

# Pupil premium strategy statement – Marshalls Park 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	1192
Proportion (%) of pupil premium eligible pupils	27.25%
Academic year/years that our current pupil premium strategy plan covers	1 year. We are currently taking an in-depth look at our PP strategy with a view to moving to a 3-year plan for 23-26
Date this statement was published	Dec 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Neil Frost
Pupil Premium Lead	Tiffany Bowles
Governor / Trustee lead	Hayley McClenaghan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 299,806
Recovery premium funding allocation this academic year	£81,972
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	Pupil Premium: £0 Recovery: £15,000
<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>	£396,778

# Part A: Pupil premium strategy plan

## Statement of intent

At Marshalls Park Academy we hold a strong belief that every child deserves access to an excellent education. Our Key Objectives are simple:

### **A – ACHIEVEMENT**

To create an ethos of achievement for all of our disadvantaged students

### **B – BEHAVIOUR**

To enhance positive behaviour for learning, attendance and punctuality

### **C- CREATE**

To create positive learning opportunities and life opportunities for our disadvantaged students

### **D – DIMINISH**

To diminish the difference in attainment and progress between our PP and non PP students

### **E – ENRICH**

To provide enrichment and equal educational experiences for all of our disadvantaged students, ensuring that the PP funding makes a significant impact on their education and lives.

It is our intention that every student, no matter their background, deserves to be presented with opportunities that allow them to fulfil their potential when they leave our school. Our Pupil Premium strategy is built around this ethos, and we are passionate about closing the Disadvantaged Gap to ensure that our students from vulnerable families can achieve just as much as their peers. We have high expectations and ambitious aspirations to ensure that our disadvantaged students achieve a positive P8 score, and that our gap does not exceed -0.2. We aim to achieve this by placing excellent teaching and learning at the forefront of our strategy, ensuring that every student has access to high-quality teaching. In addition to this we are working with high quality academic partners, such as The Brilliant Club and My Tutor, to ensure that our students have high academic aspirations for themselves.

To secure academic success for our students we are committing a significant amount of our spending to the academic tutoring of our KS4 cohort through the National Tutoring Programme. We are also providing every student with a set of revision guides for every subject to ensure that every child has access to exam materials. One of the challenges our young people face is the lack of an appropriate environment in which to study. To combat this, we have created a staffed 'Night Club' revision space where students can attend and revise in an environment conducive to studying, where they can access food and drink.

It is our belief that the role of schools goes beyond GCSE results and academic success; development of the whole child is key to our Pupil Premium Strategy. Improving cultural capital and fostering the SEMH of our most vulnerable students is one of our key objectives. This is demonstrated in the wider strategies that we employ that tackle a whole host of issues from building confidence and self-awareness, to developing teambuilding through the use of external providers such as Yes Futures. We cannot avoid the fact that the landscape and role of educational settings has changed since the Covid 19 Pandemic. It is vital, now more than ever, that we provide emotional support to our young people which is why one of the key aims of our PPG strategy is to ensure that our most vulnerable students have access to a range of support, from our in-house Learning Mentors, to an external counsellor.

Our local context is that of a proud working-class community. Therefore, a pivotal aspect of our Pupil Premium strategy is to develop the cultural capital of our students. It is our aim to enable pupils from the most disadvantaged background to have access to opportunities outside of school. Evidence of this can be seen in our long-standing commitment to the residential trip to Trewern, as well as committing funding for disadvantaged students to take part in the Duke of Edinburgh Awards. Locally, 6.6% of adults have an education equivalent to 2+ A Levels, and 5.3% equivalent to degree-level. This statistic drives us to raise the educational aspirations of our young people. Evidence of this is available in our successful partnership with the Brilliant Club's *Scholar Programme*. It is our belief that by allowing our highest achieving students to experience the opportunities presented by a university education, they will aspire to work harder to achieve this goal.

