

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Scartho Gateway Academy
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Melanie Portlock, Principal
Pupil premium lead	Melanie Portlock, Principal
Governor / Trustee lead	Karl Gilchrist

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,330
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	£33,330

Part A: Pupil premium strategy plan

Statement of intent

Scartho Gateway Academy opened in September 2025. Our first cohort of 80 children has brought together children from 13 different previous settings. We also have a Resource Specialist Provision for up to 12 children with SEMH. We are working closely with Trauma Informed Schools UK to become a trauma-informed school. Our fundamental ethos is to be fully inclusive for all pupils.

At Scartho Gateway Academy, we aim for all pupils, regardless of their background, gender, race or ethnicity to make strong progress and thrive in all areas and achieve high standards across the curriculum. Our pupil premium strategy is designed to ensure that all disadvantaged pupils are fully supported in reaching their goals.

We guarantee that learning is accessible for all and potential barriers are overcome, supporting disadvantaged pupils to reach their full potential. Staff address all learning needs, whether the pupils are high attainers or have special educational needs. Collectively, we work as a team to provide an education for all.

We will take into account the challenges experienced by vulnerable pupils, including children with a social worker, family practitioner or have medical outside agencies involved in their lives. The actions outlined in this statement are designed to support these pupils, whether or not they are classified as disadvantaged.

High-quality teaching sits at the core of our approach because we know it makes the biggest difference to the pupils who need it most. By focusing on the areas where disadvantaged pupils require greater support, we not only help to close the attainment gap but also strengthen learning for all pupils. Our intended outcomes reflect a shared commitment, for disadvantaged pupils to make progress - we aim to ensure that non-disadvantaged pupils continue to thrive and grow alongside them.

Our approach is shaped by the real needs of our pupils, responding both to shared challenges and to each child's individual circumstances. It is grounded in careful, diagnostic assessment rather than assumptions. The strategies we have chosen work together to help pupils flourish and ensure they make the greatest difference, we will:

- provide meaningful challenge for disadvantaged pupils through the learning we set, believing in their ability to succeed.
- give early support as soon as a need becomes clear, so pupils feel understood and well cared for.
- foster a whole-school commitment in which every member of staff shares responsibility for the progress of disadvantaged pupils and holds high expectations for what they can achieve.

Our curriculum is designed to give every pupil the skills, knowledge, and confidence they need to achieve in life. At the heart of our approach is the belief that every child deserves to feel inspired, supported, and fully included. Our aims are to:

- Inspire and challenge all learners, encouraging them to aim high and believe in their potential;
- Offer a broad and balanced curriculum that opens doors for every pupil;
- Nurture pupils' social, moral, spiritual, and cultural understanding so they can appreciate diversity and develop strong values;
- Help pupils grow into tolerant, respectful, and understanding young people;
- Provide equal opportunities for all, with high expectations and the right balance of challenge and support;
- Develop essential skills—such as teamwork, independence, resilience, responsibility, and communication—that prepare pupils for life beyond school;
- Build pupils' awareness of the wide range of career opportunities available both locally and nationally;
- Offer leadership opportunities that strengthen character and self-confidence;
- Create meaningful opportunities for pupils to explore subjects and topics that spark their curiosity and passion;
- Recognise and respond to the different barriers to learning that pupils may face, both individually and within our community;
- Promote understanding of key issues such as healthy living, democracy, and important national and global events.

Challenges

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

Challenge number	Detail of challenge
1	Traditionally, a large number of pupils start school with reading, comprehension, oral language and communication skills that are below and well below average. From our initial analysis during this first term and from prior data gathered from previous settings, this is the case for our first cohort.
2	Outcomes for disadvantaged pupils are often lower than their peers in reading, writing and mathematics. As we do not yet have any prior data of our own, rigorous assessment is a priority.
3	Readiness to learn, motivation, resilience and confidence are barriers for disadvantaged children and could have a detrimental effect on their academic progress; many pupils have significant SEMH needs.

