

## Pupil premium strategy statement – Manchester Academy (Updated 2022-23)

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	Manchester Academy
Proportion (%) of pupil premium eligible pupils	49.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023
Statement authorised by	James Eldon, Principal
Pupil premium lead	Matt Hurst, Assistant Vice Principal
Governor / Trustee lead	Susan Breckell, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£644,188
Recovery premium funding allocation this academic year	£183,938
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£828,126

# Part A: Pupil premium strategy plan

## Statement of intent

The pupil premium strategy at Manchester Academy has been developed to improve the academic progress and life chances of our disadvantaged pupils. The strategy is a tiered approach that focuses on effective teaching, targeted academic support, and wider strategies. These strategic areas are a continued focus with specific actions in each area being reviewed and updated annually. The aim is to ensure that disadvantaged pupils are provided with high quality teaching, effective support and accessible enrichment opportunities so that they thrive and develop into successful and happy adults.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils perform below their non-disadvantaged peers in summative assessment at Key Stage 4.
2	On entry to Manchester Academy, disadvantaged pupil reading ages are lower than expected, restricted their access to the national curriculum.
3	The attendance of disadvantaged pupils is lower than their non-disadvantaged peers.
4	There is a higher proportion of social and emotional issues affecting disadvantaged pupils when compared to non-disadvantaged pupils.

## 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
Disadvantaged pupils will know (knowledge) more, understand (understanding) more and be able to do more (skills).	Verbally and in written work, disadvantaged pupils demonstrate their knowledge, understanding and skills.  The performance of disadvantaged pupils in assessments improves and is in line with other pupils.

Disadvantaged pupils develop a love of reading and, in turn, a high level of reading competency, allowing them to access the curriculum.	The proportion of disadvantaged pupils reading within 6 months of their chronological reading age increases.
Disadvantaged pupils' attendance is to be good so that all students fully access the curriculum.	Attendance monitoring demonstrates improved attendance for disadvantaged pupils with a minimal gap between disadvantaged and non-disadvantaged students.  Persistent absenteeism is not prevalent in the disadvantaged student cohort.
Disadvantaged pupils access pastoral support and participate in enrichment activities. As a result, their well-being is supported and they develop valuable life skills.	The proportion of disadvantaged pupils participating in Aspire activities is in line with non-disadvantaged pupils.  Pupil voice for disadvantaged pupils recognises improved well-being as a result of the support provision and enrichment engagement.

## 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: £321,744

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x VPs (LHO/GMM), 1 x AVP (MHU) to Champion PP students (50%)	Senior leadership members driving this programme of focussed support holding members of staff and pupils accountable for progress	1, 2, 3, 4
English Teacher (50%) (ATR)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
Maths Teacher (50%) (SCR)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1, 2
Science Teacher (50%) (EMA)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1, 2
Numeracy Leader - TLR2 element (50%) (PNI/RSA)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	1, 2
Science Resource – KS4	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	1, 2
Assistant SENCO, LSAs (50%)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2, 3, 4
SALT (50%)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 4
Raising Standards Leader TLR2b (50%) (LZA)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	1, 2, 3
Support for EAL Learners EAL TA (20%) (SAL)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 3, 4
Additional staffing in PE (Jan to July 23)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1, 2
Additional staffing in MFL (Feb to July 23)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1, 2
Alternative Provision places	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	4
Provision of Y11 revision materials – across the Curriculum, especially in Science	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	1, 2

Induction Trip	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	1, 2, 4
Voice 21 Training and accreditation	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 4
Ingredients for practical work – Food/ Hospitality Year 7 - 11 (100%)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 2, 3, 4
LAC Ring-fenced	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	1, 2, 3, 4
Award Winning Fiction Programme	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 4
Tutor Trust Maths, Recovery Premium	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	1, 2
Fresh Start Resources, English - Recovery Premium	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 2
Fresh Start Resources, English - Recovery Premium	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 2
Lexia Licences x 100 - Recovery Premium	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 2

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

Budgeted cost: £ 232,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to the curriculum for all - Safeguarding Champion (CWA) (50%)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 2, 3, 4
KS3 Attendance Officer (50%) (SNE/MLO)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 2, 3
KS4 Attendance Officer (50%) (TCL)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 2, 3
Directors of Culture and Character TLRs (50%) (DCL/DMA/TBO/LHE/RTE)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1, 2, 3, 4
Al-Furqan Mentoring - Recovery Premium	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1, 2, 3, 4
Full time school counsellor (50%) (SES)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	3, 4
Vulnerable Student Leader (50%) (LAR)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1, 2, 3, 4
Leader of Climate & Character x 5 (50%) (IGI, JMR, FAH, ENN, TRI)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1, 2, 3, 4
KS4 Inclusion Centre Leader (50%) (CML)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1, 2, 3, 4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
KS3 Inclusion Centre Leader (50%) (CPA)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2, 3, 4
Community Liaison Leader (50%) (MAD)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 2, 3, 4
Y7 uniform items (blazer, tie, PE t-shirt)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4
Hardship fund for equipment and uniform	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4
Classcharts Tracking software – including attendance module	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	3, 4

