

Hillocks Primary Academy

Pupil Premium Strategy Statement

2023-24

Executive Principal	Lucy Spacey
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Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hillocks Primary Academy
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	2022-23 - 45.8% 2023-24 – 52%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Claire Gledhill Principal
Pupil premium lead	Claire Gledhill Pupil Premium Lead
Governor / Trustee lead	Henry Reader

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2023-2024 - £194,970
Recovery premium funding allocation this academic year	£18,790
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	£190,530

Part A: Pupil premium strategy plan

Statement of intent

At Hillocks Primary Academy, we are committed to raising the attainment of pupils who are eligible for Pupil Premium, providing them with fair and equal opportunities to achieve and excel in all areas of the curriculum by focusing on the following objectives:

1. Developing reading skills with an emphasis on phonics in EYFS and KS1, and reading fluency & comprehension strategies in KS2.
2. Raising attainment in mathematics through the effective implementation of the mathematics curriculum
3. Improving the attendance of FSM6 children and reducing persistent absence.
4. The progress of vulnerable pupils is accelerated through the effective use of formative data to ensure that ALL pupils are challenged and where appropriate targeted interventions are taking place using QFT (Quality First Teaching).
5. To systematically address the gaps in learning linked to pupils' skills and knowledge in literacy, through the implementation of the curriculum across EYFS (Early Years Foundation Stage), KS1 (Key Stage 1) & Y3.
6. To ensure that all PP (Pupil Premium) pupils receive additional support to reduce their specific barriers to learning.

Whilst these objectives form a key part of our strategy, they are in no part exhaustive. We will monitor the progress of all pupil premium children rigorously by:

- tracking their attainment at frequent intervals and adjusting strategies and interventions in response to data.
- ensuring that all staff understand and accept that they are responsible for tracking the data of our Pupil Premium children.
- providing relevant CPD to ensure that staff are confident to respond quickly to this data.

Our strategy is based on the tiered approach, and we will meet these objectives by:

- providing high quality CPD for all staff.
- ensuring quality first teaching is central to our strategy.
- following the in-depth analysis of data, the delivery of appropriate and agreed intervention where necessary.
- providing access for PP children to resources and experiences that will enrich their lives and broaden their aspirations.

Our strategy aims to equip our Pupil Premium children with the skills to achieve their aspirational outcomes regardless of their starting points. By focusing on reading, our children will be well equipped for the challenges of a rich, knowledge-based curriculum. Our focus on attendance will help reduce the attainment gap by ensuring children are accessing all aspects of the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>EYFS Outcomes</u></p> <p>On entry to Reception class on average 80% of our disadvantaged pupils arrive below age-related expectations compared to 50% of other pupils, particularly in Communication and Language. This is a key area of challenge.</p> <p>EYFS data for 2020-2021 highlighted a significant gap between FSM6 and non-FSM6 achieving GLD, compounded by Covid-19 lockdowns and partial school closures</p> <p>EYFS data for 2021-2022 shows there is a gap between FSM6 and non-FSM6 achieving GLD, but this gap is less than in the previous year.</p>
2	<p><u>Closing the gap over time</u></p> <p>Internal and external (where available) assessments indicate that progress for WB FSM boys / FSM / FSM6 did not lead to a closing of the gap in attainment outcomes in reading, writing and maths between disadvantaged and non-disadvantaged between EYFS in 2018-19 through to end of KS1 (2020-21). These children are now in Y3 cohort (2021-22), Y4 (2022-23), Yr5 (2023-24).</p> <p>Internal and external assessments show that there was a widening of the gap between FSM6 pupils and non-FSM6 pupils between EYFS in 2020 and the end of KS1 (2021-2022) in reading, writing and maths.</p> <p>In reading and writing the gap between FSM6 and non-FSM6 is broadly similar to the LA figures. In maths there is a significant gap between FSM6 and non-FSM6. Progress of FSM6 was significantly below the LA average for each of reading, writing and maths</p>
3	<p><u>Phonics outcomes</u></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers. 45% of Pupil premium children in Y1 passed the PST in 2022 compared with 55% of all pupils.</p>

4	<p><u>SEND outcomes</u></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our SEND disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps, for example, due to a lack of first-hand quality first teaching and additional adult support leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	<p><u>KS1 outcomes</u></p> <p>Assessments and observations indicate that the education of many of our disadvantaged pupils, impacted by whole and partial school closures, has been greater than for other pupils, particularly in the youngest year groups. The end of KS1 data for reading, writing and maths indicates that outcomes for pupils at the expected standard and for those working at greater depth within the expected standard were in the bottom 20% of schools who returned their data for 2020-21 in the Nottinghamshire LEA. Underperformance of pupils in the WB FSM Boys, together with FSM and FSM6 children at the end of KS1, would appear to account for much of this shortfall. Data for the end of EYFS from 2019 shows the same anomalies in pupils' outcomes for the same groups (WB FSM Boys, FSM and FSM6), which indicates that this issue has not been resolved and further work is required in this area for children currently in Year 3.</p> <p>Assessments and observations indicate that the education of some of our disadvantaged children continues to be impacted by the effect of whole and partial school closures.</p> <p>The 2022 end of KS1 data for reading and writing indicates that outcomes for pupils working at the expected standard and the greater depth standard were in the bottom 40% of schools in Nottinghamshire. Outcomes in maths were in the bottom 20% for the expected standard and in the bottom 40% for the greater depth standard. WBFSM boys, together with FSM and FSM6 children would again appear to account for much of the shortfall, particularly in reading and writing.</p>
6	<p><u>Social, Emotional & Mental Health</u></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of access to support from external agencies and educational enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