4	A number of the disadvantaged pupils have special educational needs and a number of the disadvantaged pupils are vulnerable, and receive support from external agencies for a variety of reasons.
5	Parental support and low aspiration, outlined by the local context of the academy. In September 2019, North East Lincolnshire was ranked 16/324 areas (1 being the worst), when ranked across unhealthiness; crime; economic poor health and unqualified population.
6	Attendance for disadvantaged pupils is traditionally lower than their peers. During our first term, attendance has been very high and this is being monitored regularly and thoroughly to identify any potential current and future gaps.
7	The impact of Covid-19 is still real and having a negative impact on pupils in general. This has had a significant long-term impact on learning across the region. This is an on-going issue that will be monitored, as we constantly work hard to close any gaps identified from our new pupils and that may develop over time.

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
All pupils will have access to high quality teaching, including targeted interventions, and a well sequenced and broad curriculum will be offered across all key stages.	<p>Outcomes for pupils are consistently strong across all key stages, with all pupils making at least good progress from their starting points. This progress is closely linked to high quality teaching, evidenced through strong outcomes, regular lesson monitoring, and the high standard of pupils' work.</p> <p>A carefully planned programme of interventions ensures that additional support is targeted effectively and leads to measurable impact.</p> <p>These improvements are underpinned by a comprehensive CPD programme, which offers a broad range of professional learning opportunities and continues to strengthen the overall quality of teaching across the school.</p>
Disadvantaged pupils gain cultural capital, through the curriculum, helping them to expand their knowledge and skills, enhance their talents, create wider and new interests;	The curriculum is broad, engaging, and designed to ensure that all pupils experience a rich range of subjects each week. The classroom learning is complemented by a well-established programme of clubs, which are well attended by pupils—including those who are disadvantaged—further strengthening their engagement and enjoyment of school life.

<p>preparing them for the next educational phase and life after school.</p>	<p>Alongside this, a wide enrichment programme provides all pupils with opportunities to participate in educational visits, interact with external visitors, and take on meaningful leadership roles. These experiences deepen their learning and help them develop confidence and independence.</p> <p>Pupils are also introduced to a range of potential local and national employment pathways, helping to broaden their horizons, inspire their ambitions, and give them clear goals to strive towards.</p> <p>All of these elements are brought together within a comprehensive Personal Development Programme, ensuring that pupils' academic, social, and aspirational development is fully supported.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils, especially for younger pupils when they enter the school in Early Years and through KS1.</p>	<p>Assessments and observations show that pupils' oral language skills have improved significantly across the school, including for disadvantaged pupils. This improvement is further reinforced when triangulated with a range of evidence sources—such as pupils' engagement in lessons, the quality of work seen in books, and ongoing formative assessment—which together provide a clear and coherent picture of sustained progress.</p>
<p>High attainment and progress in reading, writing and maths for disadvantaged pupils at the end of KS2.</p>	<p>KS2 reading outcomes in 2028 (our first KS2 national tests) show that attainment and progress is at least in line with national outcomes and for disadvantaged pupils is at least in line with their peers.</p>
<p>High attainment and progress in reading, writing and maths for disadvantaged pupils at the end of Reception and in Year 1 Phonics.</p>	<p>EYFS GLD and Year 1 Phonics outcomes show that attainment is at least in line with national outcomes and for disadvantaged pupils is at least in line with their peers in 2026.</p>
<p>High attainment in Year 4 multiplication tables check.</p>	<p>Year 4 MTC outcomes show that attainment is at least in line with national outcomes and for disadvantaged pupils is at least in line with their peers in 2026.</p>
<p>Achieve and sustain a prioritised focus on wellbeing for all pupils in our school, especially those with SEMH.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> ensuring all SEMH needs are identified and addressed, particularly for our disadvantaged pupils. children in the RSP make very good progress, in line with their individual plans and are regularly transitioning into mainstream classes. qualitative data from student voice, student and parent surveys and teacher observations.

