Pupil premium strategy statement – Acklam Grange 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	1461
Proportion (%) of pupil premium eligible pupils	36.4%
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)**	2024-25 2025-26 2026-27
Date this statement was published	31.12.2024
Date on which it will be reviewed	31.12.2025 31.12.2026
Statement authorised by	M Laidler Executive Head Teacher A Hassack Head of School
Pupil premium lead	K Lowes Pupil Premium Lead
Governor / Trustee lead	M Tilling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£524,700
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£524,700

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Acklam Grange School our Intent is to build on the successes of our previous three year plan and for all disadvantaged students to:

- Achieve in line with, if not higher than, their peers
- Obtain a broad and balanced suite of qualifications to support progression into post-16 provision
- Have high levels of literacy, numeracy and IT skills
- Develop as responsible citizens with the skills to be successful
- Have Equity and Equality within school and society

Challenges

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

Challenge number	Detail of challenge
1	**Vulnerabilities:** Some students arrive at the academy with multiple vulnerabilities, resulting in significant gaps in terms of personal developments, including attendance, mental health, SEND needs.
2	**Social and income deprivation**: Students do not have access to childhood experiences to develop and deepen cultural capital.
3	**Reading**: A proportion of Pupil Premium students have gaps in phonetical knowledge, fluency, comprehension and vocabulary. We intend to continue to improve engagement and the ability to access a broad and balanced curriculum and increase outcomes.
4	**Conduct:** some students need support to regulate their behaviour and require additional help to develop strong, trusted and respected relationships with adults.

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
Reading: Pupil Premium Students will have the basic tools to be successful readers and are becoming more enthusiastic readers. Teachers read aspirational books to all Pupil Premium students which broadens their vocabulary and oracy.	All Pupil Premium students to be at age related reading age or above on leaving secondary school. Students' work provides evidence of use of subject specific vocabulary used appropriately across the curriculum
Pupil Premium students make accelerated progress	External Examination results show that progress is in line with or above other students
Pupil Premium Students' barriers to learning reduced to ensure high percentage attendance in order to access the "One Curriculum"	Pupil Premium attendance to be in line with or above their peers in school, regional and national. Pupil Premium persistent absence to be in line with or below their peers in school, regional and national.
Pupil Premium students demonstrate positive attitudes and behaviour towards their learning and others	Pupil premium suspensions and exclusions are in line with school, regional and national data and their peers.
Pupil Premium students are well prepared and have the support, confidence and knowledge to allow them to be successfully transitioned at all phases.	Pupil Premium NEET figures are below or in line with national figures. Pupil Premium outcomes are positive at all phases.

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: £262350

Activity	Evidence that supports this approach	Challenge number addressed
Curriculum Design: Bespoke Learning Pathways to suit the needs of PP students. Regular, targeted pathway reviews,	EEF research shows high impact for very low cost. Regular internal and external assessments and data captures.	3, 4

personalisation of Teaching and Learning. Literacy intervention for Blue and Green pathway.		
Resolution and THRIVE Provision for students with highest needs	External Examination results Attendance and PA outcomes for key cohorts Suspension and re-integration plans to prevent PEX https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	3
Equality and Equity via high quality first teaching	Key priority of past and current Whole School Development Plans Student outcomes Quality Assurance cycle Faculty leader and TLR walkthroughs Peer observation and discussion Research based CPD Programme (see below) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,4
Oracy and Vocabulary Development Independent reading widely used at lesson starts for settling Tutor reading with tutor group Whole school focus on disciplinary literacy Reading and Literacy thread through CPD sessions	Weekly reading sessions Quality assured fortnightly via school QA processes https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2,3

Research Informed Professional Development CPD Programme contains highest impact strategies, most suited to the needs of our students	"AG Way" including our "Teaching and Learning" Handbook provides staff with key principles and routines to support our academic ethos and classroom practices. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,4
Accurate assessment strategies	Pupil Premium Students at KS4 identified on Underachievers' Checklist and appropriate actions put in place to monitor, support and challenge Following data analysis, 1to1 meetings take place for underachieving students at both Key Stages with key staff, where target setting takes place. Use of seating plans in response to ability, data and assessment as well as pastoral needs. Progress Meetings with Faculty Leaders following data captures include proforma to identify individual needs and suitable strategies. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports	1,3,4 3,4 3,4 1,2,3,4
Induction Processes	High quality Induction for all new teaching staff relating to Safeguarding, Teaching and Learning, Behaviour Management, SEND, EAL provision, Child Protection, Pastoral Support, Literacy and Reading, Multi-culturalism and the local context, Prevent Agenda	1,2,3,4

