

Hayle Academy Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	609
Proportion (%) of pupil premium eligible pupils	30.21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25, 2025/26, 2026/27
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Melissa Lock - Headteacher
Pupil Premium Lead	Melissa Lock – Headteacher
LMC / Trustee Lead	Mark Arnold - Chair of LMC Anita Firth – Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation (April 2024 - March 2025)	£195,370
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	£195,370

Part A: Pupil premium strategy plan

Statement of intent

Hayle Academy truly is an exceptional place, and it all stems from our ambitious yet caring approach. Our school isn't just about what you learn; it's about who you want to be. A place where we inspire students to dream big, to achieve more.

That's why at Hayle Academy we focus on the individual: students are encouraged to try new things, develop confidence and build resilience within our positive, encouraging and child-centred community.

As a small school, we're able to get to know each student individually, giving each and every child the attention and support they deserve through our personalised approach. We do this because we believe that our students should be appropriately challenged, both academically and in broader life skills as part of their personal development.

That's why our students are given the structure and support to think deeply and durably, to make connections, to reactivate their prior learning and to learn and think in greater depth – in everything that they do in learning and in life. At the heart is the firm belief that every student within our community is entitled to an ambitious education that is deeply rooted in creativity, discovery and wonder with high expectations and aspirations for all.

We will ensure that all students experience a broad, balanced and progressive curriculum and wider school experience that provides breadth of learning opportunities, instilling a love of learning, that empowers students to become lifelong learners, as a platform for their future success.

Although all students require support in order to flourish and reach their full potential, we recognise that disadvantaged pupils in particular may face more pronounced barriers to learning, and as a result may require enhanced support.

Common barriers to learning include:

- Home / family support network that may be less engaged in and less supportive of education settings.
- Weaker language and communication skills, including levels of literacy and numeracy.
- Lower levels of confidence; less willing to engage in activities.
- Less developed learning habits; more frequent behaviour difficulties.
- Lower levels of attendance and punctuality.

We recognise that not all disadvantaged students will have the same barriers to learning, and the circumstances for each student will be varied. A 'one-size-fits-all' approach is not appropriate.

At Hayle Academy we aim to:

- Eliminate the gap between disadvantaged students and their non-disadvantaged peers.

- Support disadvantaged students in accessing the full and rich extra-curricular provision and wider opportunities available, to support them in becoming well-rounded individuals with a rich cultural capital.
- Provide all students with a safe and nurturing environment that encourages self-respect, positive interpersonal relationships and high levels of engagement and enjoyment of school.
- Ensure that disadvantaged students are not disproportionately affected by the impact of the global pandemic.
- Target resources towards activities that evidence shows have the greatest impact, towards the students that we identify as needing this the most.
- Support disadvantaged students to feel ready to learn and to access support in school to support their learning, wellbeing and self-esteem.

Challenges

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

Challenge number	Detail of challenge
1	Engagement in school: our disadvantaged students may have a home / family support network that is less engaged in and less supportive of school. As a result, they are less likely to complete home learning, to have good levels of attendance and punctuality, and arrive ready to learn.
2	Literacy and numeracy skill levels are generally lower, and students are less likely to read for pleasure and have a narrower vocabulary. As a result, many disadvantaged students may find access to the curriculum more of a challenge.
3	Attendance and punctuality rates are generally lower, and persistent absence is higher.
4	Access to resources including: uniform and equipment, technology, PE kit
5	Less developed emotional literacy may lead to formation of fewer strong and healthy relationships with other students and with staff, and less well developed conflict resolution – behaviour issues are more likely to escalate, and students are more likely to accumulate behaviour points and sanctions, including exclusions.
6	Less exposure to cultural capital and support of wider clubs and activities, leading to lower attendance and engagement in extracurricular activities.
7	As a result of factors above, disadvantaged students are more likely to have been negatively affected by local and national lockdowns and home learning, and are more likely to have gaps in knowledge.

