Bradwell Village School
Pupil Premium Strategy Statement 2026&27

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	190
Proportion (%) of pupil premium eligible pupils	46%
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)**	2026-2029
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Sashi Siva
Pupil premium lead	Lisa Vincent
Governor / Trustee lead	Paul Hussey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,973.33
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*	£141,973.33

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives

The ultimate objectives for disadvantaged pupils are to:

- **Improve academic attainment and progress**, particularly in reading, writing, mathematics and spelling, punctuation and grammar.
- **Reduce the attainment gap** between disadvantaged pupils and their peers by ensuring that disadvantage does not prevent pupils from accessing ambitious, well-sequenced and effective teaching.
- **Improve attendance and reduce persistent absence**, particularly among disadvantaged pupils and pupils in the ASC unit.
- **Improve pupils' emotional regulation, behaviour, confidence and readiness to learn.**
- **Increase access to enrichment, cultural capital and wider experiences**, ensuring that disadvantaged pupils participate fully in the life of the school.
- **Ensure that disadvantaged pupils with SEND, autism and EAL receive provision that is adapted to their needs without lowering expectations.**
- **Strengthen family engagement**, so that parents and carers are supported as partners in attendance, learning and wellbeing.

How the strategy works towards these objectives

The strategy follows the DfE's **Menu of Approaches** and is organised across three mutually supporting tiers:

- **Tier 1: High-quality teaching** – improving the quality, consistency and inclusivity of classroom teaching, curriculum planning, assessment and professional development.
- **Tier 2: Targeted academic support** – providing additional, evidence-informed support for pupils with specific gaps or barriers.
- **Tier 3: Wider strategies** – addressing attendance, behaviour, social and emotional needs, family engagement, enrichment and access to school.

The three tiers are deliberately interconnected. For example:

- Improved attendance enables pupils to benefit from high-quality teaching.
- Better emotional regulation supports behaviour, concentration and learning.
- Stronger reading and language skills improve access to mathematics and the wider curriculum.
- Enrichment improves belonging, confidence, motivation and cultural capital.
- Effective SEND and ASC provision ensures that pupils can access teaching and interventions meaningfully.
- Assessment and monitoring ensure that support is timely, targeted and withdrawn or adapted when it is no longer needed.

The school will use a graduated approach. Universal provision will be available through strong classroom practice and an inclusive curriculum. Pupils requiring additional support will receive targeted intervention based on assessment and professional knowledge. Pupils with more complex or persistent

barriers will receive personalised plans involving the pupil, family, school staff and, where appropriate, external agencies.

Key principles

1. High expectations for every pupil

Disadvantage, SEND, autism, EAL or previous low attainment will not be treated as reasons for reduced ambition. Adaptations will remove barriers to learning while maintaining appropriately high expectations.

2. Quality first teaching remains the foundation

The school's existing commitment to quality first teaching, adapted teaching and in-class LSA support will remain central. This strategy does not treat intervention as a substitute for excellent classroom teaching.

3. Provision will be based on need

Pupil Premium eligibility will be an important indicator, but decisions will also consider attainment, progress, attendance, SEND, language, wellbeing, behaviour, family circumstances and pupil voice. Not every disadvantaged pupil will require the same support.

4. Existing provision will be strengthened rather than unnecessarily duplicated

The school already provides:

- Quality first teaching
- Focused interventions
- Extra lessons
- A free breakfast club
- After-school clubs
- LSA support in class
- Adapted teaching

The strategy therefore focuses on making these approaches more systematic, evidence-informed and consistently evaluated. New activity is proposed only where a specific gap remains, such as structured attendance case management, explicit phonics and vocabulary work, consistent self-regulation teaching, and equitable access to enrichment.

5. Inclusion is integral to the strategy

The high levels of SEND, EHCPs, EAL and autism mean that inclusion is not a separate strand. Teaching, intervention, behaviour, attendance and enrichment will be planned so that pupils in the ASC unit and pupils accessing mainstream classes can participate successfully.

6. Evidence-informed does not mean evidence-dependent

The school will use high-quality evidence to inform decisions, while recognising that research findings may not transfer directly to every context. Attendance research, in particular, has limitations and should be applied carefully. The school will therefore monitor local impact rather than assuming that an approach will work simply because it has been successful elsewhere.

7. Evaluation will focus on impact

The school will evaluate whether activities improve:

- Attendance and persistent absence
- Reading, writing and mathematics outcomes
- Phonics and vocabulary retention
- Behaviour and emotional regulation
- Participation in enrichment
- Pupil confidence, belonging and wellbeing
- Access and progress for pupils with SEND and autism

