

Pupil premium strategy statement – RIVER ACADEMY.

This statement details our school's use of pupil premium (and recovery 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	374
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Andy Hartley
Pupil premium lead	Becky Clarke
Governor / Trustee lead	Mustafa Chaudhary

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	54,000
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	
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>	54,000

Part A: Pupil premium strategy plan

Statement of intent

At River Academy, we understand Educational Disadvantage to mean those students whose outcomes are at risk because of the impact of their social and economic circumstances. These might include home environment, word and world knowledge, as well as other health and welfare considerations like social and emotional development. Educational Disadvantage includes all students who are vulnerable, regardless of whether or not they receive Pupil Premium funding, and whether or not they are high or low prior attaining. This is not about deficit: we celebrate all our students and consider everything they bring as a strength.

At River Academy, we want our students to thrive in every aspect of life. We are intent on directing our energy and resources towards supporting students' self-esteem and well-being and building a sense of community. At River Academy we aim to effectively and efficiently use resources to have the maximum impact on the outcomes of Pupil Premium (PP) pupils. Our ultimate aim is to maintain a sustained response for all children, but particularly for those from socio-economically 'disadvantaged' backgrounds.

Maslow's hierarchy of needs in education ([Maslow's Hierarchy of Needs in Education - Education Library](#)) posits that students cannot achieve cognitive, high-level learning (self-actualisation) their basic physiological and psychological needs— safety, belonging, and esteem met. At River Academy, we understand the need for students to feel safe at school, to feel they belong, and to develop confidence in themselves as learners and members of community.

In order to develop an effective Pupil Premium strategy, we have sought an in-depth understanding of the challenges that our disadvantaged pupils are facing:

- Lower prior attainment:
- Poor attendance
- Lack of cultural capital
- Lack of parental engagement and family support
- Less developed meta-cognition and self-regulation skills
- Material poverty
- Pastoral support and emotional needs

We achieved this understanding through diagnostic assessments of academic challenges and consideration of wider barriers to learning. This strategy has been developed to address these key challenges. The school has adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to supporting Pupil Premium pupils in order to balance approaches to improving teaching, targeted academic support and wider strategies. The 3-tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference. Within this tiered model an evidence-based approach has been adopted.

Quality first teaching is one of the biggest drivers of student attainment, particularly for those from 'disadvantaged' backgrounds. Consequently, improving quality first teaching is a top priority

for PP spending. Evidence consistently shows the positive impact that targeted academic support can have, including children who are not making good progress across the spectrum of achievement. Therefore, the strategy considers how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one support or small group intervention to classroom teaching. Wider strategies which relate to what are likely to be the most significant non-academic challenges (or barriers to achievement) in our school have also been identified and planned for.

Effective implementation is fundamental to the impact of the strategy. The school is committed to two key factors crucial to good implementation. Firstly, implementation will be treated as a process, not an event and will be planned and executed in stages. Secondly, we will create a leadership environment and school climate that is conducive to good implementation. School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate as the year proceeds. As actions and approaches are implemented, support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to achievement) emerge these will be addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches.

At River Academy we promote equity. We understand that some disadvantaged students need more support than others. We prioritise teaching and learning to close the attainment and progress gap between Pupil Premium students and their peers.

Challenges

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

Challenge number	Detail of challenge
1	Lower prior attainment Results from reading tests show the gap between PP and non-PP readers: <u>From NGRT reading tests for Cohort 2031 September 2024</u> PP average 95.7 standardised score Non-PP average 107 standardised score <u>From NGRT reading tests for Cohort 2032 September 2025</u> PP average 102.5 standardised score Non-PP average 104.5 standardised score