	Teacher referrals for support have markedly increased during and after the pandemic. 66 pupils currently require additional support with social and emotional needs and are receiving small group interventions.
7	<p>KS2 Outcomes 2020,2021</p> <p>our assessments and observations indicate that the attainment (%) and progress for disadvantaged pupils in reading (KS2 -2.0, FSM -1.8, FSM6 -3.0) & maths (KS2 -3.0, FSM -2.5, FSM6 -2.7) for many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>2021-2022</p> <p>In 2021,2022, assessments indicate that attainment and progress for disadvantaged pupils continues to be impacted by the effect of partial and full school closures.</p> <p>KS2 Reading attainment (expected standard): All pupils 51%, FSM6 pupils 45%</p> <p>KS2 Reading Progress All pupils -2.5, FSM6 -4.8%</p> <p>KS2 Writing attainment: All pupils 60.5%, FSM6 Pupils 50%</p> <p>KS2 writing progress: All Pupils -0.6, FSM6 pupils -2.0</p> <p>KS2 Maths Attainment: All Pupils 65.1%, FSM6 pupils 50%</p> <p>KS2 Maths progress: All pupils -0.8, FSM6 pupils -3.0</p>
8	<p><u>Attendance</u></p> <p>Our attendance data for 2020-21 indicates that attendance among disadvantaged pupils was 93.09%.</p> <p>23.5% of disadvantaged pupils have been 'persistently absent' (May 2021) compared to 16.5% nationally. A considerable proportion of these families have had recent social care involvement.</p> <p>Attendance data for 2021,2022 indicates that the attendance of disadvantaged pupils was 90.32%</p> <p>38.89% of disadvantaged pupils have been persistently absent</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><u>EYFS Outcomes</u></p> <p>Improved outcomes in Early Years – CLL (speaking), reading, writing and maths and understanding of the world.</p>	<p>There is an upward trend in GLD outcomes for disadvantaged pupils closer to district averages.</p>

<p><u>Closing the gap over time</u> At-</p> <p>ainment and progress for disadvantaged pupils between key stages shows a closing of the achievement gap.</p>	<p>KS2 reading, writing and maths outcomes in 2024/25 show that more than 45% of disadvantaged pupils met the expected standard (an increase from 22.9% at GLD at the end of EYFS)</p> <p>Pupil voice and ongoing work scrutiny demonstrates that children can articulate their learning journey.</p>
<p><u>Phonics outcomes</u></p> <p>Improved phonics attainment for disadvantaged pupils in year 1 & year 2 retakes.</p>	<p>KS1 phonics outcomes in 2024/25 show that more than 70% of disadvantaged pupils have met the expected standard.</p>
<p><u>SEND out-comes</u> The gap</p> <p>for attainment for disadvantaged pupils with SEND moves closer to that for non-disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved use of language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.</p>
<p><u>KS1 outcomes</u> Im-</p> <p>proved reading, writing and maths attainment for disadvantaged pupils at the end of KS1.</p>	<p>KS1 reading, writing and maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils have met the expected standard.</p>
<p><u>Social, Emotional & Mental Health</u> To achieve and sustain</p> <p>improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained elevated levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations to show the impact additional support provided to children and their families has had to reduce barriers to learning. • an increase in participation in enrichment activities, particularly among disadvantaged pupils
<p><u>Attendance</u> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being no more less than the national average and the attendance gap between

	<p>disadvantaged pupils and their non-disadvantaged peers is minimal.</p> <p>The percentage of all pupils who are persistently absent being below national average and that there is no significant difference between disadvantaged and non-disadvantaged pupils.</p>
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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: £ 98,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Maths QFT development</u></p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE (Department for Education) and EEF guidance.</p> <p>CPD provided by Maths leads to ensure that expert mastery materials are used well to improve teaching staff's curricular and pedagogical understanding leading to improved consistency in QFT.</p> <p>We will fund teacher & the maths subject leaders' release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training & Mastering Number Training).</p> <p>Funding for high-quality mastery resources/materials, including the</p>	<p>Mastery Learning in maths, through the implementation of the Power Maths scheme:</p> <p><i>'The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Mathematics Problem Solving – Meta-analysis Effect size: 1.16</p> <p>https://www.visiblelearningmetax.com/influences/view/mathematics_problem_solving</p> <p>Manipulatives in Maths – Meta-analysis Effect size 0.39</p>	<p>1, 2, 4, 5, 7, 8</p>