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
Attendance and persistent absence of disadvantaged students is in line with their non-disadvantaged peers, and is in line with or better than national averages.	PP Attendance meets whole school target of at least 96%. PP Leads and attendance team ensure a clear plan in place for PP low attenders. Staff aware of barriers and have plans in place to support.
Exclusions and sanctions for disadvantaged students reduce and are in line with their non-disadvantaged peers and below national averages.	Pastoral and PP leads aware of challenges. Plans in place to support. Exclusion rates are in line or lower than those of non-disadvantaged students, and lower than national averages.
Engagement in wider activities such as the extra-curricular programme, is at a level which is at least in line with non-disadvantaged students.	Prioritised and subsidised places available, where appropriate. Any barriers, such as transport, are considered. Monitoring of attendance shows % disadvantaged engagement is at least in line with % disadvantaged in the school population.
Mastery of the curriculum at Key Stage 3 is in line with expectation and shows no gap compared to non-disadvantaged students.	Data monitoring at KS3 demonstrates curriculum mastery in line with non-disadvantaged students and at least in line with age-related expectations.
Outcomes at Key Stage 4 , particularly in the Basics, are at least in line with national averages and shows no gap compared to non-disadvantaged students.	Data monitoring shows outcomes at least in line with non-disadvantaged students and at least in line with national averages.
Progression to appropriate Further Education is well supported, so that no disadvantaged student is at risk of being NEET.	Destinations data shows no student is at risk of being NEET.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £160,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Co-ordinator roles Numeracy lead role	EEF Impact research: impact of reading comprehension and fluency, oral language, phonics and small group interventions. Oracy Commission: 'We Need To Talk' Report (Oct 2024) Alex Quigley: 'Closing the Reading Gap' (2020)	1, 2, 7
Comprehensive CPD programme for staff focused on the delivery of consistently effective, evidence-informed, highest quality pedagogy shaped by Sherrington's Walkthrus and implemented through a carefully planned subject team coaching model with clear, positive impact on standards and outcomes. The selection of Walkthrus supports whole-school priorities, such as live modelling and oracy.	EEF research – Impact of metacognition and feedback. Staff voice – engagement and motivation. EEF Impact research: impact of reading comprehension and fluency, oral language, phonics. EEF research: effective professional development Teaching WalkThrus Multi-Platform Teaching Tools & Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars Oliver Cavigioli - Tom Sherrington UK Team Meetings as Team Coaching. A pragmatic, effective solution for sustained CPD. – teacherhead	1, 2, 5, 6, 7
Embed Digital Transformation strategy to ensure equity of access for all with clear pedagogical rationale, CPD for staff and clear positive impact on standards and outcomes.	EEF guidance report: using digital technology to improve learning with impact through direct instruction (and modelling), assessment and feedback.	1, 2, 4, 7
Enhancement of our Maths curriculum and pedagogy drawing on the NCEM principles through a collaborative, co-planning approach in close partnership with the Cornwall Maths Hub and NRICH.	Coordinating mathematical success: the mathematics subject report - GOV.UK Problem Solving NRICH Teaching mathematics at key stage 3 - GOV.UK	1, 2, 4, 7
Heads of Faculty – a focus and expectation of close monitoring and	EEF Guide to the pupil premium: "Good teaching is the most important lever"; "Evidence consistently shows the positive	1, 2, 3, 5, 7