	KS2 SATs At KS2, our year 2031 PP cohort averaged 100ss whereas non-PP y7s averaged 105ss. At KS2, our year 2032 PP cohort averaged 103ss whereas non-PP y7s averaged 105ss.
2	Poor attendance To improve the attendance of our disadvantaged pupils so that they attend school as frequently as their non-disadvantaged peers and so their attendance to school continues to be above national average. 2024-2025: <i>Overall, 95.9%; Pupil Premium 94%</i>
3	Limited Experiences and Lack of cultural capital Our disadvantaged pupils are more likely to come from families who have had little experience of higher education and wider opportunities. Consequently, going on to university-level study can be seen as an unrealistic goal for their secondary-level education. Increasing opportunities and broadening pupil experiences is a priority for our pupil premium students.
4	Lack of parental engagement and family support Limited home support or complex family situations that present various challenges. Students may grow up in a household where there are a significant number of challenges to face at home which affect their emotional well-being and their motivation in school and result in difficulty coping with academic challenge.
5	Less developed meta-cognition and self-regulation skills Students with less developed meta-cognition and self-regulation skills can struggle to engage and manage the demands of the school day.
6	Material poverty Reading Chronicle 8th August 2025 “A UK-wide index of deprivation from 2019 map shows that Reading's most deprived areas are concentrated in the south of the town in Whitley, to the west between Tilehurst and the town centre, and to a lesser degree in the town centre itself.” River Academy is situated in Central Reading and serves many of these areas.
7	Pastoral support and emotional needs. We are aware from experience that the most disadvantaged pupils tend to need further support with their emotional and well-being needs.

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
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Ensuring all PP students have access to QFT and a broad and balanced curriculum via The River Way	DCP data shows a narrowing in the gap in attainment. Evidence of PP student engagement in lessons and “leaning on the learning” gathered as part of ongoing Quality Assurance work. Low levels of staff turnover and staff absence to ensure high quality pedagogy Internal cover by Cover Supervisor and SLT for absent teaching staff maintains standards of pedagogy and engagement with learning.
Ensuring the “5-a-day” EEF model is embedded to support DA students. * flexible grouping- Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.	DCP data through a narrowing in the gap in attainment. Evidence of EEF “5-a-day” (<i>explicit instruction; scaffolding; flexible grouping; cognitive and metacognitive strategies; and use of technology</i>) gathered as part of ongoing Quality Assurance work, including use of/access to laptops All teaching staff undergo weekly pedagogy training.
Ensuring all PP students can access learning	Attendance data at Champions’ Hour homework club shows increase in PP attendance. Attendance data at The Early Bird homework club before school shows increase in PP attendance. PP reading levels make the same levels of progress as peers Breaktime detention data analysis for lack of equipment shows no disparity between PP and non-PP students
To increase attendance of PP students	Half-termly attendance data shows a low percentage of PP students who are persistently absent (below 90%) Attendance is tracked centrally daily by a dedicated Attendance Support Worker.

	The Attendance team interrogate data and act swiftly to contact home and support back into school: • Key messages regarding attendance and punctuality expectations are repeated in line-ups, Tutor time, assemblies, and weekly bulletins home. • Attendance is monitored daily and celebrated in line-ups and weekly Celebration assemblies. • Posters around school making clear correlation between missed days and lost learning. • Check Class Charts notification of absence Class Charts notification of absence received by Tutor/ HOY/ Attendance team/ SLT. • If not notified, 1st day call or text home by Attendance Support Worker. • Subsequent days' absence monitored by ASW. • If there are concerns about a student's attendance levels, Behaviour Support Worker (BSW) conducts a home visit on the 1st day of absence. • If parents have communicated the absence and there are no concerns, BSW conducts a home visit on the 5th day of absence. • <93% Attendance: letter 1 sent home. • 90-93% Attendance Support Worker monitors. • <90% Attendance Support Worker invites parents to an Attendance Contract meeting, followed by close monitoring. • If a student with low attendance (<85%) is absent, FSW conducts home visit on Day 1. • If parents have communicated absence, and we have no concerns, FSW conducts home visit on Day 5. Where applicable, we inform Social Worker. • If attendance does not improve, ASW liaises with the LA Attendance Support Worker; they
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	might decide to send a Notice to Improve letter (NTI) to parents, if attendance does not improve the ASW arranges an Attendance Panel Meeting. Home visits ensure all families, especially the hard-to-reach, are contacted and communication is regular and attendance is improved and maintained.
To prioritise character development of PP students	Audit shows no gap between PP and non-PP student attendance at clubs, fixtures or enrichment opportunities Ensuring PP students hold a proportionate number of student roles in the school
To broaden horizons and raise aspirations of PP students	PP students able to access trips, with priority given to curriculum trips.
To continue to broaden the menu of 1:1 intervention for PP students who struggle to manage emotions/behaviour in lessons	Low levels of suspensions and exclusions for PP students
Increase engagement of PP students' parents	High levels of PP attendance to parents' evenings and other school events