Challenges

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

Challenge number	Detail of challenge
1	**Attendance and persistent absence:** Pupil Premium attendance is 93%, compared with 95.8% for non-Pupil Premium pupils. The national figure is 94.7% and the local authority figure is 95.2%. Whole-school persistent absence is 22.3%, compared with 8.6% for non-Pupil Premium pupils. Attendance is particularly concerning in the ASC unit, where 9 of 15 pupils are eligible for Pupil Premium and persistent absence is 44.4%. Absence reduces access to teaching, intervention, relationships, enrichment and assessment.
2	**Social, emotional and behavioural barriers to learning:** Pupil and family discussions indicate that some disadvantaged pupils experience social and emotional difficulties linked to limited enrichment and wider experiences. Some pupils also find emotional regulation and behaviour difficult, affecting concentration, relationships, engagement and attainment. These needs are particularly important in a school with high levels of SEND, EHCPs and autism.
3	**Unequal access to enrichment and cultural capital:** Some disadvantaged pupils have fewer opportunities to participate in enrichment, sporting, creative, cultural and aspirational activities outside school. This can affect confidence, belonging, motivation, vocabulary, background knowledge and social and emotional development. Existing after-school clubs and enrichment opportunities need to be monitored to ensure that disadvantaged pupils, including pupils in the ASC unit, participate equitably.
4	**Reading, phonics and language:** Assessments, observations and discussions indicate that some disadvantaged pupils have greater difficulty retaining and applying phonics and language knowledge. This affects decoding, fluency, vocabulary, comprehension and access to the wider curriculum. At KS2, 52% of disadvantaged pupils were below the expected standard in reading, compared with 6% of the rest of the school below the expected standard. EAL and SEND needs may compound these difficulties.
5	**Mathematics attainment and retention of knowledge:** Mathematics attainment is a significant barrier. At KS2, 69% of disadvantaged pupils were below the expected standard in mathematics, with only 28% at the expected standard and 3% above. Difficulties with

	language, retrieval, working memory, fluency and applying prior knowledge affect pupils' development as mathematicians.

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
1. Improve attendance and reduce persistent absence among disadvantaged pupils.	Pupil Premium attendance improves from 93% towards, and ultimately beyond, the national and local authority figures. The gap between Pupil Premium and non-Pupil Premium attendance narrows. Persistent absence among disadvantaged pupils reduces year on year. The ASC unit has a personalised attendance plan for every pupil at risk of persistent absence, with evidence of regular review and family involvement.
2. Improve punctuality and readiness to learn.	Fewer disadvantaged pupils are regularly late. Morning routines, breakfast provision and transition arrangements support pupils to begin learning promptly. Attendance and punctuality data are reviewed fortnightly, with action taken before absence becomes entrenched.
3. Improve pupils' emotional regulation, behaviour and engagement.	Staff use a consistent language and approach for self-regulation, restorative conversations and behaviour support. Behaviour incidents, lost learning time and repeated dysregulation reduce for identified pupils. Pupil voice indicates that pupils feel safe, understood and able to seek support.
4. Improve the participation of disadvantaged pupils in enrichment.	Participation in clubs, trips, sporting, creative, cultural and aspirational opportunities is tracked by Pupil Premium status, SEND, ASC and EAL. The proportion of disadvantaged pupils participating increases. Barriers such as cost, equipment, transport, confidence and communication are identified and addressed.
5. Improve reading, phonics retention, fluency and comprehension.	Disadvantaged pupils make accelerated progress from their starting points. The proportion of disadvantaged pupils below age-related expectations in reading reduces. Pupils show improved phonics recall, decoding accuracy, fluency, vocabulary and comprehension. Intervention pupils demonstrate measurable progress in half-termly assessments.
6. Improve mathematics attainment and mathematical fluency.	Disadvantaged pupils make improved progress in mathematics. The proportion below the expected standard reduces from the current KS2 baseline. Pupils demonstrate improved retrieval of number facts, mathematical vocabulary, reasoning, problem-solving and independence.
7. Improve the consistency of curriculum implementation.	Curriculum reviews, book scrutiny, pupil voice, lesson visits and assessment information show greater consistency in planning, modelling, vocabulary, scaffolding, adaptation and checking for understanding. Less-established areas of the curriculum are identified and addressed through subject leadership and professional development.
8. Improve access and outcomes for disadvantaged pupils with SEND, autism and EAL.	Individual support is based on assessed need and is aligned with EHCP outcomes, SEND support plans and classroom teaching. Pupils in the ASC unit and mainstream classes make progress from their individual starting points. Staff use appropriate communication, sensory, visual, language and regulation adaptations.

9. Strengthen family engagement.	Families receive timely, personalised and accessible communication about attendance, learning and support. Attendance meetings result in clear, agreed actions. Parent participation in reading, mathematics, phonics, wellbeing and enrichment activities increases.

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: £ *63,887.99*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a consistent Pupil Premium quality-first teaching framework across the school. Building on the school's existing quality first teaching and adapted teaching, agree and monitor a small number of non-negotiable practises: explicit instruction, modelling, worked examples, retrieval, checking for understanding, vocabulary teaching, structured talk, guided practice, scaffolding and gradual release towards independence. These practises will be particularly visible in reading, writing and mathematics.	The EEF Guide to the Pupil Premium identifies high-quality teaching as the most important way schools can improve outcomes for disadvantaged pupils. The EEF guidance on metacognition and self-regulated learning supports explicit teaching of planning, monitoring and evaluation.	2, 4 and 5
Strengthen curriculum implementation and subject leadership. In response to the previous inspection finding, subject leaders will identify less-established aspects of planning and teaching, particularly in foundation subjects and areas affecting disadvantaged pupils. Subject reviews will triangulate planning, lesson visits, work scrutiny, assessment and pupil voice. Findings will lead to focused staff development and agreed actions rather than generalised recommendations.	The EEF Guide to Effective Professional Development emphasises that professional development is more effective when it is focused on pupil outcomes, subject content, modelling, practice, feedback and sustained support.	4 and 5
Develop a structured reading and language approach for the junior phase. Building on existing focused interventions and adapted teaching, establish a progression for phonics catch-up, word reading, fluency, vocabulary, oral language and comprehension. Staff will explicitly revisit previously taught phoneme-grapheme correspondences and morphology where appropriate, pre-teach vocabulary and provide repeated opportunities to read and discuss high-quality texts.	The EEF Improving Literacy in Key Stage 2 guidance recommends developing pupils' language, reading fluency, comprehension and reading strategies. The EEF Improving Literacy in Key Stage 1 guidance supports explicit phonics, fluent reading, oral language and comprehension.	4
Improve mathematics teaching through consistent use of representations, mathematical language and retrieval. Building on adapted teaching and existing extra lessons, teachers will	The EEF Improving Mathematics in Key Stages 2 and 3 guidance supports the use of representations, mathematical language, problem-	5