	<ul style="list-style-type: none"> strong participation in enrichment activities, particularly among disadvantaged pupils.
Achieve and sustain high attendance for all pupils, particularly our disadvantaged pupils.	<p>The overall absence rate for all pupils is above the national figure and attendance for disadvantaged pupils is at least in line with their peers.</p> <p>The percentage of disadvantaged pupils who are persistently absent is in line or below that of their peers.</p>

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: £21,664.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use resources for a DfE validated Systematic, Synthetic Phonics programme to secure stronger phonics teaching for all pupils – ensure training is in place for all new staff, including liaising with the provider, Bug Club, to monitor any updates.	<p>All staff had training on delivering phonics lessons and interventions at the beginning of the year through our chosen programme, Bug Club. Screening has already taken place this year to baseline and see progression and progress has been made.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 7
<p>Support leaders and staff through CPD and collaboration across the Trust to ensure EYFS is a key priority with an in-depth focus on areas such as communication and language.</p> <p>Initiatives such as the ShREC approach to be investigated and implemented.</p>	<p>Evidence consistently shows that communication and language approaches benefit young children's learning.</p> <p>Using multiple approaches will support the development of children's communication and language.</p> <p>EEF Communication and Language</p>	1, 2, 4

	The ShREC approach EEF	
<p>Purchase of standardized diagnostic assessments, including investment in Testbase - training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Consider use of programmes such as the Learning by Questions programme as pupils enter upper KS2 in 2026.</p> <p>Invest in specific assessment recording systems including Bromcom and Early Years Tracker to support the monitoring and analysis on assessment.</p>	<p>Standardised tests and the programmes highlighted can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction and help support next steps:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 7
<p>Invest in high quality CPD, including the National College to support teachers and curriculum leaders across all aspects of the curriculum to improve outcomes for disadvantaged pupils and their peers.</p> <p>This to include external providers such as Primary Steps in PE</p>	<p>CPD has been a priority for all staff. We have weekly safeguarding training and additional training to support areas of the curriculum and SEMH needs.</p>	1, 2, 7
<p>Continue to access support from the Learn SEND hub to support individuals and whole groups in areas such as adaptive teaching.</p>	<p>The Learn SEND hub are available to provide training to support small groups or individuals with their pastoral needs.</p> <p>LEARN SEND Hub - Case Studies</p>	1, 2, 3, 4
<p>Linked to the above, support staff through CPD to emphasise the importance of metacognition and self-regulation approaches to teaching and learning, alongside, and as part of a focus on the EEF five a day principle.</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their</p>	1, 2, 3, 4, 7

	<p>understanding of what is required to succeed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
Through CPD, support staff with a full training package from Trauma Informed Schools UK in our drive to become a trauma-informed school.	<p>This will support with understanding and strategies for the cohort as a whole and for those children with SEMH needs, including those in the RSP.</p> <p>TISUK impact</p>	1, 2, 3, 4, 7
Regularly re-visit provision and investment for reading, including on-line programmes and physical books, and resources for updating the library with engaging and wide-ranging materials – this is to be a key focus in Early Years and throughout the school.	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>The importance of reading in early years education EEF</p>	1, 2, 3, 4, 7
<p>Regularly review the current staffing structure and timetable to explore the best use of human resources for delivery of the curriculum and to enhance CPD opportunities, including reviewing how senior leaders are deployed.</p> <p>Invest in additional staffing to support periods of absences e.g. maternity cover.</p> <p>Work collaboratively with the LA to constantly assess and review staffing, as the LA is funding the schools during the first few years of opening. Ensure timetable is adaptable when needs arise to support classes or individuals.</p>	<p>To allow senior leaders time to further develop key areas such as curriculum and to provide support for subject leaders to carry out their roles effectively to ensure high quality provision for the children.</p>	1, 2, 7
Continue to invest in materials and training to support the teaching of	Enable pupils to develop a rich network of mathematical knowledge.	1,2, 5, 7

<p>mathematics, including testing materials and resources to support pupils.</p>	<p>Emphasise the many connections between mathematical facts, procedures, and concepts. Ensure that pupils develop fluent recall of facts. Teach pupils to understand procedures. Teach pupils to consciously choose between mathematical strategies. Build on pupils' informal understanding of sharing and proportionality to introduce procedures. Teach pupils that fractions and decimals extend the number system beyond whole numbers. Teach pupils to recognise and use mathematical structure.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	
<p>Continue to embed, monitor and review the feedback and marking policy to ensure all pupils receive high quality feedback in order for them to make rapid progress in their learning, with an emphasis on quality verbal feedback.</p>	<p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2, 3, 4, 7</p>
<p>Continue to purchase materials and resources across curriculum subjects to support the delivery of the wider curriculum to help motivate and engage pupils and nurture individual talents.</p>	<p>Generally, to support pupil engagement and invest in wider talents to raise general outcomes and support literacy and numeracy through all subjects.</p>	<p>1, 2, 3, 4, 7</p>
<p>Linked to the above, provide quality CPD, both internally and externally to support staff with the delivery of the</p>	<p>Support children with cultural capital, ensuring they have deep knowledge in different</p>	<p>1, 2, 3, 4, 7</p>