intervention where disadvantaged students are at risk of falling behind. Implementation of faculty PP strategies to support whole school, especially delivery of high quality first teaching. Tracking of impact within subject improvement plans and data analysis.	impact that targeted academic support can have.”	
Self-understanding and cognitive learning strategies embedded as the foundations of educational progress and success. Staff explicitly support PP students, particularly those approaching exams, in 'learning to learn' and how to revise effectively.	EEF research – Impact of metacognition and feedback. Cognitive science approaches in the classroom EEF Willingham's learning model	1, 3, 5, 6, 7
Behaviour and rewards system which motivates, supports and encourages disadvantaged students, and is supported through the Walkthru CPD model. Planned opportunities to celebrate achievements and participation in whole-school improvement, e.g. launch of House school council, academic excellence and endeavour award evening	EEF research – Behaviour interventions, and report – making informed decisions on behaviour strategies	1, 3, 5, 6
Pupil Premium Leadership and Management roles to ensure effective tracking, monitoring, support	This will ensure access to the various activities is effectively prioritised.	1, 2, 3, 4, 5, 6, 7
Maintaining small teaching and tutor group sizes to target support – staffing costs	EEF Guide to the pupil premium: “Good teaching is the most important lever”	1, 3, 5
Monitoring of service children's attendance and progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress	Example of best practice by the DfE Service Pupil Premium: examples of best practice - GOV.UK (www.gov.uk)	2, 3, 7

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy and numeracy interventions across KS3 for disadvantaged students who are below their age related expectations, including evaluation of impact. This includes daily 6 week graduated reading interventions for those students who need it most led by the Literacy Specialist Tutor; KS3 home reading programme; reading tutor time programme; high quality library activities; disciplinary reading and EEF Geography reading programme participation.</p>	<p>EEF Impact research: impact of reading comprehension, oral language, phonics and small group interventions.</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>Phonics and reading comprehension strategies can have a positive impact on students' ability to read and understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Read Write Inc. Phonics and Fresh Start - trial EEF</p> <p>Reading comprehension strategies EEF</p> <p>EEF blog: Phonics - mastering the basics of reading EEF</p> <p>EEF blog: Teaching reading - Embedding comprehension strategies EEF</p> <p>Why 'just reading' might make more of a difference than teaching reading – David Didau</p>	<p>1, 2, 3, 7</p>
<p>Online learning package to support students' in home learning and revision of key knowledge.</p>	<p>EEF Impact research: Homework</p>	<p>1, 2, 3, 7</p>
<p>After-school targeted study support programme for Year 11 students</p>	<p>EEF Impact: small group tuition targeted at specific needs and knowledge gaps</p> <p>Removing potential barriers to progress as well as to learning at home</p> <p>One to one tuition EEF</p> <p>Small group tuition EEF</p>	<p>1, 2, 3, 7</p>
<p>Provision of ASDAN My Independence award to highly vulnerable cohort.</p>	<p>EEF Life skills and enrichment – Social and emotional learning, essential life skills.</p>	<p>1, 5, 6, 7</p>
<p>Provision of outdoor learning nurture intervention (Forest School) led by Outdoor Learning Co-ordinator to support disadvantaged and vulnerable students in Years 7 and 8.</p>	<p>EEF Life skills and enrichment – Social and emotional learning, essential life skills.</p> <p>Forest Research study (Defra): positive impact on confidence, emotional wellbeing, relationships, self-belief. Supported by research by Garden & Downes; McCree, Cutting & Sherwin.</p> <p>Forest Schools: impact on young children in England and Wales - Forest Research</p>	<p>1, 3, 5, 6, 7</p>
<p>Scholars Programme for targeted groups of students in Years 10 to raise aspiration and promote academic writing leading to university graduation.</p>	<p>In an independent evaluation of the programme's impact, UCAS found taking part made it "significantly more likely" students would progress to a competitive university compared to a control group of students with matched characteristics.</p>	<p>1, 2, 6,</p>
<p>Articulacy (NSSW) - A five day programme for Y9 students to develop confidence and improve soft skills, helping learners overcome barriers of low</p>	<p>NSSW offer a suite of attainment raising programmes to pupils in Years 8-11, who are disadvantaged or from groups that are under-represented in HE. This offer is only available to selected schools.</p>	<p>1, 2, 6</p>

self esteem and anxiety, and grow their academic potential.	All students who participate gain an English Speaking Board qualification. The programme nurtures effective communication skills, builds confidence, encourages debate and raises aspirations – whilst introducing higher education.	
CAST (NSSW)	NSSW offer a suite of attainment raising programmes to pupils in Years 8-11, who are disadvantaged or from groups that are under-represented in HE. This offer is only available to selected schools. The expected outcome is that pupils gain proficiency in crafting accurate sentences, evidenced through pre- and post- course tasks.	2, 7
Opportunity for targeted 1: 1 support for service students via the Military Youth Worker.	1: 1 support for students which has been seen as an example of best practice by the DfE Service Pupil Premium: examples of best practice - GOV.UK (www.gov.uk)	5

