

Knole Academy 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	Knole Academy
Number of pupils in school	1365
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	5 years (commenced 2019- with annual reviews)
Date this statement was published	November 2023
Date on which it will be reviewed	3 x annually at governors
Statement authorised by	D Collins
Pupil premium lead	J Corbett
Governor / Trustee lead	Magnus Spence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276000
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	£276000

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*

Our intent is that all students should be able to achieve and fulfil their potential. We do this by removing barriers for disadvantaged students and ensure that as an academy we strive to ensure there is no difference in any aspect of educational life for those students classified as disadvantaged compared to those that are not.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

We have identified barriers most often felt by PP students. We understand that there are many reasons that students may at times underperform. Our focus is to highlight this quickly and effectively by removing the barrier to the individual's progress. We effectively track, monitor, and support our students using our data systems to assess academic progress, attendance and behaviour, and attitude to learning.

We have also considered the impacts of the pandemic upon the most disadvantaged students in our school and will be using levelled analysis to understand where these gaps are and consider how we close them.

PUPIL PREMIUM STATUTORY INFORMATION

Knole Academy Pupil Premium Vision 2019-2024

Guiding Principle	<i>Knole Academy is committed to diminishing the difference for Pupil Premium students. We seek to ensure that the progress of Pupil Premium students is the same as for Non-Pupil Premium and where this is not achievable for the gap in progress to reduce over time. We want to ensure that Pupil Premium students enjoy the same experience and opportunities as the rest of the student population.</i>		
Core Values	Aspirational We have high expectations for every child regardless of background. The interests of students are always the priority in all decision making	Inspirational We intend to develop internationally minded learners who recognise their common humanity and help create a better world	Organisational Through partnership with all stakeholders, we strive to ensure that any barriers to achievement are minimised.
Strategic Approach	All our work will be focused into ensuring that students fulfil their potential academic socially and emotionally	The Academy will promote a strong ethos which exists and develops across all key stages	All activities and links will have a clear and demonstrable impact on the improvement Pupil Premium students within the Academy.
Priorities	Curriculum Teaching and Learning *The quality of teaching and learning is always the paramount principle within the Academy *Develop timetable and curriculum strategically to maximise delivery of aims and objectives *Ensure that the curriculum does not alienate students through cost of equipment, resources, or research, aid where appropriate.	Creating an academy culture *Foster a lifelong love of learning *Develop the aspiration of all students and especially PP with regular opportunities to model aspiration future roles *Publicly and openly recognise students' achievements and contributions *Develop the house structure to promote achievement and engagement *Pupil Premium strategies are embedded from Year 7 to 11 with a cohesive programme of support and not a last-minute intervention.	Assets *Develop information systems to track and promote student progress *Review effectiveness of Pupil Premium Strategies throughout each academic year to ensure effectiveness *Review the Pupil Premium funding allocation yearly and allocate funds effectively *Develop a five-year plan for all pupil premium students on arrival at the academy
	Excellent staff development *Promote the development of subject pedagogy in all areas *Develop teaching styles that promote mastery and metacognition *Embed the value of research-based training into the CPD programme *All staff are aware of effective PP strategies which can support quality teaching to diminish the difference.	Expanding horizons *Continue to provide and support access to a vast and varied range of co and extracurricular activities *Develop partnership activities with educational sponsors *Promote the use of Information Advice and Guidance to set clear objectives for students in their onward progression *Develop global citizens and encourage a caring environment where all students thrive	Strategic links *Develop a strategy for links with the local business community *Provide an opportunity for parents to express views *Develop partnership work with local primary and secondary schools *Ensure collaboration with other IB schools both locally and globally

	<p>Making success the norm</p> <ul style="list-style-type: none"> *Ensure all information is used to maximise student outcomes *Provide greater challenge to students *Review the progress of Pupil Premium at all reviews and immediately tackle underperformance *Build students understanding of how they learn 	<p>Valuing Innovation and Creativity</p> <ul style="list-style-type: none"> *Create a culture where innovative teaching is encouraged, recognised, and shared *Celebrate our expressive arts status *Provide the opportunities for students to expand their knowledge outside of the timetabled curriculum and recognise this achievement 	<p>Communications</p> <ul style="list-style-type: none"> *Ensure all parents can access all communication and it is consistent with the vision statement *Develop the public perception of the Academy through various portals including social media *Ensure that parents and students eligible for Pupil Premium funding do not feel stigmatised by the application for support
Evaluation metrics	Student attainment and achievement is high and improving and the gap is diminishing for Pupil Premium students	Retention of students into the Sixth Form and other education and training increase, PP progression improves, and NEETs are eliminated.	The Academy is the academy of choice for the local area for all students from all backgrounds and can sustain its vision