use concrete resources, pictorial representations, carefully sequenced examples and explicit mathematical vocabulary. Daily retrieval will revisit essential number facts and prior learning. Teachers will identify and address misconceptions promptly through formative assessment.	solving, formative assessment and purposeful practice.	
Professional development on supporting pupils with SEND, autism and EAL within high-quality teaching. Training and coaching will focus on communication-friendly explanations, visual supports, sensory and environmental adaptations, reducing cognitive load, vocabulary development, structured talk, task chunking and promoting independence. This will apply to mainstream classrooms and the ASC unit.	The EEF Special Educational Needs in Mainstream Schools guidance recommends a graduated approach, explicit instruction, scaffolding, flexible grouping and using teaching assistants to complement rather than replace teacher instruction.	2, 4 and 5
Formalise effective deployment of LSAs and other support staff. Building on the school's existing LSA support in class, teachers will retain responsibility for planning, instruction and assessment. LSAs will receive clear lesson-specific direction, use planned prompts and scaffolds, and apply a 'least help first' approach so that pupils develop independence rather than dependency.	The EEF Making Best Use of Teaching Assistants guidance recommends that teaching assistants supplement high-quality teaching, are deployed through structured approaches and support pupils to become increasingly independent.	2, 4 and 5
Embed assessment routines that identify gaps early. Pupil Premium pupils will be considered first in pupil progress meetings. Assessment information will include reading fluency, phonics retention, vocabulary, mathematics fluency, attendance, behaviour and intervention response. Teachers will distinguish between gaps caused by missed learning, misconceptions, language, SEND or lack of practice.	The EEF Guide to the Pupil Premium recommends using diagnostic assessment and implementation evidence to target support.	1, 4 and 5
Embed restorative and regulation-informed classroom practice. Building on the school's improvement priority for restorative practice, staff will use consistent language for feelings, regulation, repair and responsibility. Staff will explicitly model calm communication, problem-solving and conflict resolution, rather than relying only on responses after incidents occur.	The EEF Improving Social and Emotional Learning in Primary Schools guidance recommends explicit teaching and modelling of self-awareness, self-management, relationship skills and responsible decision-making. It also advises that social and emotional learning is reinforced through the whole-school ethos and behaviour systems.	2
Develop teacher coaching and peer observation focused on disadvantaged pupils' access to learning. Coaching will focus on a small number of agreed priorities, such as checking understanding, vocabulary, modelling, mathematical reasoning, reading discussion and supporting regulation. Staff will receive feedback and opportunities to practise strategies.	The EEF Effective Professional Development guidance identifies sustained, collaborative and practice-based professional development as more likely to change classroom practice than one-off training.	2, 4 and 5

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

Budgeted cost: £ *42591.99*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a structured intervention cycle for reading and phonics retention. Building on the school's existing focused interventions, pupils will be identified through assessment and provided with short, frequent, structured sessions. These will include phoneme-grapheme recall, blending and segmenting, multisyllabic word reading, morphology, fluency, vocabulary and comprehension. Intervention content will be directly connected to classroom teaching.	The EEF Improving Literacy in Key Stage 2 guidance supports targeted approaches to reading fluency, comprehension and vocabulary. The EEF Improving Literacy in Key Stage 1 guidance supports structured phonics and additional support for pupils who fall behind.	4
Provide targeted one-to-one or small-group mathematics tuition. Building on existing extra lessons, pupils will receive time-limited tutoring based on precise gaps. Sessions will use diagnostic assessment, explicit explanation, guided practice, retrieval and opportunities to apply learning. Pupils will return to classroom learning with clear links between the intervention and current curriculum content.	The EEF Toolkit evidence on small-group tuition and one-to-one tuition support targeted additional teaching when it is structured, linked to classroom learning and delivered by trained staff.	5
Use a half-termly assess–plan–teach–review cycle for every intervention. Each intervention will have a defined entry assessment, intended knowledge and skills, delivery frequency, exit measure and review decision. Pupils will not remain in an intervention by default. Where progress is limited, leaders will consider attendance, curriculum match, teaching quality, SEND, language, engagement and the appropriateness of the intervention.	The EEF Guide to the Pupil Premium recommends that schools identify barriers, select evidence-informed approaches, implement them carefully and evaluate their impact.	1, 4 and 5
Introduce structured vocabulary and oral language intervention for pupils with EAL and language-related barriers. Building on adapted teaching and in-class support, targeted pupils will receive pre-teaching and rehearsal of curriculum vocabulary, sentence structures, oral explanation and retrieval. This will be coordinated with reading and mathematics intervention so that language is not treated separately from curriculum knowledge.	The EEF Improving Literacy in Key Stage 2 guidance identifies oral language, vocabulary and comprehension as important components of literacy development.	4 and 5
Establish an ASC-inclusive academic support model. Pupils in the ASC unit will have learning plans that identify communication, sensory, regulation, attention and independence needs alongside academic targets. Where pupils access mainstream lessons, staff will plan consistent	The EEF Special Educational Needs in Mainstream Schools guidance supports high expectations, explicit instruction, scaffolding, flexible	1, 2, 4 and 5