<p>Power Maths/White Rose texts books, manipulatives to implement the program of study and the NCETM prioritisation materials to plan learning that accelerates progress for all learners.</p>	<p>https://www.visiblelearningmetax.com/influences/view/manipulative_materials_on_math</p>	
<p>Early reading & phonics</p> <p>All teachers of phonics will have access to the Ruth Miskin Portal training pathways to ensure quality first teaching of early reading in all groups. Leadership time will be allocated for the phonics lead, including phonics development days provided by RWI specialists.</p> <p>Learning walks and the use of IRIS will ensure that there is the systematic & consistently high-quality delivery of RWI phonics programme to ensure that children make rapid progress and swift intervention is put in place as soon as a child falls behind.</p> <p>Systems are in place to ensure a systematic and robust approach to assessment which informs planning and interventions leading to improved progress that may otherwise fall behind.</p> <p>All adults will teach vocabulary explicitly across the curriculum and model oracy skills. Teachers build in regular opportunities for children to express themselves verbally through the curriculum so that they have increased confidence and oracy skills.</p>	<p>Phonics approaches have a convincing evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence from EEF suggests that phonics:</p>  <p>Improving Literacy at ks1: https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf</p> <p>Use of IRIS video technology to reflect on teaching practice.</p> <p>Video Review of Lessons. John Hattie meta-analysis Effect size 0.88 https://www.visiblelearningmetax.com/influences/view/micro-teaching~video_review_of_lessons</p>	<p>1,2, 3, 5, 8</p>
<p>Effective use of data to close gaps</p> <ul style="list-style-type: none"> Annual PiXL membership and Trust-wide assessment calendar 	<p>Standardised tests can provide reliable insights into the specific strengths and</p>	<p>1,2,3,4,5,7,8</p>



<p>Training for staff to ensure assessments are interpreted and administered correctly. Dedicated time for our Raising Standards Lead to coach teachers on effective use of assessment data.</p> <ul style="list-style-type: none"> ○ PIXL summative and formative data is used to inform progress meetings and planning for specific groups of vulnerable learners. ○ All teaching staff are fully aware of pupil premium children in their classes / phases. Collaborative data discussions take place termly focused on the needs of PP pupils. (Achievement Teams/coaching) ○ Phase leaders have a good understanding of the outcomes of PP/FSM pupils within phase and support their team to improve outcomes and progress for these pupils through regular data meetings (Achievement Team). ○ Data is shared across each teaching phase (Achievement Teams) so that all teaching staff are aware of gaps in learning for PP children and what the next steps for each child are both for QFT and for targeted interventions outside the classroom. ○ Data is used formatively to ensure that ALL learners are challenged and targeted intervention, through QFT, accelerates the progress of vulnerable pupils. 	<p>weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Gathering-and-Interpreting-Data-Summary.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Diagnostic-Assessment-Tool.pdf</p> <p>A tiered approach to Pupil Premium spending.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf</p> <p>Direct Instruction</p> <p>https://www.visiblelearningmetax.com/influences/view/direct_instruction</p> <p>John Hattie meta-analysis Effect size 1.46</p> <p>https://www.visiblelearningmetax.com/influences/view/teacher_estimates_of_achievement</p> <p>Teacher Feedback to improve pupil learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>John Hattie meta-analysis: testing.</p> <p>https://www.visiblelearningmetax.com/influences/view/effects_of_testing</p>	
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<ul style="list-style-type: none"> ○ All teaching staff to receive CPD on use of Data Dashboard and use of PiXL tools to identify and target gaps in pupils' learning through QFT and targeted interventions. ○ CPD of AFL strategies, i.e., questioning and retrieval, feedback, use of QLA data, progress discussion, use of PiXL PLCs for intervention. ○ Star Reader programme used to assess pupils reading attainment and progress. 		
<p>Early Years</p> <p>Phonics & Reading:</p> <p>CPD received by EY staff so that they can provide support to pupils individually and in small groups to improve literacy skills using Launchpad to Literacy. JPD with other schools in the Trust to support the implementation of LPTL in the setting</p> <p>Investment in CPD for teachers and TAs, development days for leaders and investment in RWI resources to implement the program with fidelity. TA deployment to accelerate the progress of PP pupils with phonic knowledge.</p> <p>Investment in high quality books and daily reading sessions as well as a vocabulary-rich environment and opportunities to talk are maximised to improve pupils understanding and comprehension.</p> <p>Number: Early excellence CPD:</p>	<p><i>'On average, oral language approached have a high impact on pupil progress outcomes of 6 months additional progress.'</i></p> <p>Impact in Early years (+7 months) is particularly effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,3.6,8</p>

<p>Power Maths/White Rose Mastery programme consistently high-quality delivery leads to improved outcomes and increased number sense.</p> <p>The curriculum offers rich opportunities to develop pupils' understanding of the world (people and communities and the world)</p> <p>Writing: CPD for teachers about early writing progression. Opportunities to develop fine motor skills within the setting as part of CP. Daily RWI sessions with a focused writing progression task. Enhancements made within the setting to encourage reluctant writers.</p>		
<p>Termly data informed discussions about PP attainment and progress and teaching interventions and strategies to accelerate progress.</p> <ul style="list-style-type: none"> • All data discussion meetings will have a focus on PP children; teachers will be asked what they are doing to accelerate the progress of PP children • Training for identified staff to ensure assessments are interpreted accurately 	<p>Collective teacher efficacy.</p> <p>https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficiency</p>	<p>1,2,3,4,5,7,8</p>
<p>Development of a Coaching Champion & coaching CPD received by more staff throughout school.</p> <ul style="list-style-type: none"> • Coaching champion will be trained to implement coaching strategies as a key method for CPD across the school 	<p>Effective teacher coaching leads to conditions that underpin school improvement</p> <p>https://www.visiblelearningmetax.com/influences/view/coaching</p>	<p>1,2,3,4,5,6,7</p>