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> a. Quantity, regularity, and quality of nutrition b. Correct and well-maintained uniform and all equipment required for learning. c. Settled home life that supports education d. Settled travel arrangements to and from school e. Good attendance – monitored continuously
2	<ul style="list-style-type: none"> a. Access to quality teaching and assessments, which is aspirational for all b. specific subject related resources c. Ability to work independently at home including provision for online or remote learning
3	<ul style="list-style-type: none"> a. Access to educational trips and visits b. Access to extracurricular support and activities
4	<ul style="list-style-type: none"> a. Access to what next steps after KS4/5 for students and parents/carers

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. This is outlined in our overview above.

Intended outcome	Success criteria
<p>Quality of Education</p> <p>Instil an ability to apply knowledge effectively</p> <ul style="list-style-type: none"> - More students attaining higher grades in core subjects - Improve the progress and the attainment of all pupils to KS4 in all subjects. 	<p>Increased percentage of grades 4+/7+ in English, maths, and science.</p> <p>Diminish the difference of academic progress and attainment between PP and non-PP students.</p>
<p>Personal development</p> <p>Develop engagement with learning in the classroom and beyond</p>	<p>Improve attitude to learning scores amongst PP students and be equal to non-PP students. As seen on the Horsforth quadrant.</p> <p>Attendance issues to be tackled to ensure engagement in curricular lessons.</p> <p>Increased number of PP students complete the full baccalaureate subjects</p> <p>Higher use of cultural vouchers on trips.</p> <p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>
<p>Behaviour and Attitudes</p> <p>Promote collegiate responsibility for the vision of the academy</p> <ul style="list-style-type: none"> - Ensure student are nurtured through all stages of transition, including from primary settings, option processes at KS3, 4, 5 and 	<p>All PP students attend the summer school held by the academy before year 7 and counsellors are deployed to support those finding transition a challenge for the first two weeks of year 7</p> <p>PP students are guided through options processes and meet with career advisors beyond KS4 to reduce the number NEET students and increase up take to sixth form.</p>

beyond to include support beyond the academy.	Funding and application help for universities are offered.
Leadership and Management To work collaboratively to ensure that all staff can develop	Staff will take part in CPD which will contribute to improvement in outcomes for PP students. Use of external agencies such as EFA, EEF and WKSATA to improve practice for all students including PP students.

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: £ 52,272

Activity	Evidence that supports this approach	Challenge number(s) addressed
Virtual Learning platforms	<p>The EEF (Educational Endowment Foundation) suggest that homework in secondary school can increase progress of pupil premium students by +8 months on average. Our homework packages give immediate feedback to students once they have completed tasks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>We use a range of VLPs to help students access education such as Arbor, GCSE pod,</p> <p>https://www.sciencedirect.com/science/article/abs/pii/S0360131520300695</p> <p>evidence suggests students engage and performance better online for homework than traditional homework due to ease of access. Tracking is also much easier for teachers digitally.</p> <p>Evidence from our own BuildUp group suggested a 1.20 increase in attainment in a year using GCSE pod</p>	<p>2a-c 1c 1e 3b 4</p>
<i>Training for staff</i>	<p>Improvement in subject pedagogy will have the largest impact through quality first teaching in school. Our CPD programme is entirely focused on pedagogy and is the largest determinant of progression during teacher appraisal.</p>	<p>1-4</p>