curriculum, particularly, in relation to sequencing and embedding secure knowledge across subject areas.	areas and are able to retrieve knowledge for various purposes. EEF-Effective-Professional-Development-Guidance-Report.pdf	
Invest in additional cover for subject leaders to monitor their subjects – this will include working with senior leaders and organizing CPD to help them assess learning and progression across their subject areas.	Generally, to support monitoring of teaching, marking and feedback and to support teachers with training to raise outcomes in reading, writing and mathematics and across the wider curriculum subjects.	1, 2, 7
Work closely with the Executive Principal and other Principals to ensure there is collaboration across the Trust to support with developing and constantly reviewing the new curriculum and sharing good teaching and learning practice.	Allow staff time to work with their fellow leaders across the Trust. Give them time to monitor; demonstrate; observe and share good practice.	1, 2

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

Budgeted cost: £8332-50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to invest in programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils and their peers, who have relatively low spoken language skills, for example Wellcomm.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Lost for Words - GL Assessment	1, 2, 4, 7

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Regular monitoring and screening to track progress and provide additional support, where necessary.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 6, 7</p>
<p>Invest in CPD for support staff, both internally and externally, to ensure quality provision is in place for the delivery of small group interventions. This will include but not be limited to: SEND Learning HUB; Colourful Semantics; Sensory integration; Drawing Club for EYFS; ELSA and Mental Health first aid.</p>	<p>Generally, to ensure the delivery of quality intervention programmes for pupils to improve outcomes. Importantly, staff have to be properly trained, supported and deployed to be effective, alongside high-quality teaching in the classroom.</p> <p>Teaching Assistant Interventions EEF</p>	<p>1, 2, 3, 4, 6, 7</p>
<p>Investment in staffing, particularly to support identified pupils, including disadvantaged pupils, with SEMH, including those in the RSP. In addition, consider investment in widening the safeguarding and pastoral team to support identified children. To look at in future years of the three-year strategy.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/secondary-school-relationships</p>	<p>1, 2, 3, 4, 6, 7</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Investment in RSP team to use expertise to support staff and children through interventions across the school as part of their timetable.	Team will be able to support staff with those children from the RSP transitioning into mainstream classes and can also support with general advice and guidance for children with SEMH needs.	1, 2, 3, 4
Alongside fully adaptive teaching in the classroom, where appropriate, a programme of interventions to support disadvantaged pupils and their peers to enhance the teaching in the classroom, and addressing any other additional needs, both academic and pastoral.	Small group tuition has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4, 6, 7
Review provision mapping system using new Bromcom system.	Benefits of monitoring and assessing provision put in place is crucial in supporting the impact of any targeted support work. Provision mapping guidelines	1, 2, 3, 4, 6, 7
Investment in external agencies such as Fortis to provide play therapy for disadvantaged pupils to address individual needs to support their well-being and consequently enhance their learning.	To support children with their well-being to be as ready as possible to support with their learning in the classroom.	1, 2, 3, 4, 6, 7

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

Budgeted cost: £3333

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued investment in an EWO to support improved attendance for disadvantaged pupils, including targeted strategies to support individual families.	Better attendance will naturally lead to better outcomes due to consistency and regularity of learning.	5, 6, 7