transitions, visual supports, language and expectations. Academic intervention will be adapted without narrowing the curriculum unnecessarily.	grouping and carefully planned adaptations.	
Provide short, planned academic support for pupils whose attendance has interrupted learning. Pupils returning after significant absence will receive an individualised learning-recovery plan based on essential missed knowledge rather than an unmanageable volume of work. The plan may include teacher explanation, guided practice, reading support and carefully selected homework or home-learning activities.	The EEF's attendance evidence brief identifies attendance as closely linked to attainment and supports responsive approaches that address the individual causes and consequences of absence.	1, 4 and 5
Use targeted academic mentoring for pupils approaching transition or at risk of disengagement. Mentoring will combine academic organisation, goal setting, attendance, confidence and learning habits. It will be delivered by a consistent adult and reviewed against measurable outcomes. This is a new targeted layer, rather than a duplication of existing extra lessons.	Evidence on mentoring and attendance is mixed, but the EEF attendance evidence review supports individualised and responsive approaches based on strong knowledge of the pupil. The EEF metacognition guidance supports explicit teaching of planning, monitoring and evaluation.	1, 2, 4 and 5

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

Budgeted cost: £ *35493.35*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a formal disadvantaged-pupil attendance and persistent absence pathway. Building on the existing free breakfast club and the school's attendance processes, the school will use a staged pathway: early identification, positive family contact, barrier analysis, agreed support plan, regular review and escalation where necessary. Plans will consider illness, anxiety, transport, family circumstances, sleep, sensory needs, bullying, relationships, punctuality and the pupil's experience of school.	The EEF attendance evidence brief reports promising evidence for personalised parental communication and responsive interventions. The EEF attendance research agenda emphasises inclusive culture, targeted family engagement and needs-led attendance support.	1, 2 and 3
Introduce fortnightly attendance review meetings for priority pupils. The attendance lead, pastoral staff, SEND/ASC staff and relevant class teachers will review attendance, persistent absence, lateness and patterns by day, lesson, pupil group and setting. The ASC unit will have a specific review of the 44.4% persistent absence rate among the identified group.	The EEF attendance research agenda identifies close monitoring, individualised support and coordination across school systems as important features of responsive attendance work.	1
Use personalised, positive and accessible family communication. Families will receive timely	The EEF rapid evidence assessment of attendance interventions found a	1 and 2

information about attendance, including the number of sessions missed, the impact of absence on learning and an invitation to discuss barriers. Communication will be translated or adapted where appropriate for EAL families and families of pupils with communication needs.	small positive average effect for parental communication approaches, while noting that much of the evidence is international and should be applied cautiously.	
Extend the existing free breakfast club as an attendance and readiness-to-learn support. This is not a new breakfast provision. Building on the existing free breakfast club, access will be prioritised where breakfast, punctuality, morning regulation or family routines are identified as barriers. Attendance at the club and punctuality outcomes will be monitored without stigmatising pupils.	The EEF attendance rapid evidence assessment found that breakfast provision has generally shown null or small positive effects on attendance. Its value at Bradwell Village School will therefore be evaluated as part of a wider attendance and readiness-to-learn plan rather than assumed.	1 and 2
Formalise restorative practice across classrooms, playgrounds and the ASC unit. Building on the school improvement priority, staff will use common restorative questions and processes following conflict or dysregulation. Restorative practice will not remove appropriate boundaries or safeguarding action; it will help pupils understand impact, repair relationships and return successfully to learning.	The EEF Improving Social and Emotional Learning guidance recommends aligning behaviour systems with social and emotional learning and using supportive, consistent approaches rather than relying mainly on punitive responses.	2
Develop targeted regulation and belonging plans for identified pupils. Pupils with repeated dysregulation, anxiety, conflict or disengagement will have a plan identifying triggers, early signs, effective adult responses, communication needs, calming strategies, reintegration arrangements and pupil strengths. Plans will be shared with relevant staff and reviewed with families.	The EEF Special Educational Needs in Mainstream Schools guidance supports personalised adaptations, explicit teaching, structured routines and collaboration with pupils and families.	1 and 2
Improve equitable access to enrichment and cultural capital. Building on existing after-school clubs, the school will audit participation by Pupil Premium, SEND, ASC and EAL status. Identified pupils will receive practical support with equipment, cost, transport, confidence, communication or joining a club. Provision will include sport, arts, music, STEM, reading, leadership, university links and curriculum-linked visits.	The EEF evidence on arts participation and physical activity suggests potential benefits for academic and wider outcomes, although outcomes depend on quality and participation. Evidence from the Children's University evaluation found initial evidence that supported enrichment could improve reading, mathematics and wider outcomes.	2 and 3
Strengthen family support for reading and mathematics. Building on existing communication with families, the school will provide practical, low-cost guidance on reading fluency, vocabulary, times tables, mathematical talk and retrieval. Resources will be accessible to EAL families and adapted for families supporting pupils with SEND or autism.	The EEF Working with Parents to Support Children's Learning guidance supports personalised, linked communication that helps parents engage with learning at home.	4 and 5
Coordinate wider support with families and external agencies. Where barriers exceed what	The EEF attendance research agenda highlights the importance of	1 and 2