	<p>As a school we are completing EFA with the EEF.</p> <p>The EEF suggest that collaborative learning can aid progress by between +8 - +5 months on average.</p> <p>Specific training to engage pupil premium students will be undertaken this year for CPD with all staff.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>NCE and NPQ being undertaken by members of staff this year as well as training with PL platform.</p>	
<i>External Consultancy</i>	<p>Including support from PiXL schools on using the build-up programme.</p> <p>Impact Ed suggested that the build-up group last improved GRIT and school engagement in pupils and PP pupils. We will use the same measures this year.</p> <p>Performance learning consultancy.</p> <p>WKSATA.</p> <p>External review of governance.</p> <p>AFA</p> <p>IBSCA</p> <p>Impact Ed</p>	2-4
<i>Standardised assessments in departments</i>	<p>All departments run departmental standardised assessments three times a year to ensure we can track student assessments and identify students that need intervention or appropriate settings. This also helps teachers to ensure stretch and challenge appropriate at all levels.</p> <p>Cross moderation with WKSATA,</p> <p>Exam pro licence</p> <p>Informs staff CPD</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</p> <p>Tracking in 2024 will be improved by use of pupil progress using exam board specifications.</p>	2 4
<i>RSM meetings</i>	<p>Meetings with the RSL will particularly consider how subject leaders can help reduce the gap with PP students.</p>	2
<i>Data systems Progress manager and assistant</i>	<p>Our data department and systems are vital in tracking all pupils' attainments and progress in their standardised assessments across all year groups to clearly identify student's needs.</p>	2,4

	<p>By clearly tracking students' progress and reporting to members of staff and parents we can track all students and identify the students most in need of intervention and making appropriate groupings for students. This will be particularly important to consider whether the impact is more positive at the top ability end of the scale compared to low ability but can be improve progress by up to 2 months over a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</p> <p>Use of pupil progress will enable us to track and predict outcomes and skill gaps more efficiently for pupils. .</p>	
<p><i>Departmental incentive fund and engagement</i></p> <p><i>Additional lesson resources</i></p>	<p>Money per department for additional items or resources in response to need for the most disadvantaged students.</p> <p>Equipment and calculator packs for all students when they begin school.</p> <p>Revision resources for all KS3 and 4 students in the school to support the performance learning.</p> <p>This will be informed in each department and via survey feedback.</p>	1 and 2
<p><i>Additional 2nd in department for English, maths, and science</i></p>	<p>Aiding with mastery learning in maths for +5 impact, good evidence from EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	2
<p><i>Lead practitioners in English and Maths</i></p>	<p>Improving literacy and mathematics teaching across the academy is key for attainment and therefore teaching is a priority.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	2
<p><i>Teaching and learning team</i></p>	<p>ECT -</p> <p>Conducting observations to support pedagogy to give quality teaching for all students.</p>	2
<p><i>Schools Direct</i></p>	<p>Member of the Oaks consortium training teachers in a school's direct programme, our programme coordinator supports transitions for new teachers and continuing development for quality first teaching.</p>	2
<p><i>Research</i></p>	<p>Undertaking research to contribute with the EEF about effect of setting. Evidence based teaching and contributions to EBT will help inform of best practice and outcomes in classes.</p> <p>Use of insights from PiXL will also aid in this.</p>	2a

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

Budgeted cost: £ 87,972

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading strategy	<p>Dedicated member of staff to work on specific areas of weakness with students identified with reading and comprehension issues.</p> <p>LUCID LASS LUCID EXACT Give individual areas of weakness.</p> <p>EEF individualised instruction gains +4 months of progress. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2 4
Literacy coordination in year 7	<p>Coordinating the transition of students into year 7 and supporting teaching across the academy is key for attainment and therefore teaching is a priority.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>New Literacy coordinator TC to lead.</p>	2
Virtual learning platforms	<p>GCSE POD Language nut Theatre programme LEXIA</p>	1-4

	<p>IDL IXL TTRS Word Shark Dynamo Docs+</p> <p>All for different interventions such as build up groups and reading and comprehension and access to arts.</p>	
<i>Resources for work-based learning</i>	<p>Equipment for PP students in work-based learning such as engineering / hair and catering</p> <p>Careers advisor helping students get into provision after KS4 and 5.</p> <p>Specific work- based opportunities for targeted students.</p>	2-4
<i>Ingredients for food tech</i>	<p>To ensure they all have access to everything to make as much progress as possible.</p>	1 -2b
<i>Revision guides</i>	<p>Issued to all students at GCSE in core and ebacc subjects. With the performance learning programme.</p> <p>KS3 revision guides will also be issued to help students with PL and metacognition techniques.</p>	1 2 4
<i>LSA support</i>	<p>LSA's are deployed to help all students with SEN and work with students with any additional needs including PP students.</p>	1 2 3
<i>Walking talking mocks</i>	<p>Core subjects 6 teachers over 6 days of the year.</p>	2
<i>Small group sessions – Internally lead revision sessions</i>	<p>Study skill and parental skill interventions</p> <p>Communication skill groups</p> <p>Speech and language - The education people come in and work with students on speech and language to help them access the curriculum.</p> <p>Afterschool coursework, portfolio, and booster sessions.</p> <p>EEF report small group sessions can increase progress by +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	2
<i>Performance learning</i>	<p>Support for GCSE students to help with revision, metacognition, and self-regulation.</p> <p>metacognitive and self-regulation they can improve by 7+ months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2