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistently and effectively implement and embed the school's attendance policy and tiered procedure, deploying and targeting the skills of Pastoral Leaders, tutors, Attendance Officer, Inclusion Lead and the school's EWO to support all disadvantaged students to have high attendance and to reduce persistent absence. As part of this, the school's catch up strategy is implemented consistently within classrooms.	Strong causal link between attendance and attainment, as per 2015 DfE Review – “The Link Between Absence and Attainment”; EEF Research – “Good teaching is the most important lever” – students’ attendance a prerequisite for this. Working together to improve school attendance - GOV.UK	1, 2, 3
Access Facilitator: Lead member of staff to coordinate and manage Hub provision to support small cohort of highly vulnerable students to a) increase attendance and b) reduce exclusions.	EEF Research: Small group tuition; Behaviour interventions. One to one tuition EEF Small group tuition EEF	1, 2, 3, 5, 7
Support with costs for disadvantaged students to access the full curriculum and wider opportunities, including: accessing DofE	Removing potential barriers to participation will support engagement and attendance, and increase exposure to and appreciation of cultural experiences.	1, 3, 4, 6

programme; supporting ingredients and resources in DT; provision of revision guides and material; transport and access to activities, including Broad Horizons and Broader Horizons week; access to trips and visits where appropriate; pre-loved uniform items.		
Outdoor learning provision led by Outdoor Learning Co-ordinator to enhance nurture provision (Forest Schools model), including CPD and development of physical setting	Forest Research study (Defra): positive impact on confidence, emotional wellbeing, relationships, self-belief. Supported by research by Garden & Downes; McCree, Cutting & Sherwin.	1, 3, 5, 6, 7
Implementation of the Mental Health Strategic Plan to include Team Around The School Event to signpost support and introduction of trainee school counsellors	Gov UK - Public Health: The link between pupil health and wellbeing and attainment. Strong causal link between mental health and attendance and exclusions.	1, 3, 5, 7
Employability careers intervention programme for students at KS4 at risk of exclusion/withdrawal led by NSSW.	EEF Research: Employer engagement, careers education, metacognition and self-regulation.	1, 3, 5, 6
DWP School Advisor Role	The School Advisor role has been set up to provide support to schools/colleges to help them in their statutory duty to deliver independent, high quality and impartial careers advice to students aged 12 to 18. This support is aimed at those young people identified as being in danger of becoming Not in Employment, Education or Training (NEET) or who might otherwise be disadvantaged in the labour market (for example those with a health/disability issue or from a Black and Minority Ethnic (BME) background).	1, 3, 5, 6
Focused careers and transition support ensures that all disadvantaged students, by the end of Year 11, are enrolled on an appropriate programme of Post-16 provision. This includes the new role of TPAT Careers and Aspirations Lead.	EEF Research: Employer engagement, careers education. Good Career Guidance Education Gatsby	1, 3, 5, 6
Mentoring KS4 students through the House System: Targeted small group mentored by House Lead and PP House Lead.	EEF Teaching and Learning Toolkit – Mentoring Tiered model and menu of approaches 1.0 .pdf.pdf	1, 3, 4, 5

