> <td>Phase 3 (ave. 1 term)</td> <td>Phase 4 (ave. 1 term)</td> <td>Phase 5 (ave. 1 year)</td> </tr> </table>		Phase 2 (ave. 1 term)	Phase 3 (ave. 1 term)	Phase 4 (ave. 1 term)	Phase 5 (ave. 1 year)	<p>1,2,3</p>
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Beginning of Trial (Jan 24)	3	1	4	7
End of Trial (July 24)		1	2	12

The average student moved by just over 1 phase.

Lexia –

Fills in literacy skills gaps. The program is broken up into three main skill areas:
 → **Word Study** — Students develop reading accuracy and fluency by focusing on sound and syllable patterns in words.
 → **Grammar** — Students learn how written language works in order to improve their writing and reading comprehension. They learn how parts of speech function in sentences and how sentence parts convey meaning.
 → **Comprehension** — Students learn skills & strategies to become independent and strategic readers. Passages include original and authentic texts of multiple genres including informational texts, narratives, drama, and poetry.

QE’s LEXIA intervention delivered an average of an additional four months’ progress over the course of 2024-25.

Literacy

Bespoke literacy lessons based on key recommendations from students’ individualised dyslexia report. These include: Phonics Flash cards, Speed Sound Sheets, Boxes Font Dictation, Daily Diary, 44 Sounds Chart, Toe by Toe, Stride Ahead, TRUGS.

NGRT Reading Tests – 7,8 and 9 whole cohort to confirm need for students whose NGRT data suggests they meet the threshold for literacy intervention. The EEF found that effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject specific.

HAST 2 Spelling Assessment Year 7 whole cohort spelling test to screen for support

In the academic research paper from researchers at Birbank University, “What Makes a Successful Transition from Primary to Secondary School?” (2008), it is identified that the following 5 features make for an effective transition:
 25 KS3 students were identified for this intervention using NGRT data, HAST 2 spelling assessments (yr7), dyslexia reports and EHCPs.
 14 of these achieved ‘high growth’.

Summer School and holidays

Big Step to support the transition from Primary to Secondary or the summer holidays

4,5,6,7,8

Enhanced Transition Year 6/7 and 8/9	<ul style="list-style-type: none"> Developed new friendships and improved their self-esteem and confidence Settled so well in school life that they caused no concerns to their parents Shown an increasing interest in school and school work Got used to their new routines and school organisation with great ease Experienced curriculum continuity 	
In-school interventions led by teaching assistants and Inclusion Team	<p>The EEF guidance shows that interventions led by teaching assistants can add 4 months of progress. Their research shows that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>QE</p> <p>Menu of support; QE Menu of Support AUT 25.docx</p>	1,2,3,4,5,6,7,8
Morning Mastery	<p>Morning Mastery led by our best Maths and English teachers in 30 minute tutor sessions for Year 11's. The EEF found that programmes which extend school time have a positive impact on average. Before and after programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p>	1,2

Wider strategies

Budgeted cost: £51 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rewards and Extra-curricular and Personal Development Programme	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills are more important in determining life chances. Darling-Hammond, Linda; Cook-Harvey, Channa M. 2018) stated that 'effective learning depends on rich, hands-on learning experiences and explicit integration of social, emotional, and academic skills' whilst David Schoem, Christine Modey, Edward P. St. John (2023) went so far as to suggest 'educational outcomes include deep learning, individual well-being and academic success that extends to all students, including those who are usually underrepresented in educational achievement'.</p> <p>Personal Development Strategy</p>	4,5,6,7,8
RESP – Reducing Suspendable behaviour action plan	<p>The EEF acknowledge that some pupils require more specialist support to help manage their self-regulation or social and emotional skills; it is at pains to emphasise the need for quality and timely provision for these students. Research from the EEF discovered that the average impact of behaviour interventions is four additional months progress over the course of a year. This was particularly the case when considering off-site community provision, which was highlighted as having a particularly positive impact on pupils returning to mainstream education.</p> <p>RESP 25-26.docx</p>	6,7,8
The Hive - Internal	<p>The EEF acknowledges that universal systems are unlikely to meet the needs of all students. For those pupils who need more intensive support with their behaviour,</p>	1,2,3,4,6,7,8

Alternative Provision	a personalised approach is recommended. The behaviour or learning conceptual framework adapted from Powell and Tod 2004, recognises the need for three learning elements, if a student is to be successful: increasing engagement, improving access and ensuring participation.	
Breakfast Clubs and Meal Provision	Evaluation from the EEF found that in schools where there are free of charge, universally provided breakfast, before school, there was significant additional progress for students as well as improved attendance.	1,2,4,5,6,7
Early Help and Family Support Worker and Attendance Engagement Service	Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	4,5,6,7,8
Careers South West and High Quality Carers	Sim, Dr A-M and Major, Professor L. (2022) in 'Social Mobility in the South West: Levelling up through Education' cited 'a low skill equilibrium for young workers...of low-wage, part-time, casual and seasonal work and offer poor opportunities for progression' in the Devon area, highlighting the need for aspirational and supported transition work.	4,5,6,7,8
Attendance and Behaviour interventions	The EEF guidance shows that interventions led by teaching assistants can add 4 months of progress. Their research shows that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. QE Menu of support; QE Menu of Support AUT 25.docx	4,5,6,7

Total budgeted cost: £206 400

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 2025 to 2026 academic year.

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Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service Pupil Premium Funding

Measure	Details

Further Information (optional)

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