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

Budgeted cost: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Reading Interventions</u></p> <p>Pupils identified for reading interventions receive group/1:1 reading. Teachers and TAs (teaching assistants) using Running records to identify gaps in knowledge and develop comprehension. From Year 2, VIPERs is used with small groups to develop reading comprehension skills.</p>	<p>Education Endowment Fund Toolkit</p> <p>Reading comprehension strategies  Very high impact for very low cost based on extensive evidence</p> <p>Teaching Assistant Interventions  Moderate impact for moderate cost based on moderate evidence</p> <p>Improving literacy at Ks2 Guidance Report:</p>	1, 2, 3
<p><u>Purchase of Launchpad to Literacy programme</u></p> <p>Children who are at risk of not reaching the expected level for Communication and Language in EYFS will be targeted with intervention 1:1 and small group tuition through the implementation of</p>	<p><i>‘On average, oral language approaches have a high impact on pupil progress outcomes of 6 months additional progress.’</i></p> <p>Impact in Early years (+7 months) is particularly effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	1,2,4

<p>Launchpad to Literacy, will be used to support children's oral language development in EYFS</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p><u>Phonics Programme & additional intervention</u></p> <p>The Read, Write Inc. programme is used systematically to teach phonics in EYFS and KS1.</p> <p>Where children did not pass the PST in Year 2, they will receive phonics intervention in KS2</p> <p>Additional individual and small group interventions to accelerate progress and ensure that majority of pupils do not fall behind, keeping pace with the programme.</p>	<p>Evidence from EEF suggests that phonics</p>  <p>Improving Literacy at ks1: https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf</p>	<p>1,2,4</p>
<p><u>Targeted mathematics interventions</u></p> <p>Maths is taught daily using the Power Maths/White Rose Programme and NCETM prioritisation materials</p> <p>Teachers in KS1 have access to CPD focused on developing mastery approaches (Mastering Number Programme)</p>	<p>Mastery Learning in maths, through the implementation of the Power Maths scheme:</p> <p><i>'The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Deliberate Practice. Effect size 0.79. https://www.visiblelearningmetax.com/influences/view/deliberate_practice</p>	<p>1,5,7</p>

<p>Practical resources for the teaching of maths are available to allow deepened understanding of mathematical concepts and to promote mathematical thinking.</p> <p>TTRS is used to develop pupils' fluency related to multiplication and division in Year3 & Year4.</p> <p>NCETM prioritisation materials are used to address gaps in pupils' knowledge.</p>	<p>Improving Mathematics in Early Years and KS1 https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-mathematics-in-the-early-years-and-key-stage-1/EEF_Maths_EY_KS1_Guidance_Report.pdf</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Nurture provision development</u></p> <p>Further development of Nurture for pastoral and SEND purposes. Introduction of two Bases from autumn 2 onwards (2023-24)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: EEF Behaviour interventions</p> <p>Effectiveness of ELSA (Emotional Literacy Support Assistant) in schools: ELSA report</p>	<p>4,6, 8</p>

<p>Magic breakfast provided for all pupils daily ensures that pupils that might not otherwise eat breakfast are ready to learn.</p>		
<p><u>Pastoral Support</u> The pastoral team & SEND leader work to identify vulnerable pupils such as those requiring CP, CHIN, EHAFs and early help gain the specialist support required to keep them safe, Vulnerable families receive the support required to ensure the well-being of our pupils and to improve their outcomes. 80 PP pupils / their families are currently receiving support on levels 2/3/4 of the pathway to provision.</p>	<p>Parental Expectations John Hattie's meta-analysis effect size 0.7 https://www.visiblelearningmetax.com/influences/view/parental_expectations</p> <p>Parental Involvement John Hattie's meta-analysis effect size 0.42 https://www.visiblelearningmetax.com/influences/view/parental_involvement</p>	4, 6, 8
<p><u>SEND Provision</u> Robust system for monitoring effectiveness of provision for SEND pupils and pupils with a behaviour support plan. A considerable proportion of these pupils will be disadvantaged, including those who are high attainers. SENDCO and Behaviour lead time</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: EEF Behaviour interventions</p>	4, 6, 8
<p><u>Continuation of the Take 5 Resilience Program</u></p>	<p>Take Five was initially designed to help students reduce stress and have greater capacity in</p>	4, 8

<p>Over four terms sustainably embed the Take Five at School Whole School Resilience Program</p> <p>CPD for the implementation of the 'Take 5' intervention leads to improvements in pupils' well-being seen through improved attendance, ability to self-regulate and preparing pupils for learning.</p>	<p>school, with peers, and at home. That core remains, and has evolved to also assist students (and staff) with: Academic achievement, feeling safe and well, self-behaviour and personal development</p> <p>Take Five benefits</p>	
<p><u>Improvements in Attendance</u></p> <p>Inclusion team to ensure there are robust systems of intervention to improve attendance and reduce persistent absenteeism among PP pupils.</p> <p>Pastoral Team provide support to families where appropriate. The pastoral team & SEND leader work to identify pupils and families who require Early Help support through external agencies and the implementation of graduated response.</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	8
<p>Building Cultural Capital through access to off-site visits and experiences</p>	<p>EEF reports that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	

<p>All pupils access educational visits linked to the curriculum to consolidate their knowledge and understanding, increase curiosity and levels of engagement and build upon their existing cultural capital.</p>		
<p><u>Contingency fund for acute issues</u></p> <p>Poverty proofing ensures that access to resources, such as uniform, are not a barrier to learning.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>1,2,3,4,5,6,7,8</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Total budgeted cost: £171,740