school can address alone, the school will coordinate with attendance services, SEND professionals, health professionals, family support and other relevant agencies. The school will retain a clear record of actions, consent, outcomes and review dates.	context, relationships, family engagement and coordinated systems.	

Total budgeted cost: £ *141,973.33*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025-2026

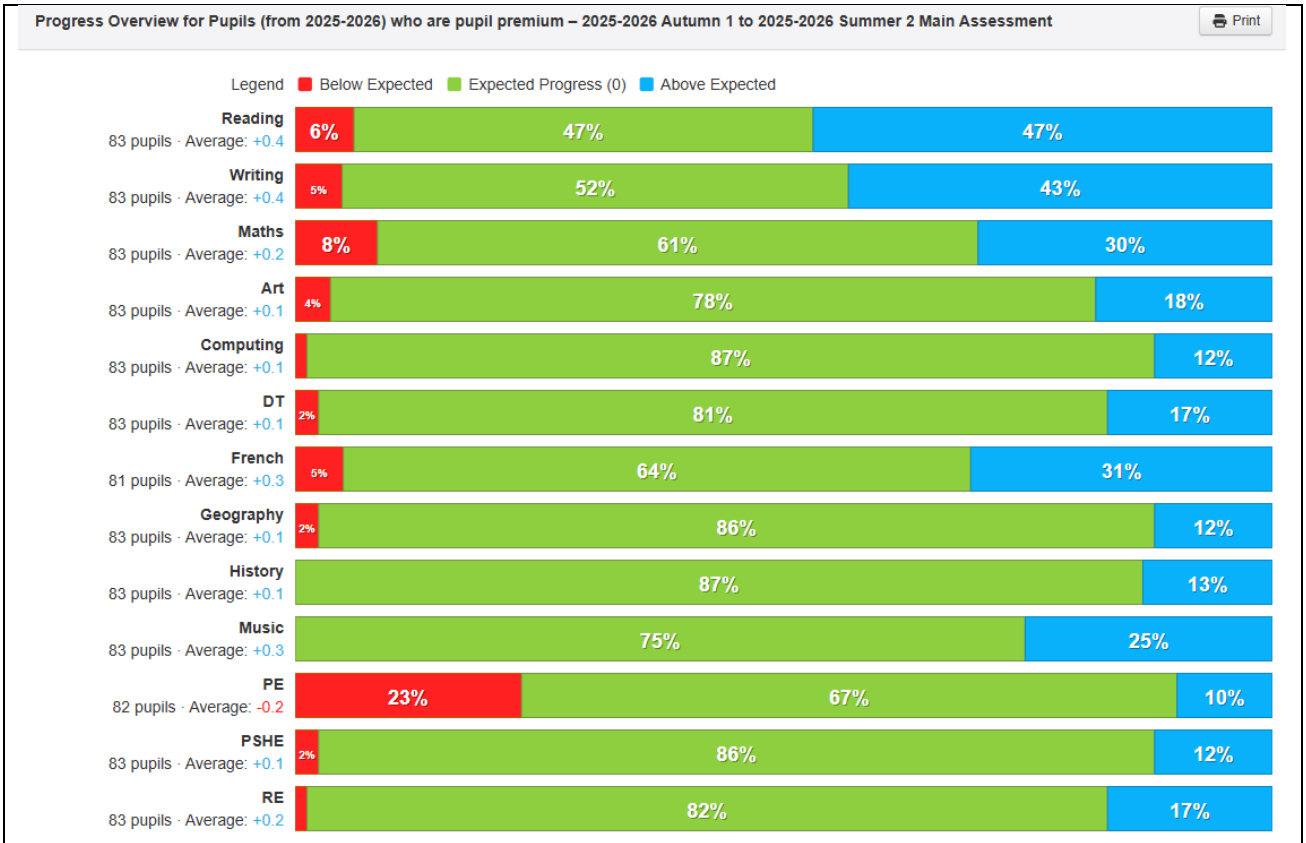
We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

- *Whole School analysis 83 pupils shows that High levels of disadvantage (FSM/PP) and a large minority ethnic / EAL intake mean the curriculum, assessment and parental engagement strategies must be culturally responsive and accessible in multiple languages.*
- *SEND pressures are significant: one-third of pupils have SEND and 26 pupils have EHCPs plus an ASC unit of 24. Staffing, specialist provision and timely graduated approaches will be a constant demand on capacity and budget.*