<i>IT resources and laptops</i>	Laptops for PP students to be used throughout the year.	1 – 4
<i>Alternative curriculum provision including transport</i>	Provision for those students that need Two bridges school The View Horizons Rosewood Transport and uniform for managed moves to alternate providers.	1 4
<i>Impact Ed</i>	Impact Ed is a method by which we can evaluate the impact of some of our interventions. https://impacted.org.uk/ Impact ed should enable us to make up evaluation deficit in programmes we run, we are currently evaluating Build up tutoring, wellbeing across the entire cohort and the effect of interventions on students in year 8 and 11.	2
<i>KAN</i>	KAN uses metacognitive practices and specifically targets PP students to work with students aspirations of reaching university, where no one in the family has before or where they may have significant barriers to attending university, Where evidence on aspirational interventions are weak for metacognitive and self-regulation they can improve by 7+ months , and this programme engages a lot in these methods. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2 3 4

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

Budgeted cost: £ 139,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Wellbeing programme including dogs</i></p>	<p>Inclusive wellbeing programme for all academy members, parents, and wellbeing dogs.</p> <p>https://ojs.cumbria.ac.uk/index.php/step/article/view/546/649</p> <p>Dogs used in schools have been shown to benefit wellbeing, grief, emotional distress and improve school climate and ethos.</p> <p>Wellbeing website for all academy stake holders to improve mental health and wellbeing and improve attendance. We also offer Additional – Pop-up CPD for staff on a range of wellbeing issues</p> <p>Wellbeing resources for wellbeing spaces such as Teen Breathe magazine, colouring books and pens, fidget toys and reading books</p> <p>Fruit and snacks for wellbeing spaces</p>	<p>1-4</p>
<p><i>FLO</i></p>	<p>Family liaison officer to worked with disadvantaged students and families to improve attendance and educational engagement.</p>	<p>1 – 4</p>
<p><i>Peer Mentoring</i></p>	<p>We have dedicated full time councillors and peer mentors to ensure students are able to integrate into the school and feel supported.</p> <p>The EEF state mentoring can support progress by +2 month for PP students. We use a range of groups to support students developing both academically and socially. We have conducted specific training by Kidscape charity for peer mentors Impact can vary and peer mentoring with tutoring has shown to have a larger improvement in attainment – up to +5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>1e</p>
<p><i>Counselling</i></p>	<p>Full-time in-house counselling and therapies can have a high impact on risk behaviours and improve attendance in school. Counsellors may also support the pastoral team.</p>	<p>1e</p>
<p><i>Pastoral care</i></p>	<p>EEF states +5-month progress if we have appropriate behaviour intervention. Our pastoral team focuses on supporting students in being in safe spaces and classrooms to allow them to succeed.</p>	<p>1, 4</p>
<p><i>11-16 bursary</i></p>	<p>Funds to support students and families as appropriate through the year. – this will usually be between 5-10 students per year.</p>	<p>1 4</p>
<p><i>CCF/D of E</i></p>	<p>Outdoor and adventure.</p> <p>EEF suggest that outdoor adventure can aid progress by 3+ months. And academic coaching for able PP students to gain routes to the top universities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>3 4</p>