Targeted academic support

Budgeted cost: £131175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading for Progress: Specialised, timetabled intervention programmes to address a range of needs relation to fluency and comprehension. Delivered by trained staff / specialists:	EEF research shows high impact for very low cost in Phonics teaching and very high impact for very low cost in terms of Reading comprehension strategies.	2, 3

Lexonic Inference training The Connect curriculum Reading mentors	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading	
Reading for Pleasure: High profile reading strategies: Read around the World Read to Succeed Star Readers (Pupil Premium students are prioritised)	EEF research shows very high impact for very low cost based on extensive evidence	2,3
Study Support: After school homework clubs Access in school for Bedrock Study support sessions for all students, where Pupil Premium students' attendance is carefully monitored Daily Independent Study room (lunchtime and after school) Year 11 study / subject focused academic tutoring opportunities e.g. focused tutor groups and KS3 Maths groups 1:1 Core subject tutoring KS4 students provided with laptops as a result of 1to1s Targeted holiday / weekend intervention sessions	KS3 internal data and outcomes KS4 external data / outcomes Attendance data Data trackers	1,2,3
Academic Mentoring Programme	Student outcomes, including external examination results Attendance data Data trackers	1,2,3
Enrichment and Cultural Capital	Eton College Summer School (via charitable foundation) for a group of Pupil Premium students, Summer 2024	2

	Scholars Programme: Pupil Premium students are targeted to become involved AGS Extra: Pupil Premium students closely monitored Trips: Pupil Premium students offered financial support	

Wider strategies

Budgeted cost: £131175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform and Equipment (Family approach):	Badged uniform items provided based on individual needs. Removing barriers to attendance. Uniform swap shop allows parents to donate and acquire uniform as required Pupil Premium Equipment slips to allow students to quickly get the equipment they need.	1
Staff School Culture (One Curriculum)	2024 Launch with all staff to ensure consistency in approach to supporting students in all areas of the wider curriculum. Strategies include Stop and Drop, PIP and RIP.	1,2,3,4
Behaviour: PROCLAIM / PACE model, including staff training. Targeted intervention and support meetings, home visits, Behaviour modification programme.	 Evidence via data on student engagement and suspension data. Evidenced via exclusions data and home visits tracker (prioritises Pupil Premium students) EEF research shows very high impact for very low cost in terms of self regulation. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	4 4
Attendance: Targeted intervention and support meetings. Key workers.	Evidence via attendance data. Individual plans for KS4 students to ensure attendance at examinations	1,4

Personalised timetables. Counsellor. Rewards events and trips	Attendance Boards Celebrating weekly in assemblies, winning tutor groups https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	
Wellbeing: Free breakfast for every student, every day. Year 11 preexamination breakfast sessions. Financial support for Prom tickets, dresses, suits, haircuts so that no students miss out	Resulting in increased attendance and punctuality, fewer AM behaviour points All eligible students able to attend.	1,2 2 2
CEIAG: Shine Event / Careers Trips / College Visits/ Visiting Speakers / Enterprise Day. Personalised careers interviews and 1to1 meetings for KS4 options.	Evidenced via destinations data and student outcomes at KS4.P https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions?utm_source=/education-evidence/teaching-learning-toolkit/aspiration-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervention	1,2
ARC Services: Thrive / Counselling Services/ ELSA / Keyworkers / mindfulness training ARC Forum, to bring key teams together	Attendance data Behaviour and exclusions data Outcomes data (internal and external) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports	1,2,4 1,2,4

Communication with parents: Face to face approach. Use of non teaching staff increases availability for meetings	Attendance data Meetings data Behaviour and exclusions data https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=study%20support	1,2,4
Extra Curricular and Enrichment : Visits to London, Normandy and Barcelona were all provided with financial support to meet the needs of Pupil Premium students. Financial support for Music lessons (extra curricular) for Pupil Premium students	Attendance and attitude to learning trips and rewards Tracking of extra curricular attendance (SOCSFM) to monitor attendance and ensure Safeguarding. High uptake of Pupil Premium students.	1,2,4 1,2,4

Total budgeted cost: £524,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall Headline Measures

Acklam Grange PP students continued a positive 3 year trend outperforming the national for 100% Attainment Measures, with 15 out of the 17 measures significantly above.

Over 30% of all attainment and progress measures for disadvantaged have outperformed the national non.

Headline measures for AGS disadvantaged students.