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Outcome	Evaluation of Impact	Next Steps
<p>Improved outcomes in Early Years – CLL (speaking), reading, writing and maths and understanding of the world.</p>	<p>GLD Outcomes 2022-2023 - Overall GLD 48.6% EYFS data for 2022-2023 highlighted a significant gap between FSM and non FSM. FSM (18) 33% vs Non FSM (17) 64.7% - difference of 31.4%. FSM6 (11) 45.5% vs NonFSM6 (24) 50%. EYFS data for 2022-2023 shows a 4.5% gap.</p>	<p>Investment in CPD, Development Days for leaders and teachers provided by RWInc.</p> <p>Ensuring the rigour of daily RWInc sessions which include EYFS from the earliest point in the year. Using Making a Strong Start and LpTL in the Early Years</p>

	<p>For FSM6 pupils attaining a good level of development the gap between FSM6 and Non-FSM6 has reduced since 2022.</p> <p>For FSM pupils attaining a good level of development the gap between FSM and Non-FSM has increased since 2022.</p> <p>FSM outcomes by ELG CLL (speaking) 83% Reading 50% Writing 44.4% Maths Number 44.4% Numerical Patterns 50%</p>	<p>to prepare pupils and accelerate their progress</p> <p>Partnership work with the Early Years leader at WPA:Curriculum Development; LPTL effective implementation; High quality continuous provision.</p>
<p>Attainment and progress for disadvantaged pupils between key stages shows a closing of the achievement gap.</p>	<p>2022-23 KS2 Progress Outcomes</p> <p>Reading Progress Reading overall -1.8 FSM (20) -3.2 vs Non FSM (22) -0.5 (significant difference) WB FSM Boys (10) -3.1 vs Non WB FSM Boys (7) -5.4 FSM6 (21) -2.9 vs Non FSM6 (21) -0.7 (significant difference) Writing Progress overall 0.1 FSM (20) 0.5 vs Non FSM (22) -0.2 WB FSM Boys (10) 0.6 vs Non WB FSM Boys (7) -4.3 FSM6 (21) 0.2 vs Non FSM6 (21) 0.1 FSM & FSM6 pupils' outcomes were better in writing. Maths Progress overall -0.1 FSM (20) -1.4 vs Non FSM (22) 1.0 (significant difference) WB FSM Boys (10) 0.6 vs Non WB FSM Boys (7) -5.9 FSM6 (21) -1.0 vs Non FSM6 (21) 0.8 (significant difference)</p>	<p>Focus on QFT, teacher development across all key stages & investment in high quality, research informed curriculum material.</p> <p>Robust focus on Formative assessment, effective use of PIXL assessments and therapies, Star Reader assessment information and development of retrieval techniques to support children remembering more.</p> <p>Development of teachers' knowledge of PP, the specific needs of the pupils in their class and the formative use of data to close gaps in learning.</p>
<p>Improved phonics attainment for disadvantaged pupils in year 1 & year 2 retakes.</p>	<p>Phonics 2022-23</p> <p>In 2022-23 Year 1 phonics testing results were as follows: FSM (21) 66.7% vs NonFSM(18) 72.2% - gap of 5.5% - Closing of the gap on the previous last two years. FSM6 (19) 68.4% vs Non FSM6 (22) 63.6% - FSM6 pupils closed the gap and outcomes were greater than those of Non-FSM. Outcomes at the end of Year 2 (+resits) show that the gap is closing between FSM6 & Non FSM6. FSM6 – 78.9% vs Non FSM6 85.7%</p>	<p>Investment in CPD, Development Days for leaders and teachers provided by RWInc.</p> <p>Ensuring the rigour of daily RWInc sessions which include EYFS from the earliest point in the year. Using Making a Strong Start and LPTL in the EarlyYears to prepare pupils and accelerate their progress.</p> <p>Ensuring targeted catch up interventions for pupils in LKS2 who have gaps in knowledge.</p>
<p>The gap for attainment for disadvantaged pupils with SEND moves closer to that for non-disadvantaged pupils.</p>	<p>Progress of SEND children was significantly below the LA average for each of reading, writing and maths</p> <p>Reading SEN (13) -28.4% (Sch vs LA) Maths SEN (13) -9.7 (Sch vs LA) Writing SEN (13) -8.2 (Sch vs LA) Writing SEN (13) -9.1 (Sch vs LA)</p>	<p>Further develop the role of the class teacher in promoting the progress and adaptation of the curriculum for pupils with SEND</p> <p>Focus on QFT, teacher development across all key stages & investment in high quality, research informed curriculum material.</p>