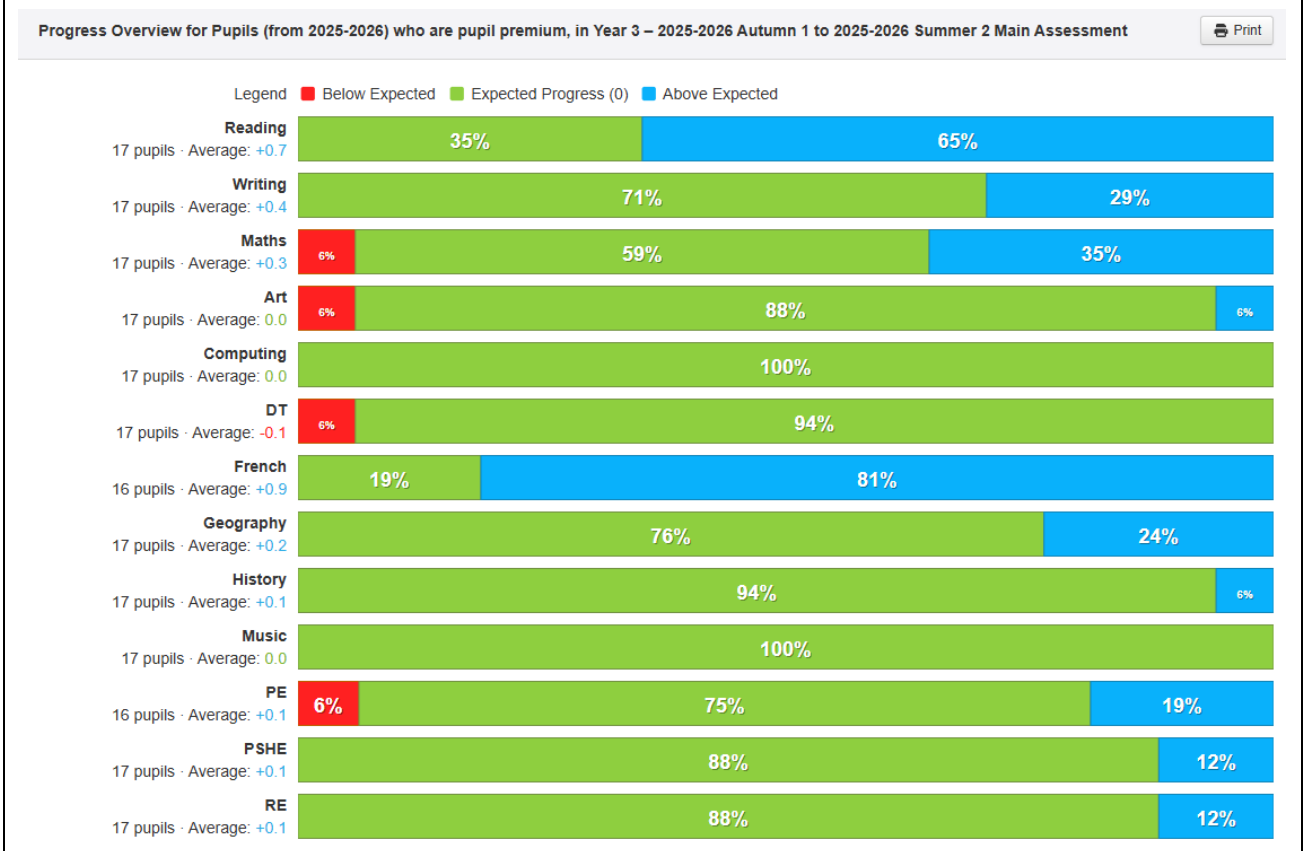
Learning walks and observations have identified some good behaviours. Playground equipment has been bought and is used daily, reducing the number of negative behaviour incidents at playtimes. The continuation of Wellbeing Ambassadors has raised the profile of wellbeing across the school, and there is a continued use of the Mental Health Support Team for Targeted children.

KS2 unvalidated data indicates that the percentage of children achieving the expected standards in all subjects has reduced when compared to the previous year. The average scaled score for Reading is 99, in Maths 96.1 and GPS 99. The percentage if those children achieving the higher standard in Maths has improved by 3% and remains broadly the same for GPS at 10%.