	<p><u>Improving attendance - summary of evidence EEF</u></p>	
<p>Maintain responsibility for attendance amongst the senior leadership team and ensure adequate time for the role.</p> <p>Alongside this, invest time from admin support to assist to continue to make attendance a high priority – a key focus to engage with all parents, especially those with lower attendance.</p>	<p>Better attendance will naturally lead to better outcomes due to consistency and regularity of learning.</p> <p><u>Working with Parents to Support Children's Learning EEF</u></p>	5, 6, 7
<p>Linked to both of the above, continually review and update the policies and procedures for improving attendance, in line with updated DfE guidance and invest in fortnightly meetings with the wider team to make this area a key priority.</p> <p>Use daily/weekly attendance updates from the DfE to support tracking and monitoring.</p>	<p>Better attendance will naturally lead to better outcomes due to consistency and regularity of learning.</p> <p><u>Improving attendance - summary of evidence EEF</u></p>	5, 6, 7
<p>Investment in a wide range of support packages for staff to deliver enriching Personal Development sessions to support well-being and other aspects of health such as The Story Project and Picture News.</p>	<p>Support with children's wider interests and aspirations to support learning and engagement in the classroom.</p> <p><u>Research and Methods - The Story Project</u></p> <p><u>Educational Resources for All Ages Picture News for Schools</u></p>	3, 6, 7
<p>In conjunction with the Sports Premium funding, ensure there is a vast array of opportunities for disadvantaged pupils to improve their health and fitness and be involved in a very wide range of sporting opportunities.</p> <p>Linked to this is investment in termly workshops and support from Primary</p>	<p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p>	3, 4, 5,

<p>Steps in PE and the NE Lincs Sports Partnership.</p> <p>In addition, investment in swimming and bikeability activities.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
<p>Invest in a very full enrichment programme, including after school clubs and external visitors to widen interests; motivate and discover and encourage new talents.</p> <p>Implement and sustain a curriculum model which supports a designated Personal Development programme - Best Futures Friday – a weekly timetabled session for all children to engage with new talents, skills and community projects.</p>	<p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Generally, we feel that any engagement in such activities will help to build confidence and self-esteem to support learning and raise aspirations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	2, 3, 4, 6
<p>Linked to the above and the Best Futures Friday initiative, provide opportunities for pupils to experience knowledge of potential career outlets, locally, regionally and nationally through liaising with businesses and companies.</p>	<p>The existing wider evidence suggests that the relationship between aspirations and attainment is not straightforward. In general, approaches to raising aspirations have not translated into increased learning. Approaches linked to gains in attainment almost always have a significant academic component, suggesting that raising aspirations in isolation will not be effective.</p> <p>However, we feel this is an area to focus on as part of our programme as there is not as tradition of higher education in our community.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	3, 4, 5,
<p>In conjunction with wider CPD and the behaviour policy and procedures, continue to monitor incidents of low-level disruption and address through whole school initiatives and</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate</p>	3, 4, 6, 7

<p>individual support, where relevant for identified pupils, including support from the new pastoral team.</p> <p>Invest in TISUK to support understanding to ensure effective and purposeful strategies to support all children.</p>	<p>combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p><u>TISUK impact</u></p>	
<p>Invest in wraparound care to provide a breakfast club and after school provision.</p>	<p>Support children with attendance, meals before school and help with general engagement.</p> <p><u>Magic Breakfast - trial EEF</u></p>	<p>2, 3, 5, 6</p>

Total budgeted cost: £33,330

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 2024 to 2025 academic year (green indicates an improvement on outcomes for the previous cohort).

As this is Scartho Gateway Academy's first year of opening, there are no outcomes to review for the academic year 2024/25.

Externally provided programmes

Programme	Provider
Trauma-informed approach	Trauma Informed Schools UK
Educational Psychologist	Applied Psychologies
Communication and Language	Wellcomm
Assessment	Bromcom, Early Years Tracker
Music tuition	Music Hub
Music resources	Kapow
Languages support resources	Language Angels
Reading and writing resources	Spelling Shed, Bug Club, Testbase
Phonics resources	Bug Club
Times Tables support	TT Rockstars
Computing resources	iCompute and iPads
Art & Design resources	Kapow and general equipment
Design & Technology	Kapow and general equipment
Personal Development resources	The Story Project PSHE and RSE programme and Picture News
World Views/RE	World Views programme based on the Lincoln Diocesan Board of Education
Maths resources	White Rose, Testbase, Mastering Number
Sports fixtures and programme	NE Lincs Sports Partnership

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils	N/A