In keeping with our ethos of developing the whole-child, another key aspect of our strategy is to identify our highly vulnerable students to ensure that they are being offered the correct support. Through the use of Deputy Year Leaders, who are key in working with our PP students, through to regular monitoring of attendance via our Attendance Officer we can ensure that we are meeting the needs of each student as an individual.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Closing the Disadvantaged Gap in our external examination results</b></p> <p>Our P8 gap for Summer 2022 for PP students was -0.41, and we are currently predicting that our gap for 2023 will be -0.98. This forecasting based on internal PPE examinations highlight the urgent need for intervention with our year 11 students.</p> <p>For our current year 10 cohort the estimated P8 gap for PP students is looking more positive with a gap of -0.38, however the gap for A8 is estimated to be -9.88.</p>
2	<p><b>Recovering from the long-lasting SMEH impact of the COVID-19 Pandemic</b></p> <p>Long-lasting impacts from COVID19 can be seen across a range of categories, from the number of students accessing pastoral support, the number of serious safeguarding concerns logged by staff and the disadvantage gap widening in our results.</p>
3	<p><b>Impact of the cost of living</b></p> <p>The number of families requesting support from the school for trips and uniform has noticeably increased. Alongside this, request for basic and specialist equipment has also increased.</p>
4	<p><b>Attendance</b></p> <p>Attendance data from 2021-22 indicates that attendance for our PP students has risen from 88% to 86.87% which shows an improvement. However, there is a gap between PP and Non-PP of 6%, which demonstrates more intervention is needed to address this gap.</p>
5	<p><b>Literacy</b></p> <p>Large portion of PP students come in with a reading age lower than that of their chronological age.</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
Close the disadvantage gap to < -0.3	<ul style="list-style-type: none"> <li>• We have ambitious aims to ensure that we exceed 20% strong EBacc pass and a 50% standard EBacc pass</li> <li>• Students to attend regular revision sessions</li> <li>• Ensuring targeted student have access to external tuition, such as Impress the Examiner where we aim to have 100% attendance from PP students who are involved on the course</li> <li>• Revision guides provided for all students</li> <li>• Breakfast provided for every student before examinations</li> <li>• Night Club attended by PP students for 50% of sessions</li> <li>• Rewards for students who demonstrate ambition and drive to reach their target grades.</li> </ul>
Improving literacy outcomes	<ul style="list-style-type: none"> <li>• SLT reading groups well attended with 80% turn-out.</li> <li>• Breakfast provided for students who attend</li> <li>• Reward trips for students in SLT reading groups</li> <li>• Increased reading age for those students attending groups</li> <li>• Identified students having regular 1-1 sessions with English tutor</li> <li>• Improved literacy scores across KS3</li> </ul>
Support provided for students struggling with SEMH concerns	<ul style="list-style-type: none"> <li>• External programmes help to raise the confidence and resilience of our young people</li> <li>• Access to Learning mentors provided for students needing support</li> <li>• Pastoral support provided by Deputy Year Leaders</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>• Reduced gap in attendance between PP and Non-PP students</li> <li>• Improved punctuality of PP students</li> </ul>
Negating the long-lasting impacts of COVID-19	<ul style="list-style-type: none"> <li>• Increased uptake of breakfast offer through the National Breakfast Programme with at least 30 students attending regularly</li> </ul>

	<ul style="list-style-type: none"> <li>• Increased number of disadvantaged students attending educational trips</li> <li>• Uniform and equipment barriers removed</li> </ul>
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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: £ 139,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A contribution to the teaching budget to allow for smaller targeted intervention groups and a development of the literacy skills needed to tackle a rigorous Ebacc curriculum and provide CPD for high-quality teaching.</p> <p>2 extra teaching sets added to (year 8 Y5/X5) in languages, 1 extra set in 9 (y5) in English, science, maths, humanities, MFL and computer science.</p> <p>The average KS4 option subject class size is 24.</p>	<p>The average impact for reducing class size is around 2 months additional progress over the course of an academic year and can have an impact of +2 months on learning.</p> <p><a href="https://educationendowmentfoundation.org.uk">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/Pupil_Premium_Guide_Apr_2022_1.0.pdf">Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1 2 5
<p>Contribution to allow PP Lead extra release time on top of substantive TLR non-contact allocation to direct the strategic overview of PPG</p>	<p>School leaders must continually monitor the progress of the Pupil Premium strategy, adapting their approach when and where appropriate. As new initiatives are implemented it is important to provide support for staff so that they can take</p>	1 2 3 4 5