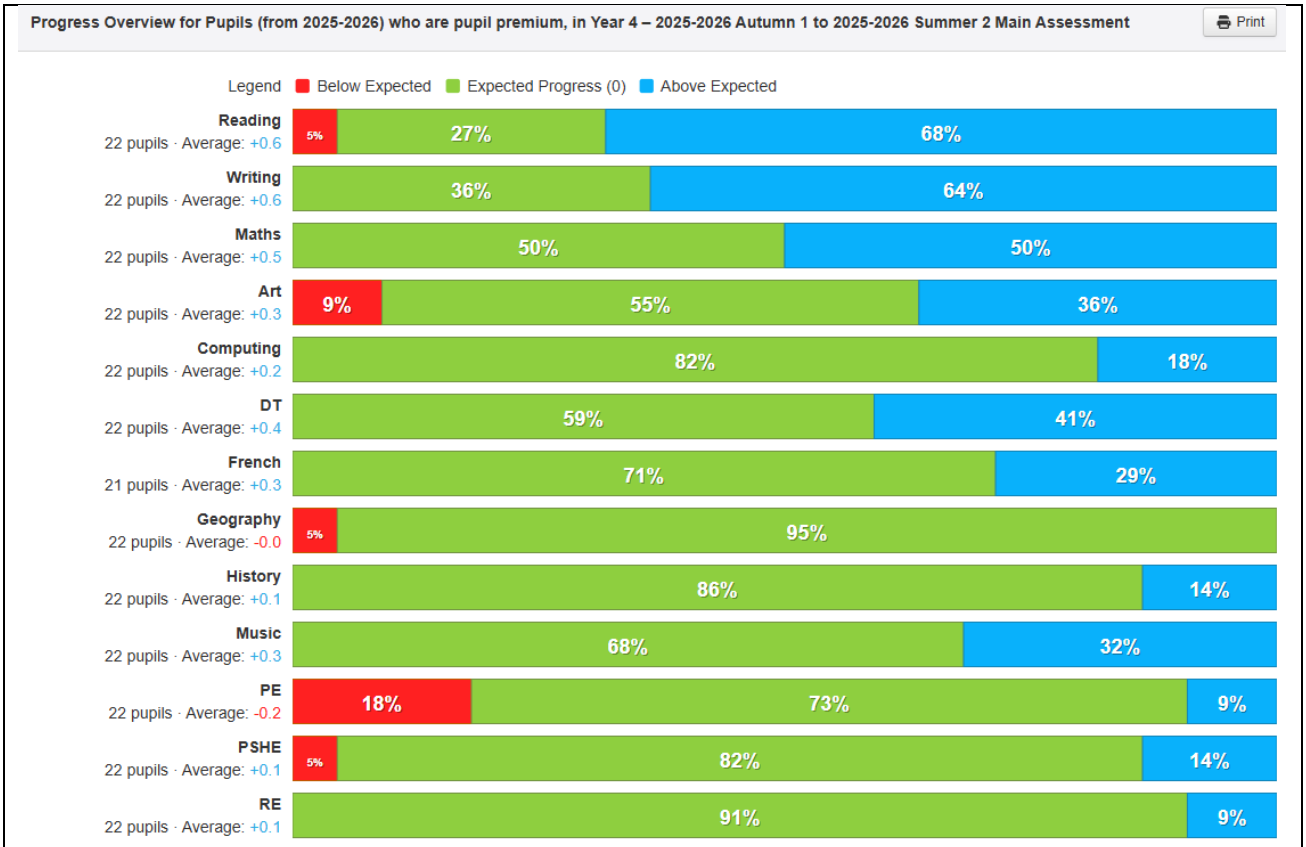
For the Multiplication Tests in Year Four the percentage of children achieving full marks has risen to 21% from 12% in the previous year.