	Versus national average		
	2024	2025	2026
Overall A8	Above (sig+)	Above (sig+)	Above (sig+)
English and maths grade 4 plus	Close to av. (non-sig)	Above (sig+)	Above (sig+)
English and maths grade 5 plus	Close to av. (non-sig)	Above (sig+)	Close to av. (non-sig)
English A8	Close to av. (non-sig)	Above (sig+)	Above (sig+)
English grade 4 plus	Close to av. (non-sig)	Above (sig+)	Above (sig+)
English grade 5 plus	Close to av. (non-sig)	Above (sig+)	Above (sig+)
Maths A8	Above (sig+)	Above (sig+)	Above (sig+)
Maths grade 4 plus	Close to av. (non-sig)	Above (sig+)	Above (sig+)
Maths grade 5 plus	Close to av. (non-sig)	Above (sig+)	Above (sig+)
Science grade 4 plus	Close to av. (non-sig)	Above (sig+)	Above (sig+)
Science grade 5 plus	Close to av. (sig+)	Above (sig+)	Above (sig+)
Languages grade 4 plus	Above (sig+)	Above (sig+)	Above (non-sig)
Languages grade 5 plus	Above (sig+)	Above (sig+)	Above (sig+)
Humanities grade 4 plus	Above (sig+)	Above (sig+)	Above (sig+)
Humanities grade 5 plus	Above (sig+)	Above (sig+)	Above (sig+)
EBacc A8	Close to av. (sig+)	Above (sig+)	Above (sig+)
Open A8	Above (sig+)	Above (sig+)	Above (sig+)

Acklam Grange PP students did not receive a progress score for 2026. Our positive 3-year trend outperforming the national for all Progress Measures can be seen below from the latest available data in 2024.

	Versus national average		
	2022	2023	2024
Overall P8	Above (sig+)	Above (sig+)	Above (sig+)
English P8	Above (sig+)	Close to av. (non-sig)	Above (sig+)
Maths P8	Above (sig+)	Above (sig+)	Above (sig+)
Science VA	Above (sig+)	Close to av. (non-sig)	Above (sig+)
Languages VA	Above (sig+)	Close to av. (non-sig)	Close to av. (non-sig)
Humanities VA	Above (sig+)	Above (sig+)	Above (sig+)
EBacc P8	Above (sig+)	Close to av. (non-sig)	Above (sig+)
Open P8	Above (sig+)	Above (sig+)	Above (sig+)

PP Attainment 8 overall was 43.5 significantly outperforming the PP national of 35.6. The in school Gap being significantlly narrower than the national Gap and the gap to national non has been reducing for the past 3 years.

Disadvantaged pupils - Overall A8

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
2026	87	43.5	35.6	Above (sig+)	50.7	-7.2	No meaningful change	38.9	Above (non-sig)	-
2025	104	41.7	34.9	Above (sig+)	50.4	-8.7	No meaningful change	36.5	Above (sig+)	-
2024	93	40.8	34.6	Above (sig+)	50.0	-9.2	Not available	34.3	Above (sig+)	-

From the latest available data, PP students significantly outperformed the national PP and achieved broadly in line with non-PP nationally for the past 3 years.

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
2024	89	0.00	-0.57	Above (sig+)
2023	84	0.00	-0.57	Above (sig+)
2022	121	0.08	-0.55	Above (sig+)

58.6% of PP students achieved a standard pass in both English and Maths which has seen them significantly outperform the national (44.9%) for the past 2 years, continuing our 3 year trend of outperforming national and an increased performance of our PP students.

Year	Cohort	School	Vs national disadvantaged	
			Average	Banding
2026	87	58.6%	44.9%	Above (sig+)
2025	104	58.7%	43.8%	Above (sig+)

35.6% of PP students achieved a good pass of 9-5 in both English and Maths which was above the national PP of 27.5%, continuing our 3 year trend of outperforming national.

Year	Cohort	School	Vs national disadvantaged	
			Average	Banding
2026	87	35.6%	27.5%	Close to average (non-sig)
2025	104	38.5%	25.8%	Above (sig+)

English Outcomes

- A8 score for all PP students in 2026 increased again to 9.3 which significantly outperformed the PP national of 7.9 for a second year in a row.

Year	Cohort	School	Vs national disadvantaged	
			Average	Banding
2026	87	9.3	7.9	Above (sig+)
2025	104	8.9	7.8	Above (sig+)

- There was no data for the progress the PP students made in 2026. The latest available data for 2024 showed all PP students in English significantly outperformed the PP national.

- 72.4% of PP students achieved grades 9-4 in Best English, which has seen them significantly outperform the national PP (57.5%) for the past 2 years, continuing our 3 year trend of outperforming national and an increased performance of our PP students.