<p>spend and PP strategy. 8 hours of leadership and management allocated to timetable.</p>	<p>ownership of them and deliver them successfully.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/Pupil_Premium_Guide_Apr_2022_1.0.pdf">Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	
<p>Contribution to the provision of teaching assistants for PP students across all key stages.</p>	<p>The average impact of the deployment of TA's is on average an additional 2-4 months progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/Teaching-Assistant-Interventions-EEF">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1 5
<p>PIXL partnership of over 1500 schools working together to achieve the highest outcomes for students.</p>	<p>PIXL has 3 aims: Improving life chances and outcomes for young people. Influencing school leadership regionally and nationally. Helping school leaders be the agents of change for the betterment of students. Which it achieves through a number of ways including networking opportunities, sharing best-practice, an assessment consultant and CPD opportunities for a vast range of subjects, including Ebacc subjects.</p> <p><a href="https://www.pixl.org.uk/membership">https://www.pixl.org.uk/membership</a></p>	1
<p>Focused, targeted support systems for PP students through 6 DYLS. Providing support interventions for PP students. Includes extra release time for DYLS to complete interventions</p>	<p>Effective pastoral care can improve students' attendance and retention rates, foster an orderly atmosphere in which all students can access opportunities, and enhance their academic achievements, promote tolerance, especially in students and teachers with due regard for protected characteristics</p> <p><a href="#">Pastoral care: a whole-school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners   BERA</a></p>	1 2 4
<p>Use of external examiners to ensure accuracy of marking and feedback. Mock serviced provided by exam boards to give students a realistic expectations of exam series.</p>	<p>Mocks Service enables students to gain real-life experience of the examination process, by helping to draw out the areas where they require additional support, before sitting their high-stake exams.</p> <p><a href="#">Mocks Service   Pearson qualifications</a></p> <p>Testing has been shown to enhance retention of learned information beyond simple studying, a phenomena known as test-enhanced learning</p> <p><a href="#">The benefits of testing for learning on later performance   SpringerLink</a></p>	1

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

Budgeted cost: £ 121,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted English intervention and small group sessions across KS3 and 4 and a maths specialist to offer expert advice and mentoring of year 11 students to ensure readiness for maths GCSE.</p> <p>Approx. 20 students selected and reviewed each term to work with 1-1 tutor dependant on needs</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition-eeef/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition-eeef/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1 5
<p>Contribution of £10,000 to the salary of the SENDCO to provide additional time for literacy support to year 7.</p>	<p>The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.</p> <p><a href="https://educationendowmentfoundation.org.uk/literacy-eeef/">Literacy   EEF (educationendowmentfoundation.org.uk)</a></p>	1 2 4 5
<p>After school club for students to complete revision in a productive work</p>	<p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the</p>	1



environment and snacks provided.	<p>development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p>	
A contribution of £30,000 to the cost of continuing the successful National Tutoring Programme for the years 2022-23	<p>Evidence shows small group tuition is an extremely effective intervention in a student's learning, with private tuition having the ability to boost progress by three to five months. However, research from the Sutton Trust shows that only 18% of pupils from the least affluent families have been able to access tuition, compared to 43% of pupils from the most affluent families</p> <p><a href="https://www.blog.gov.uk">How the National Tutoring Programme can help students - The Education Hub (blog.gov.uk)</a></p>	1 2 5
Revision materials provided for every KS4 student, and an environment for students to work in	<p>Revision guides facilitate metacognitive comprehension and critical thinking skills. Teacher who use revision guides are positioning their students to become metacognitively involved in meaningful revision.</p> <p><a href="https://www.gvsu.edu">Study Guides: Teacher Tips: A Review of Literature with Practical Implications (gvsu.edu)</a></p>	1 2