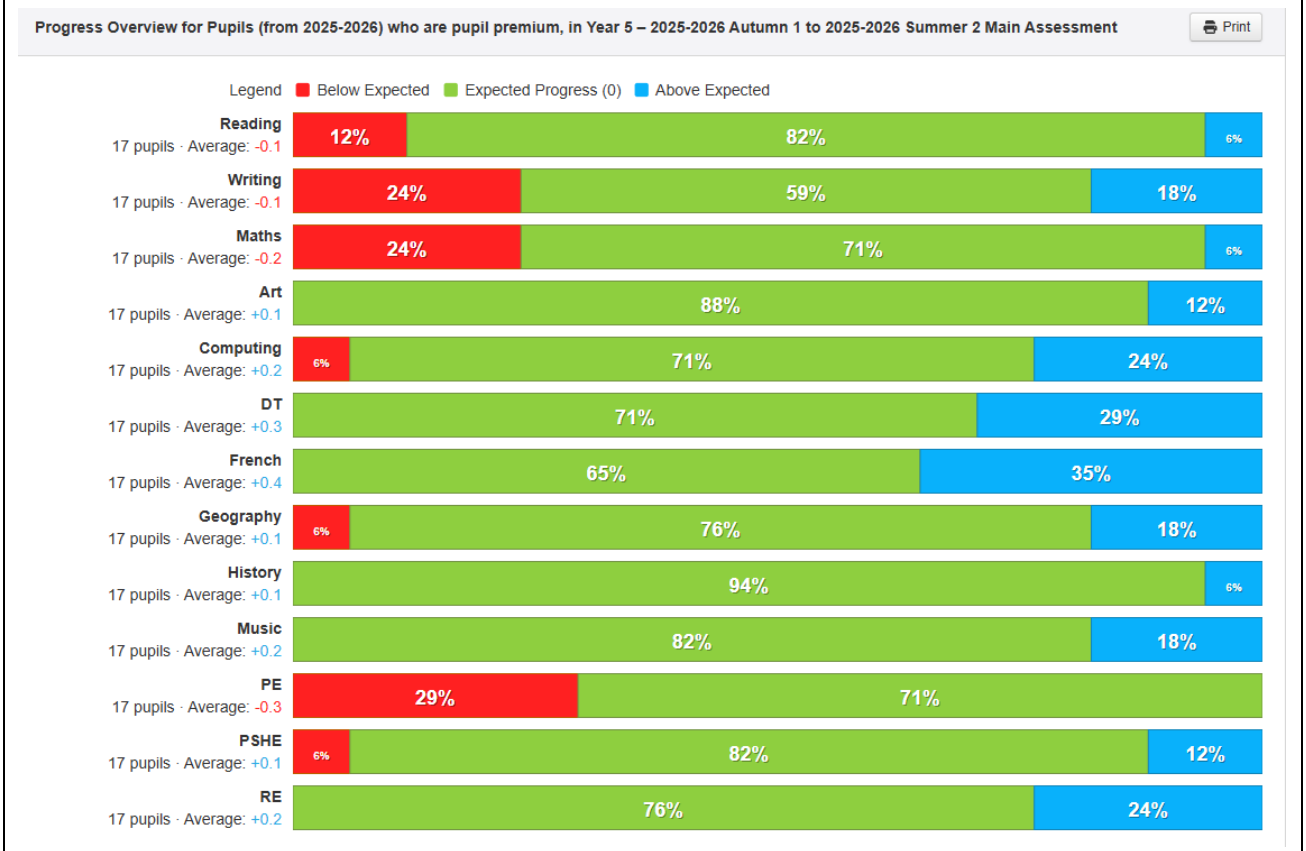
Year Three



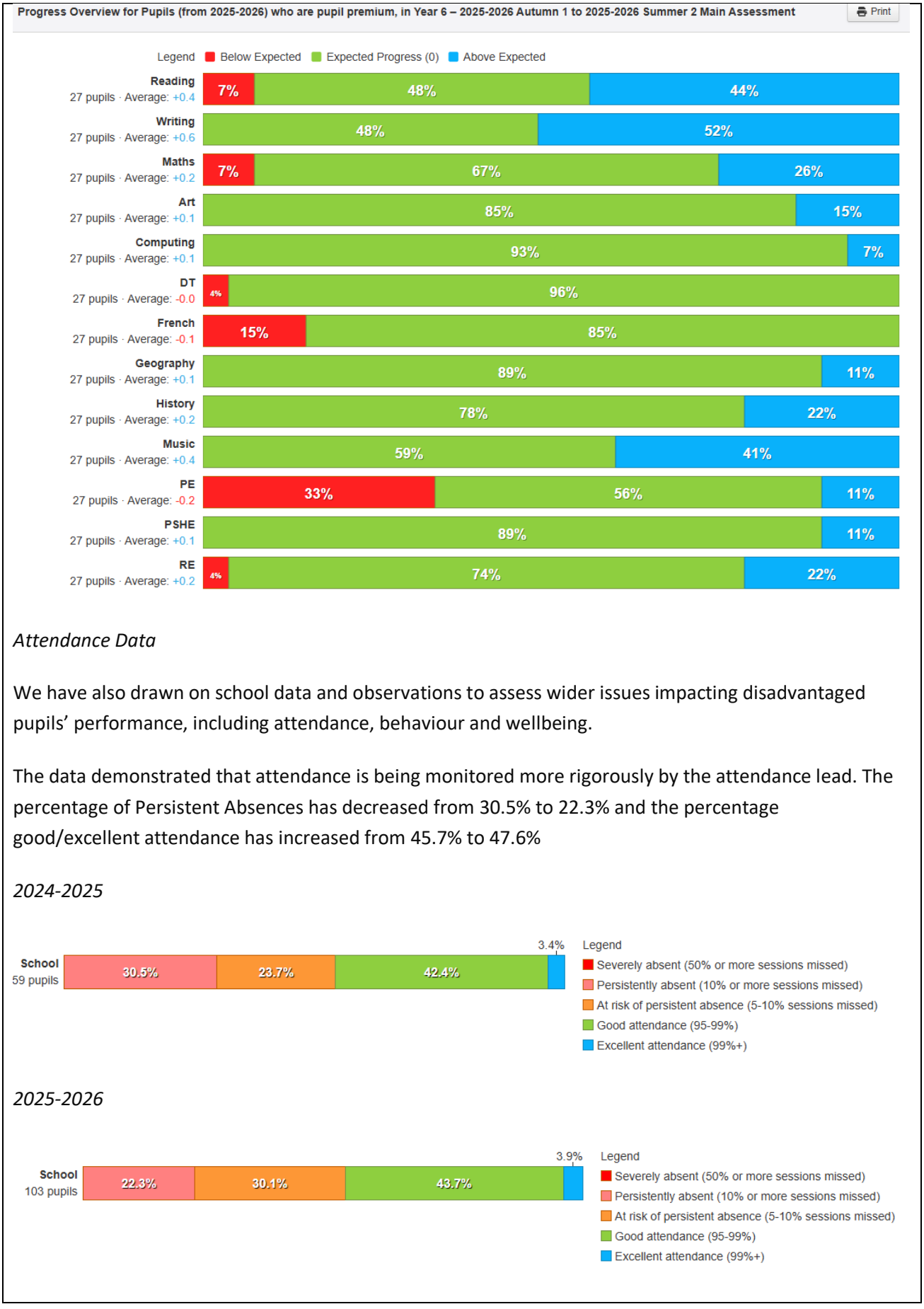
Year Four



Year Five



Year Six



Attendance Data

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance is being monitored more rigorously by the attendance lead. The percentage of Persistent Absences has decreased from 30.5% to 22.3% and the percentage good/excellent attendance has increased from 45.7% to 47.6%

2024-2025

2025-2026

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
MyOn	Renaissance Learning
Read Write In	Ruth Miskin
Fresh Start	Ruth Miskin
Nessy	Nessy
The Sensory Curriculum	Jordan Garrett
The Brilliant Club	The Scholars Programme
Ride High	Ride High
Rock Steady	Rock Steady

Service pupil premium funding

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**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A