		<p>Robust focus on Formative assessment, use of PIXL assessments and therapies, and targeted b-squared targets used to support children's learning.</p> <p>Development of teachers' knowledge of PP, the specific needs of the pupils in their class and the formative use of data to close gaps in learning.</p>
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS1.	<p>KS1 outcomes 2022-23</p> <p>Reading: FSM (22) 40.9% vs Non FSM (18) 61.1% WB FSM Boys(8) 37.5% vs Non WB FSM Boys (3) 33.3% FSM6 (19) 36.8% vs Non FSM6 (21) 61.9% There was a significant gap between FSM6 pupils and non-FSM pupils with their reading.</p> <p>Writing: FSM (22) 31.8% vs Non FSM (18) 61.1% WB FSM Boys(8)12.5% vs Non WB FSM Boys (3) 33.3% FSM6 (19) 31.6% vs Non FSM6(21) 57.1% There was a significant gap between FSM6 pupils and non-FSM pupils with their writing.</p> <p>Maths: FSM (22) 54.5% % vs Non FSM 6 (18) 61.1% WB FSM Boys (8) 75% vs Non WB FSM Boys(33.3%) - WB FSM Boys outcomes were greater than FSM6 (19) 52.6% vs Non FSM6 (21) 61.9% There was a gap between FSM6 pupils and non-FSM pupils with maths outcomes.</p>	<p>Focus on QFT, teacher development across all key stages & investment in high quality, research informed curriculum material.</p> <p>Robust focus on Formative assessment, use of PIXL assessments and therapies, Star Reader assessment information and retrieval techniques to support children's learning.</p> <p>Development of teachers' knowledge of PP, the specific needs of the pupils in their class and the formative use of data to close gaps in learning.</p>
Improved reading, writing and maths attainment & progress for disadvantaged pupils at the end of KS2.	<p>2022-2023</p> <p>Reading Attainment Reading overall 58.1% FSM (21) 38.1% vs Non FSM (22) 77.3% (significant difference 39.2%) WB FSM Boys (10) 30% vs Non WB FSM Boys (7) 57.1% FSM6 (22) 40.9% vs Non FSM6 21) 76.2% (significant difference of 35.3%)</p> <p>Writing Attainment overall 67.4% FSM (21) 52.4% vs Non FSM (22) 81.8% (significant difference 29.4%) WB FSM Boys (10) 30% vs Non WB FSM Boys (7) 71.4% FSM6 (22) 54.5% vs Non FSM6 (21) 81% (significant difference 26.5%)</p> <p>Maths Attainment overall 55.8% FSM (21) 33.3% vs Non FSM (22) 77.3% (significant difference 44%)</p>	<p>Increasing teaching staff's knowledge of pupil premium spend, of who these pupils are in their classes through CPD. Using data/assessment formatively to inform teaching will be Objective 1 on the AIP with a robust focus on PP outcomes and progress, particularly in reading & maths.</p> <p>QA by leaders will focus on the PP pupils who are vulnerable not to reach age-related attainment.</p>

	<p>WB FSM Boys (10)30% vs Non WB FSM Boys (7) 42.9% FSM6 (22) 36.4% vs Non FSM6 (21) 76.2% (significant difference of 39.8%)</p> <p>Combined overall 46.5% FSM (21) 23.8% vs Non FSM (22) 68.2% WB FSM Boys (10) 20% vs Non WB FSM Boys (7) 42.9% FSM6 (22)27.3% vs Non FSM6 (21) 66.7%</p>																																																											
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>The Nurture provision is established and provides effective short and long term support meaning that children are better placed to access the learning in class. ELSA, SEMH and wellbeing interventions ensure our most vulnerable pupils have access to a wealth of resources which enable them to come to school ready to learn</p>	<p>Further investment in the development and expansion of the nurture team and the professional development of teaching assistants. Increased robustness of assessment information to inform the use of intervention.</p> <p>Support brokered from the SEND academies in the Trust to strengthen provision.</p> <p>Widening support for families through our family support advisor's role and involvement of external agencies & community offer.</p>																																																										
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Attendance 2022-23</p> <table border="1" data-bbox="403 1043 986 1839"> <thead> <tr> <th></th> <th>END of SUM 2 2023</th> </tr> </thead> <tbody> <tr> <td>Number of Pupils on roll minus Nursery - under</td> <td>270</td> </tr> <tr> <td>Number of pupils on roll plus Nursery + under 5</td> <td>324</td> </tr> <tr> <td>Overall Whole Academy Attendance</td> <td>92.31%</td> </tr> <tr> <td>Total School Attendance Excluding Under 5's</td> <td>90.76%</td> </tr> <tr> <td>FS2</td> <td>92.52%</td> </tr> <tr> <td>FS2 minus Under 5's</td> <td>92.83%</td> </tr> <tr> <td>Year 1</td> <td>89.68%</td> </tr> <tr> <td>Year 2</td> <td>89.51%</td> </tr> <tr> <td>Year 3</td> <td>92.27%</td> </tr> <tr> <td>Year 4</td> <td>94.24%</td> </tr> <tr> <td>Year 5</td> <td>93.29%</td> </tr> <tr> <td>Year 6</td> <td>94.24%</td> </tr> <tr> <td>Total PA rate minus nursery minus Under 5's</td> <td>72 - 26.66%</td> </tr> <tr> <td>FSM PA % minus under 5's</td> <td>45 - 32.14%</td> </tr> <tr> <td>FSM Average Attendance</td> <td>91.44%</td> </tr> <tr> <td>Pupil Premium % minus under 5's</td> <td>144 - 53.33%</td> </tr> <tr> <td>PP Average Attendance</td> <td>91.51%</td> </tr> <tr> <td>Pupil Premium PA %</td> <td>45 - 31.25%</td> </tr> <tr> <td>SEND PA % minus under 5's</td> <td>23 - 28.39%</td> </tr> <tr> <td>SEND Average Attendance</td> <td>91.16%</td> </tr> <tr> <td>LAC PA %</td> <td>0</td> </tr> <tr> <td>LAC Average Attendance</td> <td>N/A</td> </tr> <tr> <td>EAL PA % minus under 5's</td> <td>22 - 29.72%</td> </tr> <tr> <td>EAL Average Attendance</td> <td>91.65%</td> </tr> <tr> <td>Attendance % by Gender - Male</td> <td>144 - 92.02%</td> </tr> <tr> <td>Attendance % by Gender - Female</td> <td>126 - 92.63%</td> </tr> <tr> <td>Lates - including Under 5's + F1 - cumulative</td> <td></td> </tr> <tr> <td>No of pupils who were 100% attendance per we</td> <td>219</td> </tr> </tbody> </table> <p>PP PA was 31.25% FSM ave. Attendance was 91.44% FSM PA (minus under 5) was 32.14%</p>		END of SUM 2 2023	Number of Pupils on roll minus Nursery - under	270	Number of pupils on roll plus Nursery + under 5	324	Overall Whole Academy Attendance	92.31%	Total School Attendance Excluding Under 5's	90.76%	FS2	92.52%	FS2 minus Under 5's	92.83%	Year 1	89.68%	Year 2	89.51%	Year 3	92.27%	Year 4	94.24%	Year 5	93.29%	Year 6	94.24%	Total PA rate minus nursery minus Under 5's	72 - 26.66%	FSM PA % minus under 5's	45 - 32.14%	FSM Average Attendance	91.44%	Pupil Premium % minus under 5's	144 - 53.33%	PP Average Attendance	91.51%	Pupil Premium PA %	45 - 31.25%	SEND PA % minus under 5's	23 - 28.39%	SEND Average Attendance	91.16%	LAC PA %	0	LAC Average Attendance	N/A	EAL PA % minus under 5's	22 - 29.72%	EAL Average Attendance	91.65%	Attendance % by Gender - Male	144 - 92.02%	Attendance % by Gender - Female	126 - 92.63%	Lates - including Under 5's + F1 - cumulative		No of pupils who were 100% attendance per we	219	<p>See academy AIP</p> <p>Robust processes around attendance will be introduced and improving attendance for all pupils, in particular our vulnerable groups, will be objective 2 on the academy's AIP.</p> <p>Raising awareness of all stakeholders of the importance of good attendance and lost learning through weekly assemblies, emails to teachers, information to parents on newsletters, targeted attendance meetings to raise the profile and build a positive culture holding stakeholders to account.</p>
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Total budgeted cost: £ 189,600