Quality assurance to include themed reviews and work sampling for disadvantaged students in order to ensure consistency of support and standards across the curriculum for all groups of learners.	Regular, calendared evaluation of all students' work and learning experiences to ensure the standard and expectations of disadvantaged students remain high across all curriculum areas.	1, 2, 7
Prioritised support from the pastoral team, including the Senior Mental Health Lead and TIS practitioners, for military students during challenging times, e.g. mobility or deployment.	Students have prioritised access to mental health support for their wellbeing when parents are deployed or displaced due to military deployments. Service Pupil Premium best practice: www.gov.uk	5
Young People's Programme in partnership with Tate St Ives (Mildred Project) for a select targeted group of students to build confidence, creativity and transferable skills, and support mental health and wellbeing.	DCMS Evidence Summary Report to inform Government Policy: the role of arts in improving health and wellbeing DCMS report April 2020 finalx 1 .pdf (publishing.service.gov.uk) Art's Council: Creative Health & Wellbeing Arts Council England	1, 4, 5, 6
End of KS3 graduation to support student reflection and review of personal development	The aim is to give Key Stage 3 its own identity, to raise aspirations, to encourage students to be self-reflective and to encourage our students to become exceptional by the end of their first three years at Hayle. It is an opportunity to celebrate and acknowledge students' achievements in their first three years, but also to mark the next step in their educational journey. As students move into Key Stage 4 they need to be able to work independently and demonstrate maturity towards their studies. The graduation programme helps them prepare for this. Microsoft Word - Key Stage 3 the wasted years	
Explore options to provide a funded, universal Breakfast Programme for students.	EEF rapid evidence assessment report August 2024. Impact on attendance, punctuality, readiness to learn, attainment, health and wellbeing, behaviour.	1, 2, 3, 4

Total budgeted cost: £195, 370

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Aim	Outcome
<p>Achieve Progress 8 which is in line with national average for all pupils</p>	<p>For Progress 8, overall there has been an improvement on 2023 from -0.08 to -0.06.</p> <p>The progress measure for disadvantaged students is -0.47, so this remains a priority area for improvement. The differential between 2023 and 2024 is 0.01, and also demonstrates an improvement of 0.3 compared to 2019. 28% of the cohort were disadvantaged.</p> <p>SEN (E) students made positive progress: 0.56, which is significantly higher than all students and national figures. Comparing these figures with previous years shows a continued consistent set of results which match students with no SEN: +0.20 (2023) and -0.18 (2022).</p> <p>Positive progress is demonstrated in particular subject areas. There is a track record of sustained positive progress in Hospitality and Catering, and Geography, year-on-year. Positive progress is also evident in History, English and the BTEC Tech Award in Performing Arts. Positive progress was demonstrated for French but please note this was for one student. Progress is very close for DT (-0.02) for which there has been year-on-year improvement for the last 3 years. The Health and Social Care BTEC Tech Award was awarded for the first time; the -0.04 progress score shows promising signs for the future. Maths (-0.01) and Science (separate and combined) remain key areas for improvement for the school.</p> <p>PP progress remains an area for development, although it is important to note that progress cannot be formally measured for 2025 outcomes as students did not sit end of KS2 assessments due to Covid.</p>
<p>Achieve at least national average for attainment for all pupils</p>	<p>Hayle Academy's 2024 outcomes demonstrate strong improvement overall with a 9.7% improvement in the % of students achieving at least a 4+ in Basics E/M (from 52% to 61.3%) and this is also mirrored in the results for the % of students achieving at least a 5+ in Basics E/M in comparison to 2023. There has been a 10% increase from 40% compared to 30% in 2023.</p> <p>This clear rate of improvement is below the 2023 national average of 44% by 4%, but this does mean that the gap has significantly reduced. The gap between school performance and the 2023 national average has also reduced significantly: a gap remains of 2.7% compared to a gap of 12% in 2023.</p> <p>The percentage of disadvantaged students achieving Basics E/M 5+ (18%) remains a key priority for the school as does the Basics E/M 4+ figure of 31.8%. The percentage of disadvantaged students achieving in 2023 Basics E/M 5+ is 18.8% and for Basics E/M 4+ a figure of 25%. This shows that there has been a significant increase in the % of disadvantaged students achieving 4+ E/M in 2024 with the data remaining broadly in line with the previous year at 5+E/M.</p> <p>In terms of Attainment 8, there has been improvement to 42.17 from 39 in 2023, an improvement of 3.17. This figure is slightly below the national average for 2023 of 45.</p> <p>The A8 figure of 31.3 for disadvantaged students is a priority area for improvement. This shows a slight increase in the A8 figure from 2023: 29.97 for disadvantaged students.</p> <p>It links to the pattern of persistent absence for Year 11.</p>