Year	Cohort	School	Vs national disadvantaged	
			Average	Banding
2026	87	9.3	7.9	Above (sig+)
2025	104	8.9	7.8	Above (sig+)

- 52.9%of PP students achieved 9-5 grades in Best English significantly outperforming the national PP (42.5%) for the past 2 years, continuing our 3 year trend of outperforming national and an increased performance of our PP students.

Year	Cohort	School	Vs national disadvantaged	
			Average	Banding
2026	87	52.9%	42.5%	Above (sig+)
2025	104	53.8%	41.3%	Above (sig+)

Maths

- A8 score for all PP students in 2025 was 8.4 which significantly outperformed the PP national of 7.0 and continues the 3 years significantly above trend.

Year	Cohort	School	Vs national disadvantaged	
			Average	Banding
2026	87	8.4	7.0	Above (sig+)
2025	104	8.6	6.9	Above (sig+)
2024	93	8.0	6.9	Above (sig+)

- There was no data for the progress for all the PP students made in 2026. The latest available data for 2024 showed all PP students in Maths significantly outperformed the PP national and this is a positive 3-year trend.

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
2024	89	-0.02	-0.52	Above (sig+)
2023	84	-0.14	-0.51	Above (sig+)
2022	121	0.04	-0.49	Above (sig+)

- 65.5% of PP students achieved 9-4 grades in maths, significantly outperforming the national (50.0%) PP for the past 2 years continuing our 3 year above national trend.

Year	Cohort	School	Vs national disadvantaged	
			Average	Banding
2026	87	65.5%	50.5%	Above (sig+)
2025	104	65.4%	49.8%	Above (sig+)

- 44.8% of PP students achieved 9-5 grades in maths, significantly outperforming the national (32.8%) PP for the past 2 years continuing a 3 year above national trend.

Year	Cohort	School	Vs national disadvantaged	
			Average	Banding
2026	87	44.8%	32.8%	Above (sig+)
2025	104	47.1%	31.0%	Above (sig+)

Science

- 69.9% of PP students achieved 9-4 grades in Science significantly outperforming the national (48.3%) PP for the last 2 years and continuing our above national trend over the last 3 years..

Year	Cohort	School	Vs national disadvantaged	
			Average	Banding
2026	83	69.9%	48.3%	Above (sig+)
2025	102	61.8%	47.3%	Above (sig+)

- 44.6% of PP students achieved 9-5 grades in Science, significantly outperforming the national (30.7%) PP over the past 2 years, continuing our above national trend ovewr the last 3 years..

Year	Cohort	School	Vs national disadvantaged	
			Average	Banding
2026	83	44.6%	30.7%	Above (sig+)
2025	102	43.1%	29.6%	Above (sig+)

- There was no data for the VA for all the PP students in 2026 available. The latest available data for 2024 showed all PP students in science significantly outperformed the PP national **AND** out-performed the national non-PP students.

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2024	87	0.16	-0.42	Above (sig+)	0.14	0.03	No gap

Pupil Premium Attendance 2025/26 (validated for Term 1 only) 2024/25 (Full year)

Attendance

- The overall PP attendance was 8897% higher than the National 87.0% with the in-school gap narrower than the national gap.
- The PP attendance for all groups and year groups is higher than national for all PP starting points
- The PP attendance continues to be higher than the National for 25-26

Year	Cohort	School	National	National distribution banding
2025/26 (1 term)	510	89.7%	88.3%	Close to average
2024/25 (3 term)	517	88.4%	86.8%	Close to average
2023/24 (3 term)	457	88.1%	86.0%	Close to average

Persistent Absence

- PP Persistent Absence 32.5% was lower than the national 34.5% with the in-school gap is smaller than the national gap.
- The PP Persistence Absence for all groups and year groups is lower than PP national for all starting points.

Year	Cohort	School	National	National distribution banding
2025/26 (1 term)	510	32.5%	34.5%	Close to average (non-sig)
2024/25 (3 term)	517	37.5%	39.2%	Close to average (non-sig)
2023/24 (3 term)	457	36.5%	42.5%	Below (sig-)

Pupil Premium 1 + or more suspensions

- The % of incidents of suspension for our PP students were significantly lower than the national PP and lower than the Non-PP national.
- Number of PP students suspended one or more times at AGS was 6.38% which is significantly lower compared to 15.40% nationally. Continuing the 3+ years significantly below the national trend.