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Outcome	Evaluation of Impact	Next Steps
Improved outcomes in Early Years – CLL (speaking), reading, writing and maths and understanding of the world.	<p>The proportion of disadvantaged children achieving a good level of development at the end of EYFS was above the Local Authority average in 2022. The gap between the proportion of disadvantaged children and non-disadvantaged children achieving GLD is in line with the gap both locally and nationally.</p> <p>83.9% of the cohort achieved the expected level in CLL</p> <p>87.5% achieved the speaking early learning goal</p> <p>Literacy was the limiting factor in the achievement of GLD</p>	Implement Launchpad to literacy
Attainment and progress for disadvantaged pupils between key stages shows a closing of the achievement gap.	<p>R FSM6 40.9% / Non-FSM6 57%</p> <p>W FSM6 50% / NonFSM6 71%</p> <p>M FSM6 50% / Non-FSM6 81%</p> <p>In reading and writing the gap between FSM6 and Non FSM6 is broadly similar to the LA figures. In maths there is a significant gap between FSM6 and Non-FSM6.</p> <p>Progress of FSM6 was significantly below the LA average for each of reading, writing and maths</p>	Improving attainment in reading will be the main focus for the academy in 2022,2023.
Improved phonics attainment for disadvantaged pupils in year 1 & year 2 retakes.	<p>55% of year 1 pupils passed the phonics screening check.</p> <p>45% of FSM6 children passed. If children who arrived at Hillocks after the May half term are removed from the data, the figures are 58% and 50% respectively.</p> <p>Of 45% of children who didn't pass the check, only 12% had achieved GLD at the end of EYFS.</p> <p>Of the 55% of children who passed, a quarter of them didn't achieve GLD at the end of EYFS.</p> <p>No children passed the recheck.</p> <p>Internal data shows that the cohort made significant progress from January 21 following the provision of</p>	<p>Continue with the rigorous implementation of the RWI scheme.</p> <p>Ensure any staff new to the teaching of phonics receive the relevant CPD</p> <p>Highly skilled KS1 TA moving to lower KS2 to enhance the phonics provision for those who didn't pass the PSC in Y2.</p>

	high quality CPD for staff and the implementation of a more rigorous approach to RWInc	
The gap for attainment for disadvantaged pupils with SEND moves closer to that for non-disadvantaged pupils.	One SEND pupil in Y6 achieved the expected standard in reading and writing; 2 achieved it in maths. Progress of SEND children was significantly below the LA average for each of reading, writing and maths	Further develop the role of the class teacher in promoting the progress and adaptation of the curriculum for pupils with SEND
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS1.	58% of children achieved the expected standard in each of reading, writing and maths at the end of KS1 40% of FSM6 children achieved the expected standard in reading and writing. 50% achieved the expected standard in maths. The monitoring of progress following the restrictions caused by the pandemic indicate that the NCETM mastering number programme supported the closing of learning gaps for this cohort.	Reading will be a focus throughout the academy for 2022,2023 The mastering number programme will continue in KS1
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	The Nurture provision is established and provides effective short and long term support meaning that children are better placed to access the learning in class. ELSA, SEMH and wellbeing interventions ensure our most vulnerable pupils have access to a wealth of resources which enable them to come to school ready to learn	Continue with this approach and widen support for families through our family support
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Whole school attendance 90.92% FSM6 attendance 90.32% Persistent absenteeism among FSM6 children 38.89%	2022,2023 Focus on improving attendance and reducing persistent absence for all pupils