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

Budgeted cost: £ 121,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
A contribution towards salary costs of the dedicated team of support staff supporting the school with behaviours and/or SEMH issues of students	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1 2 4
Contributions towards educational trips, revision guides and general equipment to improve cultural capital and aspirations of PP students	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils</p> <p><a href="http://educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a></p>	1 2 3
Motivational trip for PP students. Aimed to raise aspiration, motivation and raising levels of achievement	<p>The study, conducted by education think-tank LKMco, revealed that only one in five of secondary and primary pupils go on residential trips each year – and that youngsters in disadvantaged areas have the fewest opportunities to take part. This is partly due to cost and partly because they are more likely to live in areas where fewer residential trips are available.</p> <p><a href="http://sec-ed.co.uk">Disadvantaged children are missing out on residential trips (sec-ed.co.uk)</a></p>	2 4
Contribution toward salary of counsellor who helps students with SEMH needs. Counsellor attends school 1 day each	<p>School based counselling is one of the most prevalent forms of psychological therapy for children and young people. Recent data from a nationally representative survey of teachers suggest that 62% of schools offer</p>	2

<p>week and meets with students with SEMH needs, a large percentage of which are disadvantaged students.</p>	<p>counselling services to their pupils (70% of secondary schools and 52% of primary schools). Previous estimates of provision suggest that availability of school based counselling services is increasing over time.</p> <p><a href="#">Advice template (publishing.service.gov.uk)</a></p>	
<p>Contribution to the salary of an attendance administrator, dedicated to identifying, supporting and improving punctuality and attendance across the school</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	4
<p>The Brilliant Club: To provide high attaining PP students with the opportunity to experience the culture of higher education to raise aspirations. At least 6 out of 12 students selected are from disadvantaged backgrounds</p>	<p>Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations</p> <p><a href="#">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1 2
<p>Rising Futures: this programme supports students to achieve success in the classroom by improving their self-awareness, confidence, resilience, and communication skills. At least 9 out of a cohort of 18 will be comprised of students in receipt of PPG.</p>	<p>By boosting self awareness, confidence, resilience and communication skills students are able to be successful both in and outside the classroom and feel prepared for their future.</p> <p><a href="#">Rising Futures (yesfutures.org)</a></p>	2 4
<p>A contribution to subsidise the DofE award for our PP students. Funding goes towards fees for the programme and purchasing equipment</p>	<p>Participation in the Duke of Edinburgh award gives students the opportunity to help others and engage with volunteering, make a difference to their community, develop their self-esteem, improve sport/physical activity, improve their self-</p>	2 3

necessary for excursions	belief and try activities they have never access before.  <a href="#">Impact of the DofE - The Duke of Edinburgh's Award</a>	
Breakfast provided for every student before GCSE examinations	It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.  <a href="#">National school breakfast club programme - GOV.UK (www.gov.uk)</a>	1 3
Contribution to year 6 transition to ensure students receive a high-quality induction	According to Galton (1999), almost 40 per cent of children fail to make expected progress during the year immediately following a change of schools and Department for Education (DfE) data from 2011 shows that average progress drops between key stage 2 and 3 for reading, writing and maths. Moreover, the effects of transition are amplified by risk factors such as poverty and ethnicity.  <a href="#">Key stage 3: Year 6 to 7 transition (sec-ed.co.uk)</a>	3 2
Payment towards extra professional support to students with SEND needs	Extra support provided for post-CLA students with additional SEND needs.	1
Motivational rewards and experiences for students who are making a continued and committed effort in to their studies	Positive reinforcement techniques, when done well and with the right balance, can be transformational for student behaviours and outcomes. Positive reinforcement techniques motivate students to do what they are capable of doing and when given frequently and consistently, they can have considerable impact.  <a href="https://www.sec-ed.co.uk/best-practice/positive-reinforcement-techniques-and-ideas/">https://www.sec-ed.co.uk/best-practice/positive-reinforcement-techniques-and-ideas/</a>	
<b>Contingency Fund</b>	We recognise the need to set aside a small amount of funding aside to quickly respond to needs that have not yet been identified.	1 2 3 4 5

**Total budgeted cost: £ 396,778**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

External examinations indicate that there has been an improvement in closing the P8 gap between PP and Non-PP students, and attainment has increased for PP students. However this progress is smaller than we anticipated. We continue to have high aspirations for our students.