Year	Cohort	School	National	National distribution banding
2024/25 (3 term)	486	6.38%	15.40%	Below (sig-)
2023/24 (3 term)	459	8.93%	16.57%	Below (sig-)
2022/23 (3 term)	467	7.71%	15.16%	Below (sig-)

Pupil Premium 2 or more suspensions

- Number of PP students with 2 or more suspensions at AGS was 2.88% which is significantly lower compared to 8.69 % nationally and has also reduced for 3 years. This has continued being lower than national significantly for the past 3+ years.

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (3 term)	486	2.88%	8.69%	Below (sig-)	No sig change	-
2023/24 (3 term)	459	3.70%	9.40%	Below (sig-)	No sig change	-
2022/23 (3 term)	467	4.07%	8.31%	Below (sig-)	Not available	-

(Internal data below as of the end July 2026)

Internal Year 7: INITIAL PROGRESS DATA AGAINST KS4 PREDICTED OUTCOME TARGETS

English

• 78% of PP students are working towards their target or above in English (Gap 15%)

• 30% of PP students are working on target or above in English (Gap 15%)

Maths

• 90% of PP students are working towards their target or above in Maths (Gap 7%)

• 63% of PP students are working on target or above in Maths (Gap 13%)

Science

• 87% of PP students are working towards their target or above in Science (Gap 6%)

• 56% of PP students are working on target or above in Science (Gap 6%)

English & Maths

• 75% of PP students are on track to achieve their target in English and Maths combined

Internal Year 8: INITIAL PROGRESS DATA AGAINST KS4 PREDICTED OUTCOME TARGETS

English

• 92% of PP students are working towards their target or above in English (Gap 2%)

• 26% of PP students are working on target or above in English (Gap 7%)

Maths

• 94% of PP students are working towards their target or above in Maths (Gap 3%)

• 55% of PP students are working on target or above in Maths (Gap 11%)

Science

• 81% of PP students are working towards their target or above in Science (Gap 8%)

• 49% of PP students are working on target or above in Science (Gap 12%)

English & Maths

• 88% of PP students are on track to achieve their target in English and Maths combined

Internal Year 9: INITIAL PROGRESS DATA AGAINST KS4 PREDICTED OUTCOME TARGETS

English

• 89% of PP students are working towards their target or above in English (Gap 4%)
• 28% of PP students are working on target or above in English (Gap 9%)

Maths

• 91% of PP students are working towards their target or above in Maths (Gap 3%)
• 47% of PP students are working on target or above in Maths (Gap 16%)

Science

• 69% of PP students are working towards their target or above in Science (Gap 18%)
• 38% of PP students are working on target or above in Science (Gap 25%)

English & Maths

• 82% of PP students on track to achieve their target in English and Maths combined

CEIAG

- 23/24 - 98% (2% NEET) of Disadvantaged pupils started a positive destination in September 2024 (Whole school 97% -3% NEET)
- 24/25 - 93% (7% NEET) of Disadvantaged pupils started a positive destination in September 25/26 (Whole school 97% - 3% NEET)
- In 2026 98% of PP students went onto further education (2% NEET) which is significantly higher than the PP national value and in line with the non-PP national.

Extra-Curricular

- The school provided over **3,000 enrichment opportunities** during the academic year, ensuring that all students had access to a broad and diverse programme that promotes both equity and equality.
- Students were able to participate in over **100 extra-curricular clubs and activities**, alongside wider opportunities including the **Combined Cadet Force (CCF)**, **Sports Ambassadors**, **Community and Personal Achievement programmes**, and the **Duke of Edinburgh Award**, helping to develop confidence, leadership, resilience and essential life skills.
- Participation among **Pupil Premium students** increased from **72.7% to 85.8%**, demonstrating the success of targeted approaches to increase engagement.
- Attendance at external visits was also strong among key groups, with **56% of Pupil Premium students** participating.
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Externally provided programmes

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

Programme	Provider
3-year subscription to Unifrog / Placements	Unifrog- 3 year subscription

Computing & Business Subscription	SimplyTeach
English Subscription	BizzWizard
Leapsite renewal	Lexonik
Thrive	Thrive
SPARX Maths	SPARX Maths
SOCS	SOCS
Juniper	Juniper
TWINKL	TWINKL
Maths Subscription	MathsBox
Science/PE/Maths & English	Exampro
Award Scheme	Duke of Edinburgh
Whole School Subscription	PIXL
Class Charts	TES
School Robins	TES
Maths Subscription	La Selle Education

Service pupil premium funding (optional)

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**
The allocation contributed to the cost of PP Champion, Pastoral care, Attendance, including Behaviour Support and Counselling Service.