Outcomes for disadvantaged pupils in 2020,2021

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

EYFS data for 2020-21 indicates that for those schools who have reported their data for this academic year in the Nottinghamshire LEA, outcomes for Early Years children were in the bottom 20%. Within this cohort, the groups who significantly underperformed were summer born, FSM and FSM6 children. In addition, boys underperformed in comparison to the girls in their cohort. It is highly likely that the performance of summer born children was further exacerbated by Covid-19 related school closures. The gap in performance for summer born children in comparison to their autumn born counterparts for 2020-21 was greater than for the same groupings in 2018-19. (i.e., 54.9% gap in 2020-21 vs 21.8% gap in 2018-19)

Closing the gap over time

Internal and external (where available) assessments indicate that progress for WB FSM boys / FSM / FSM6 in mathematics did not lead to a closing of the gap in attainment outcomes in reading, writing and maths between disadvantaged and non-disadvantaged between EYFS in 2018-19 through to end of KS1 (2020-21). These children are now in Y3 cohort (2021-22).

Phonics outcomes

Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

SEND outcomes

Our assessments and observations indicate that the education and wellbeing of many of our SEND disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps, for example, due to a lack of first-hand quality first teaching and additional adult support leading to pupils falling further behind age-related expectations, especially in maths.

KS1 outcomes

Assessments and observations indicate that the education of many of our disadvantaged pupils, impacted by whole and partial school closures, has been greater than for other pupils, particularly in the youngest year groups. The end of KS1 data for reading, writing and maths indicates that outcomes for pupils at the expected standard and for those working at greater depth within the expected standard were in the bottom 20% of schools who returned their data for 2020-21 in the Nottinghamshire LEA. Underperformance of pupils in the WB FSM Boys, together with FSM and FSM6 children at the end of KS1, would appear to account for much of this shortfall. Data for the end of EYFS from 2019 shows the same anomalies in pupils' outcomes for the same groups (WB FSM Boys, FSM and FSM6), However, a sizeable proportion of these children have SEND

(58.33%) and some of them receive additional funding. Their progress is now being tracked carefully using B-squared.

Pupil well-being

Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of access to support from external agencies and educational enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

Teacher referrals for support have markedly increased during and after the pandemic. 66 pupils currently require additional support with social and emotional needs and are receiving small group interventions.

KS2 outcomes

Our assessments and observations indicate that the attainment (%) and progress for disadvantaged pupils in reading (KS2 -2.0, FSM -1.8, FSM6 -3.0) & maths (KS2 -3.0, FSM -2.5, FSM6 -2.7) for many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

Vulnerable Pupil Group KS2 2020-21

52.4% (22) of the pupils in the cohort are eligible for free school meals in the last 6 years (FSM6). Of these 50% (11 pupils) achieved the required standard in Reading, Writing and Maths compared to 50% of pupils who are not eligible for FSM6. The FSM6 gap for Hillocks Primary Academy is 0%. Nottinghamshire's FSM6 gap is 25.4.

26.2% (11) of the pupils in the cohort have a Special Educational Need (SEN). 18.2% (2 pupils) achieved the required standard in Reading, Writing and Maths compared to 61.3% of pupils with no SEN. The SEN gap for Hillocks Primary Academy is 43.1%. Nottinghamshire's SEN gap is 52.7. 52.4% (22) of the pupils in the cohort are eligible for free school meals in the last 6 years or are children who are looked after (FSM6 & CLA). Of these 50% (11 pupils) achieved the required standard in Reading, Writing and Maths compared to 50% of pupils who are not eligible for FSM6 & CLA. The FSM6 & CLA gap for Hillocks Primary Academy is 0%. Nottinghamshire's FSM6 & CLA gap is 25.6.

		2018	2019	2020	2021
School	—■— Non-FSM 6	(0)	(0)	(0)	50.0 (10)
	-■- FSM 6	(0)	(0)	(0)	50.0 (11)
	FSM / Non-FSM GAP	.	.	.	0.0
Ashfield District	Non-FSM 6	70.5 (269)	69.1 (278)	72.1 (110)	70.5 (185)
	FSM 6	49.4 (239)	42.5 (277)	49.3 (112)	46.8 (190)
	FSM / Non-FSM GAP	21.2	26.6	22.8	23.7
LA	Non-FSM 6	70.7 (4736)	70.6 (4878)	76.4 (1978)	73.0 (2433)
	FSM 6	48.1 (1153)	48.0 (1156)	55.6 (528)	47.6 (555)
	FSM / Non-FSM GAP	22.6	22.6	20.8	25.4
National	Non-FSM 6	71.0	71.0	76.9	69.3
	FSM 6	51.0	52.0	58.4	48.5
	FSM / Non-FSM GAP	20.0	19.0	18.5	20.8

Figures represent percent of pupils attaining the measure
 GAP - percentage point difference between the groups
 (123) - number of pupils within the groups
 National figures are taken from NCER.

Externally provided programmes

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

Programme	Provider
GREAT Project – Y5/6 intervention programme designed to promote healthy relationships.	Equation Nottinghamshire
D.A.R.E. Drug awareness programme.	Life Skills Education Charity
Magic Breakfast	National Breakfast Programme

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	