Activity 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 (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Ensuring all PP students have access to QFT and a broad and balanced curriculum - Provide staff with quality CPD in line with SIP priorities. Teaching provision quality assured in line with CIS. - Delivery of high-quality lessons that “lean on the learning” of PP students - Annual PP audit as part of strategy design and review - Calendared review of The River Way in school - Drip feeding of The River Way through briefings and bulletin - Support for staff well-being to optimise staff attendance consistency in school	The Education Endowment Foundation (EEF) 's recent review on ‘Special Educational Needs in Mainstream School’ found strong evidence that <i>explicit instruction; scaffolding; flexible grouping; cognitive and metacognitive strategies; and use of technology</i>, are key components of high-quality teaching and learning for all pupils. Special Education Needs in Mainstream Schools guidance report Education Endowment Foundation The EEF Teaching and Learning Toolkit suggests that effective feedback can lead to + 6 months progress. The school policy on feedback has been recently reviewed to ensure that all children, but especially PPs, are clear about ‘what they need to do to improve, and how to go about it’ (Dylan Wiliam, Education Scotland Video, 2016). CPD for Teaching & Learning is delivered via CPD at start of year, weekly in a Morning staff briefing, through the River Playbook, setting out pedagogy for all teaching staff to follow. Monitored through Steplab drop-ins by all teaching staff and via Spotlight weeks. Sign in to your Steplab account Steplab Use of bookletised curriculum and visualiser in staff-led presentation both support access to curriculum learning. Effective “turn and talk” strategies provide opportunities for students to practise and articulate what they have learnt/are learning. Oral language interventions EEF Use of internal Cover Supervisor and SLT to cover absent colleagues maintains standard of River Way QFT delivered to students and minimises drop in levels of engagement and behaviour associated with external supply.	1, 5
• Ensuring the “5-a-day” EEF model is	The Education Endowment Foundation (EEF) 's recent review on ‘Special Educational Needs in Mainstream School’ found strong evidence that explicit	1, 5

embedded to lean on the learning of DA students. • Targeted CPD using EEF model as a basis. • Teaching provision quality assured in line with CIS. • Delivery of high-quality lessons that “lean on the learning” of PP students • Drip feeding of The River Way QFT through briefings and bulletin • Annual PP audit as part of strategy design and review	instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils. The potential impact of metacognition and self-regulation is high, with an average impact of +7months progress over the course of a year. The evidence indicates that explicitly teaching pupils strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. Teaching Assistant Team receive training from external bodies – Sensory Consortium, Educational Psychologist, Reading Borough RISE team. External online CPD opportunities available to all staff via National College. Safeguarding training is completed by all staff through National College. The National College CPD for Schools, Trusts, Colleges & Nurseries Maiden Erlegh Institute Maiden Erlegh Institute - Home	
• Ensuring all PP students can access learning • Ensure all PP students have access to correct uniform and equipment, as well as study guides and other useful resources • PP champion- to focus on raising the profile of PP students through CPD briefings as well as liaising closely with inclusion team to identify and mitigate any other	Addressing material poverty will help us ensure all PP have access to the same learning opportunities as their non-PP peers. This can particularly benefit the most academically able PP students (DFE 2018)	6

barriers to learning. • PP attendance at homework club is promoted and supported by staff • Contribution to breakfast club to ensure PP students are ready for the day ahead		
• Purchase of New Group Reading Tests to assess at start of academic year and end to monitor reading progress; in some-cases mid-year	The New Group Reading Test (NGRT) is a digitally adaptive assessment that adjusts as each student responds, giving reliable insights into both group and individual reading skills. It can be used up to three times a year to identify strengths, highlight areas for improvement and track progress over time. NGRT also allows benchmarking of reading ability easily against the national average using the Standard Age Score (SAS). <u>New Group Reading Test (NGRT) - GL Assessment</u>	1
• Interventions to develop emotional intelligence/ self-regulation inc: ELSA Social skills	From EEF Teaching and Learning Toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation) Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components: • cognition – the mental process involved in knowing, understanding, and learning;	5