<p>Improve students' capacity to learn through explicit teaching of metacognition.</p>	<p>Explicit focus of whole-school CPD linked to the strategic planning and implementation of the Advantage Project – digital transformation. This is underpinned through key pillars: direct instruction/ modelling; feedback; assessment; independent practice, as well as improved accessibility (invisible inclusivity).</p> <p>This remains a focus for 2024/25 through the Quality of Education priorities, specifically linked to high quality and consistent pedagogy (shaped through Sherrington's Walkthrus, e.g. live modelling), deepening thinking, conceptual learning and problem solving. This is also supported through the school's strategic and cohesive Y11 attainment strategy.</p>
<p>Continue to improve attendance so that it is above national average and persistent absence is below national averages, for all students and especially for disadvantaged students.</p>	<ul style="list-style-type: none"> ● <i>Hayle Academy attendance 2023/24= 91.3%</i> ● <i>National Average 2023/24= 91.1%</i> ● <i>Cornwall Average 2023/24= 89.3%</i> <p>The Trust review of attendance at the school recognises that: "Attendance data is significantly better than 2023 (91.4% v 89%). Attendance disadv is slightly lower at 90%. The current year's data is very significantly better than at this stage last year when attendance 86.6% (for example)" (May 2024). The attendance of disadvantaged students is marginally below their peers and is a priority for improvement as reflected in the SDP. Senior leaders, and all staff recognise the vital nature of improving attendance for students.</p> <p>The Trust review of attendance at the school recognises that: "PA is 26%, broadly in line with national average and significantly lower than last year. PA disadvantaged is 38% and is a priority to improvement. SA <50%." (May 2024). PA for disadvantaged students is the identified priority for improvement which needs to be sustained over the next academic year.</p> <p>The school was ranked in third position across all of the county secondary schools for the 2023-24 academic year for attendance for FSM students, fourth for whole-school attendance. The Trust and school's ambition to achieve attendance rates which are significantly above national average is within reach and capacity for improvement is clear.</p>
<p>Improve the behaviour and engagement of disadvantaged students, especially boys, so that house points are increased, behaviour points and suspensions are reduced, such that these are at least in line with their non-disadvantaged peers.</p>	<p>There was a reduction in the number of Permanent Exclusions in 2023-24 compared to the previous year by 50%.</p> <p>Overall, there has comparatively been a reduction in the number of suspensions year on year and a reduction in the number of days' duration.</p> <p>Autumn term: 6.4% (10.6% last year; 17% 2 years previous) of disadvantaged students and 2.5% (2.5% last year; 3.6% 2 years previous) of non-disadvantaged students received a suspension. The gap has decreased and over time both the gap and the rate of suspensions has reduced.</p> <p>Spring term: 5.9% (3.7% last year; 8.9% 2 years previous) of disadvantaged students and 3.5% (2.2% last year; 1.3% 2 years previous) of non-disadvantaged students received a suspension. The gap has slightly increased and the rate of suspensions has slightly spiked. This is partly linked to the increased number of students on OSD and FAP.</p>

	<p>Summer term: comparatively, there has been a significant decrease in the number of occasions of suspension in relation to the autumn and spring terms. This is alongside a reduction in the number of students who received a suspension, and a reduction in the number of students who received more than one suspension.</p> <p>This continues to be an area for development as outlined in the SDP.</p>
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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
Duke of Edinburgh Award	Duke of Edinburgh
Employability	NSSW
Drug education	We Are With You (Yzup)
Addiction (vapes, sugar, caffeine)	Healthy Schools Cornwall
Articulatory	NSSW
GCSEPod	TES