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

Budgeted cost: £ 164, 004

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Pledges and ATL Rewards Programme	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	1, 3, 4
Y11 Prefect Fund and Reward strategy	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	1, 3, 4

Duke of Edinburgh	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2, 3, 4
MUFC Foundation	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2, 3, 4
Horticultural Correspondence College Course and Allotment Fund (100%)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3, 4
Debate Mate (100%)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	1, 2, 3, 4

**Total Pupil Premium budgeted cost: £ 717, 943**

**Total Recovery Premium budgeted cost: £ 183, 938**

*Total Budgeted cost: £ 901, 881*



## Part B: Review of the previous academic year (2021/22)

### Outcomes for disadvantaged pupils

<b>Attainment/Progress – 2022 Outcomes</b>				
<b>2022</b>	<b>Pupil Premium</b>	<b>Non- Pupil Premium</b>	<b>2022 GAP</b>	<b>2019 GAP</b>
<b>Average TOTAL Attainment 8</b>	39.6	43.6	-4.0	-8.06
<b>KS2 Prior</b>	101.5	101.5	0	-
<b>Progress 8</b>	-0.26	+0.22	-0.48	-0.32
<b>% 9-7 E &amp; M</b>	11.4	11.9	-0.5	-8.3
<b>% 9-5 E &amp; M</b>	30.0	39.8	-9.8	-19.2
<b>% 9-4 E &amp; M</b>	46.4	54.2	-7.8	-17.0

Whilst the above data demonstrates that improving outcomes for our disadvantaged students still remains a top priority, there has been some real impact made so far, which will continue as this plan develops. Even though the gap in Progress 8 has widened, further analysis has shown that this is due to the poorer performance of disadvantaged females. The performance of disadvantaged males was better this year, after it being a challenge in the year prior. Overall, disadvantaged male students had a P8 of -0.01 with a P8 of +0.35 in the Maths bucket and a P8 of +0.20 in the EBacc bucket, this is a real strength and demonstrates the ongoing impact that we are having. Our disadvantaged high ability students also performed as well their peers nationally, with a P8 value of -0.03.

Manchester Academy has a significant proportion of students with no KS2 data. However, students that have joined with no KS2 data are performing well. We have reduced the gap at % 9-7 English and maths to 0.5%. We have also reduced the gap at % 9-5 and 9-4 by 10%. This is remarkable and we hope to narrow the gap even further this year. We have also slashed the gap in average total A8 in half, from 8 points in 2019 to 4 in 2022.

#### **Attendance**

	<b>Pupil Premium</b>	<b>Non-Pupil Premium</b>	<b>GAP</b>
<b>2021/22</b>	88.18	90.26	-2.08
<b>2020/21</b>	85.27	88.85	-3.58
<b>2019/20</b>	90.32	93.08	-2.76

Attendance at Manchester Academy is a key focus for us this year. We have a robust, carefully sequenced curriculum that students need to attend to experience. Our non-pupil premium students attend more regularly than our disadvantaged students. However, we have further evaluated and refined our attendance processes for this academic year which will have a positive impact.

At Manchester Academy, it has proven to be challenging to get our attendance rates to pre-COVID levels. As you can see from the above data, non-pupil premium student attendance is improving at a faster rate.

We are putting in more resource into this area with the appointment of a KS4 attendance officer who will work with the current attendance officer, who will be on KS3. This will be vital as we raise the bar even further with attendance.

### **Reading**

Reading goes from strength to strength at Manchester Academy. We have been commended on the prioritisation we give to reading at our school by OFSTED and a multitude of visitors and external agencies.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
NGRT Reading Assessment	<a href="https://www.gla-assessment.co.uk/assessments/new-group-reading-test/">https://www.gla-assessment.co.uk/assessments/new-group-reading-test/</a>
Bedrock Learning	<a href="https://bedrocklearning.org/">https://bedrocklearning.org/</a>
Hegarty Maths	<a href="https://hegartymaths.com/">https://hegartymaths.com/</a>
Sparx	<a href="https://sparxmaths.com/">https://sparxmaths.com/</a>
4 Matrix	<a href="https://www.4matrix.com/">https://www.4matrix.com/</a>
Accelerated Reader	<a href="#">Accelerated Reader</a>

## Service pupil premium funding (optional)

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