	• metacognition – often defined as ‘learning to learn’; and • motivation – willingness to engage our metacognitive and cognitive skills.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Year 7 PP LAP students priority access to support in numeracy and literacy small groups - Additional literacy and numeracy interventions selected students - Use of assessment before and after interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Evidence from the EEF shows that small group tuition is effective, with an average impact of +4 months additional progress over the course of a year. The tuition is most effective when targeted at pupil’s specific needs. Therefore, effective diagnostic assessment is essential. Data before and after interventions allows us to measure impact of interventions.	1
Academic mentoring sessions with HLTA Scrutiny of DCP data by HoY and PP Champion Calendared review of data (attendance; positive behaviour points; baseline testing?) to monitor progress - PP Champion to create and lead on	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics approaches have been consistently found to have an average impact of an additional +5 months progress, with synthetic phonic programmes having a higher impact. Peer tutoring approaches have also been shown to have a positive impact on learning, with an average positive effect equivalent to 5 months additional progress within an academic year.	1

action plan for underachieving PP students - Priority access to reading intervention programme Read Write inc Fresh Start - Reading interventions delivered by SEN Team inc Lexia; Rapid Plus; Learning Village; reading rubric;	Studies have identified benefits for both tutors and tutees.	
Home Learning Support in school Provision of quiet space with IT facilities in LRC every lunchtime (supervised by teacher and TA), at Homework Club on Tuesdays and Thursdays after school (supervised by member of teaching staff) and The Early Bird before-school Homework Club (supervised by member of teaching staff) three mornings per week. This means disadvantaged students have support from teaching staff and access to ICT to complete tasks. Appointment of Sparx Champion, member of staff to oversee, monitor and report Sparx progress weekly, to maximise completion before deadline by all students so no one is left behind.	Completion of homework is one way to increase our students' access to the curriculum and ensure they are moving their learning to their long-term memory. Our homework model uses homework platforms such as Sparx Maths, Sparx Reader and Sparx Science. These platforms require little parental input so that students are not disadvantaged by a lack of expertise or subject knowledge. 'Disadvantaged students should have additional encouragement and support to enable them to engage in self-directed study and do sufficient homework. Schools should provide such opportunities where they are unlikely to be available at home, such as through the provision of homework clubs. It is crucial however that such clubs have an academic focus and are taken by good teachers in order to be effective.' Sutton Trust - Parent Power 2018 Parent Power 2018 - The Sutton Trust Small group Study Support intervention overseen by Teaching Assistant for small	

	group of high-need students, half of whom are PP.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Support Worker to work closely with families where attendance is a problem	Nationally there is a correlation between PP students and low attendance. Students with higher attendance also have better academic outcomes. "A school's absence rate is the strongest predictive factor of the progress made by its pupil premium students, but in most schools, it is only a minor focus on pupil premium policy" (Social Mobility Commission: Against the Odds Research Report, June 2021, Pg 7)	2
AHT in charge of enrichment to audit PP engagement in clubs/trips. Register to be kept of attendance at clubs. Action plan created and implemented for those not engaging. Financial support for DA students to attend trips.	In order to develop students into well-rounded individuals, it is important to develop their cultural capital. According to OFSTED "all pupils, particularly disadvantaged pupils and those with SEND will acquire the knowledge and cultural capital they need to succeed in life". OFSTED Education inspection framework 2019 25 (50%) of our Pupil Premium students attended at least one HAP Silver Programme session in 2024-2025. Most attended multiple sessions. One student attended 14 sessions. Annual Enrichment Day for year 7 offers all students access to a range of well-being activities. We host a range of academic lectures by external speakers which are open to all students and broaden cultural capital opportunities.	3
Building Resilience in Young Minds counselling service 1:1 mentoring/ basketball mentoring	Support for emotional well-being and mental health, self-reflection and meta-cognition	5

Contribution to trips (curriculum and enrichment)	Careers education is associated with positive outcomes for young people as a range of high - quality studies have shown that what young people think about careers (particularly whether they are uncertain or confused/misaligned) (EEF, 2016)	3
Electives programme	Each student at River Academy attends an hour of enrichment per week via our Electives programme on Wednesday afternoons. 100% of Pupil Premium students access a wide-ranging offer of cultural-capital-building Elective clubs, one hour per week.	5
Access to bespoke / AP/ part-time timetables for those PP students who are struggling to access mainstream education or regulate behaviour- as required	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to +4 additional months progress. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.	5
Contribution to cost of school uniform, shoes, PE kits	Financial support to ensure students are enabled to attend school dressed like their peers, and participate in all aspects of school life	6,2
Contribution to cost of Food tech ingredients	Financial support to ensure students are enabled to participate in all aspects of school life	6, 2
Purchase of bus passes	Financial support to ensure students are enabled to attend school where travel/ temporary housing far from school becomes an issue	6, 2
Contribution to extra-curricular trips; music lessons; LAMDA sessions	Financial support to ensure students are enabled to participate in all aspects of school life	6, 2
IGNITE programme	University of Reading Ignite Programme: 14 Pupil Premium students in Y7, 14 in Y8 currently taking part: This is part of the university's Widening Participation	6, 3