2019	Cohort Size	KS2 Average	Estimated Attainment 8	Average PTT	English P8BC	English Bucket	Maths P8BC	Maths Bucket	EBacc P8BC	EBacc Bucket	Other P8BC	Other Bucket	Attainment 8	Progress 8
PP	34	4.52	40.55	-0.96	-0.3	8.35	-0.5	6.65	-0.78	8.96	-0.36	11.59	35.54	-0.5
Non PP	134	4.83	46.9	0.65	0.31	10.72	0.13	9.3	0.29	12.56	0.1	14.59	47.16	0.03

2022	Cohort Size	KS2 Average	Estimated Attainment 8	Average PTT	English P8BC	English Bucket	Maths P8BC	Maths Bucket	EBacc P8BC	EBacc Bucket	Other P8BC	Other Bucket	Attainment 8	Progress 8
PP	34	101.36	45.09	-1.1	-0.67	8.35	-0.82	6.94	-0.82	10.5	-0.41	12.45	38.24	-0.65
Non PP	143	105.23	52.02	0.98	-0.2	10.56	0.27	9.54	0.55	13.45	0.01	15.51	49.06	0.24

#### Positive outcomes:

- 94.12% of PP students filled all 8 P8 buckets wide curriculum coverage.
- 38.24% of PP students were entered for Ebacc, which is +14.71% from 2019
- The Ebacc strong pass is up by 8.82% compared to 2019
- The Ebacc standard pass rate is up by 14.71%
- 11.6% more students got a grade 7-9 in English and Maths

KS3 data: This data is based on internal assessments and P8 measures predicted target grades if met in year 11.

Year 7	Attainment 8	Progress 8
PP	46.46	1.24
Non PP	53.69	1.6

Year 8	Attainment 8	Progress 8
PP	44.33	0.68
Non PP	51.56	0.94

Year 9	Attainment 8	Progress 8
PP	34.2	-0.85
Non PP	46.44	-0.31

Our internal assessments indicate that the area of greatest concern is in the Year 9 cohort for 2021-22 (current year 10). Gaps between PP and non-PP students indicate that this is an area that needs to be addressed, which will be an area of focus in our strategy.

In-house data for years 7 and 8 indicate that both progress 8 and attainment 8 are positive, however, there is still a gap between PP and non-PP students which will need to be addressed. However, these gaps are significantly higher than for year 9, which needs to be a priority.

### **Attendance**

2020-2021	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Free School Meals	268	85.97	6.83	7.21	4.45	0.81
No Free School Meals	914	92.90	5.09	2.01	2.30	0.17

2021-2022	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	328	86.97	6.54	6.49	4.36	0.77
Not Pupil Premium	854	93.04	5.07	1.89	2.18	0.14

Our attendance data from 2021-22 shows that the attendance of our PP vs. non-PP is significantly lower, and PP students were three times more likely to have unauthorised absences than that of their peers. This is also true for our most vulnerable students where the gap is marginally wider. This needs to be a priority focus for our strategy moving forward.

Our behaviour logging system shows that PP students, despite making up 25% of the cohort, were in receipt of almost 50% of all negative logs in the school.

## 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.*

<b>Programme</b>	<b>Provider</b>
Duke of Edinburgh	Duke of Edinburgh
Rising Futures	Yes Futures
The Scholars Programme	Brilliant Club
Residential Course	Trewern Activity Centre
My Tutor	My Tutor

## Further information (optional)

A review of PPG spending is taking place during the academic year 2022-23 to ensure we are utilising funding efficiently. A data-driven 3-year strategy will then be drawn up for the PPG spend from 2023 onwards.