<i>Food parcels/community store and Christmas hampers</i>	Food is collected and delivered to the most financially in need families, we also have a community store and make Christmas hampers.	1.
<i>Cultural vouchers</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Offering students, the opportunity to go on cultural trips they would otherwise not afford has been shown to have potential improvement in academic subjects. PP Students get 3 vouchers of £15 vs 1 for non-PP students</p> <p>Wider benefits show an improved attitude towards learning.</p> <p>PP FSM – increase in availability for funding for trips.</p> <p>Some discretionary full payments for larger trips.</p>	3
<i>House competition and reward trips and prizes</i>	<p>We use a range of rewards to support students in their progress and encouraging positive behaviour and a school ethos of celebration. Collated evidence shows that behaviour management and positive reinforcement has a positive effect.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2
<i>Engagement club</i>	<p>Breakfast club for nourishing snacks and staffing to ensure students make a great start to the day with higher brain function for progress.</p> <p>http://www.educationalneuroscience.org.uk/resources/neuromyth-or-neurofact/diet-makes-a-difference-to-learning/</p>	1a
<i>Transition support including summer school</i>	<p>Also included in this is baseline assessments for students entering with no data.</p> <p>Bush craft for students at summer school.</p> <p>EEF shows moderate evidence of improvements for moderate courses, or 3+ months but with targeted academic elements they can also show further improvements.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	1e 4
<i>Edukey – provision mapping and safeguarding</i>	Monitoring safety, wellbeing, and academic need of students.	1
<i>Music Scholarships and production</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Impact of offering students access to music and arts lessons can increase academic progress.</p>	1 3 4

<i>IB learner profile/award</i>	An IB LP coordinator to develop continuity of curriculum provision through KS3 and 4 to boost aspiration and progression into sixth form. To embed the values of global citizenship.	1-4
<i>Gym membership</i>	Subsidising gym membership for PP students.	3
<i>Residential Visits</i>	We have fully funded spaces on Ski trips, Iceland, Somerset, and Wales	3
<i>Warm Rooms</i>	The school will provide warm rooms to stop students having to wait in the cold during the energy crisis for buses, open until 4:30pm	3

Total budgeted cost: £ 279,744

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Evaluation of other strategies:

We are awaiting the figures to confirm our residuals from the DFE and will update when this becomes available.

Intended outcome	Success criteria	Evaluation
More students attaining higher grades in core subjects	Increased percentage of grades 4+/7+ in English, maths, and science.	<p>Students eligible for pupil premium attained 7% increase in grades 4+ and 5+ compared to 2019</p> <p>Whilst the national gap has been getting larger, we have managed to reduce ours slightly.</p>
Improve the progress and the attainment of all pupils to KS4 in all subjects.	Diminish the difference of academic progress and attainment between PP and non-PP students.	<p>Gap has diminished by 0.2, but general but general trend isn't desirable – more work done this year to improve aspiration and data knowledge this year.</p> <p>Particularly for higher attainer HAP students. Where the gap has increased. – (nearly double) where as missile attainers and low attainers have decreased .</p> <p>Attainment and progress of SEN students is very positive</p> <p>Attainment improved in males and non white groups had positive attainment compared with previous years.</p>
Increase student engagement and attitudes towards learning	Improve attitude to learning scores amongst PP students and be equal to non-PP students. As seen on the Horsforth quadrant.	<p>Average attendance for PP students 83.1%</p> <p>Average house points = 15.05</p> <p>Average Behaviour points = 4.7</p>

	Attendance issues to be tackled to ensure engagement in curricular lessons.	July 2023 Monitoring attendance continuing and a focus on the AIP for 2023 to 2024
Ensure student are nurtured through all stages of transition, including from primary settings, option processes at KS3, 4, 5 and beyond to include support beyond the academy.	Students identified as PP or vulnerable are met within their settings, PP students attend the summer school held by the academy. PP students are guided through options processes and meet with career advisors beyond KS4 to reduce the number NEET students and increase up take to sixth form. Funding and application help for universities are offered.	Full summer school was funded with record attendance. Impact ed report suggests improvement in anxiety and wellbeing prior to starting school. Feedback was overwhelmingly positive and useful for future years. https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=ckxc4fn0oHA8m9TRig2TmQ2w7W4FRQGu&id=WGzc40086E--PKK6wf9ridL_eZRgV_tDqOmU8DTdu9ZURFI1RFpGWVY4SzJLTFlaTVEwUORERFMwUy4u Counsellors support transition for first two weeks of term to address anxiety-based school avoidance

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
Performance Learning	Performance Learning
PiXL	The PiXL Club • Company Registration number: 07321607
KAN EFA	Sevenoaks school