	work, in which they work with young people who may or may not be considering University in the future, to equip them with knowledge and skills to support them if they choose to apply to university in the future. The Ignite Programme takes place over two years in years 7 and 8 and is aimed at introducing young people to what a university is and the kind of people who study here. The programme includes: - A visit in school from a member of University Staff and Student Ambassador, to introduce them to university. - Two campus visits to the University of Reading – one in Year 7 and one in Year 8, to see the campus, meet more students, and talk about the many aspects of University life.	
AXIOM Maths	Axiom Maths programme: mission is to help every child with the head and heart for maths realise the potential of their power. But too many children fall off track Every year 30,000 children who were top performers at the end of primary school don't go on to get top GCSE grades in maths. Half of top performers who were on free school meals aged eleven are no longer top performers by sixteen. Axiom Maths exists to help schools change this: • partner with schools to identify children with the head and heart for maths. • stick with them on a five-year journey, from the first term of secondary school to the end of GCSEs. • craft curricula that inspire and challenge young minds, with problems that excite them, where they lose themselves in maths. • create social groups that nurture mathematical talent, where pupils feel at home and valued. And it's all fully-funded- funding provided to school to support the delivery of the programme. Each school receives a grant of at least £2997 per year (2025/26).	1, 5
Contribution to family link worker – targeted support for PP parents e.g coffee mornings , priority parents' eve bookings, case work, 1:1s for all parents.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Parental engagement has a positive impact on additional progress. Effects are substantially higher in early years settings (+ 5 months) and primary schools (+4months). Parental engagement strategies have the risk of increasing attainment gaps if the parents that access parental engagement opportunities are primarily from affluent backgrounds.	4

Whole school policy on working with parents to optimise positive working relationships/ engagement with PP parents and others Funding for FLW to attend extra training to widen their knowledge and impact for these families	Parent Welcome evening, Meet the Tutor event and Parents' evening open to all parents. Offer of digital support so all parents have the means to access online Parents' evenings appointments. Golden phone calls home on Friday afternoons from teaching staff to parents continue to build relationship with parents.	
Contingency funding for acute issues. Supporting families with one-off sudden financial problems.	We have identified a need to set aside a sum to be able to intervene quickly and support one-off financial crises e.g. bus passes for families moved further away due to housing issues; purchase of uniform in times of crisis. This is supported by the DFE who suggest this is good practice: Pupil premium: overview - GOV.UK	

Total budgeted cost: £54,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance 2024-2025

Overall 94.9%

Pupil Premium 93.5%

Pupil Premium difference -1.4%

2024-2025 Pupil Premium attendance nationally 87.6%

Attendance 2025-2026 (as of 17.3.26)

Overall 95.7%

Pupil Premium 94.1%

Pupil Premium difference -1.6%

2024-2025 Pupil Premium attendance nationally 88.5%

Attainment outcomes

Data Collection Point 3 June 2025 Attainment

(where 4 represents Excelling; 3 represents Deepening; 2 represents Securing; 1 represents Beginning)

- Attainment y7 non-PP average point score 2.33
- Attainment y7 PP average point score 1.82
- Pupil Premium difference -0.51

Data Collection Point 3 June 2025 Attitude for Learning

(where 1 represents above expectations; 2 represents in line with expectations; 3 represents below expectations; 4 represents well below expectations)

- Attitude for Learning y7 non-PP average point score 1.88
- Attitude for Learning y7 PP average point score 1.99
- Pupil Premium difference +0.11

NGRT reading tests

From NGRT reading tests progress from October 2024 to July 2025 – average increase in standardised scores where 0 SAS represents expected progress

- NGRT y7 non-PP average increase 3.93 SAS
- NGRT y7 PP average increase 4.11 SAS
- Pupil Premium difference +0.18

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
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1:1 mentoring	Building Resilience in Young Minds
Basketball mentoring	Building Resilience in Young Minds

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

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