

## Pupil Premium Strategy Statement 2024-2027.

### The Basildon Lower Academy.

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

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

#### School overview

Detail	Data
Number of pupils in school 2024/5	1041
Proportion (%) of pupil premium eligible pupils	52.8%
Academic year/years that our current pupil premium strategy plan covers	2024/25 2025/26 2026/27
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Gary Smith, Chief Executive & Accounting Officer
Pupil premium lead	Rebecca Rees, Headteacher
Governor / Trustee lead	Louise Sherman, Trustee

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£509,900
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£509,900

## Part A: Pupil Premium Strategy Plan

### Statement of intent

**Our school vision is lived everyday: Aspire Believe Achieve.**

We believe that there **are no limits to what our pupils can learn**. Every pupil has the right to the very best possible learning experiences, and everyone can succeed (So3).

**All pupils have the right to access the same curriculum offer**, with groupings in place to support staff with delivery and pedagogical license (C1).

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. (So1).

Our pupil premium strategy is designed to ensure that pupils eligible for Pupil Premium funding are fully supported in achieving their individual academic goals and aspirations, including those who are already high attainers (ADP So2). We are committed to addressing the specific challenges faced by vulnerable learners and implementing targeted interventions to enable them to perform to the highest possible standard (M3). Furthermore, the activities outlined within this strategy are intended to benefit all students across the academy, irrespective of their eligibility for Pupil Premium funding (M2).

High-quality teaching is at the heart of our approach. This has the greatest impact on closing the disadvantage attainment gap and will benefit the non-PP pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-PP pupils' attainment will be sustained and improved alongside progress for their PP peers. All pupils have the right to access quality first teaching (So3, So2).

Our strategy is also integral to wider school plans, notably in its targeted support, e.g., school-led tutoring programmes in line with EEF (Education Endowment Foundation) findings (So2).

Our approach is designed to be adaptive to emerging challenges and responsive to individual needs, underpinned by rigorous diagnostic assessment rather than assumptions regarding the impact of disadvantage. The strategies we have adopted are complementary and collectively aimed at enabling pupils to excel. To ensure effectiveness, we will:

- **Embed a whole-school ethos** in which all staff actively promote pupil resilience and raise aspirations for achievement.
- **Provide appropriate challenge for Pupil Premium learners** through high-quality, demanding tasks that drive improved outcomes.
- **Identify and address barriers to learning promptly**, implementing early interventions where needs are identified.
- **Cultivate a passion for learning across the academy**, delivering a broad and balanced curriculum enriched with diverse cultural capital experiences.

- **Support and sustain high levels of attendance**, recognising its critical role in academic success.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that persistent absenteeism is negatively impacting PP pupils' progress.
2	Assessments, observations, and discussions with pupils indicate that PP pupils generally have lower levels of reading comprehension, oracy, writing and language development, e.g., disciplinary literacy than their peers. This impacts their progress in all subjects.
3	The numeracy ages of disadvantaged pupils are generally lower than that of their peers, and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks and the ability to transfer numeracy skills cross curricula.
4	Our assessments, observations and discussions with pupils and families and outside agencies indicate that there is a high SEMH need amongst PP pupils. This impacts their ability to self-regulate, resulting in gaps in progress for these pupils.
5	Our observations suggest many PP pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their ability to be resilient and independent. This is indicated across the curriculum.
6	Our assessments, discussions and observations with pupils and families suggest that the aspirations and intended destinations of PP pupils are lower than their peers. This can negatively affect their life chances.

## 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
To achieve and sustain improved attendance for all pupils, including those who are PP.	Sustained improved attendance at each milestone toward 2027/8 demonstrated by: <ul style="list-style-type: none"> <li>• The attendance of PP and non-PP to be in line.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sustained reduction in PP PA in KS3</li> </ul>
To achieve and sustain improved literacy abilities for all pupils, including those who are PP.	<p>Sustained improved outcomes from 2027/8 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The outcomes of PP and non-PP to be in line.</li> </ul>
To achieve and sustain improved numeracy abilities for all pupils, including those who are PP.	<p>Sustained improved outcomes from 2027/8 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The outcomes of PP and non-PP to be in line.</li> </ul>
Improved self-regulation and well-being for all pupils, including those who are PP.	<p>Sustained high levels of wellbeing from 2027/8 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and observations</li> <li>• Quantitative data from implementation of The BA Way.</li> <li>• Healthy Schools Award achieved and embedded.</li> <li>• Wellbeing Centres interventions demonstrating impact on PP over time</li> <li>• Enhanced Provision, and other inclusion strategies, demonstrate impact on PP engagement over time.</li> </ul>
Improved metacognitive and self-regulatory skills for all pupils, including those who are PP pupils.	<p>Staff can effectively utilise Trauma Perceptive Practice (TPP) skills when required.</p> <p>Observations and attitude to learning data demonstrates PP pupils are more able to monitor and regulate their own learning, including behaviours in and around lessons.</p>
Improved number of pupils accessing and sustaining high-quality destinations.	<p>Sustained improved destinations from 2027/8 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The Gatsby Benchmarks of PP and non-PP to be in line.</li> <li>• Early identification from Year 9 data of potential 'NEET' PP students – reduce PP NEET over time.</li> <li>• The NEET data of PP and non-PP to be in line.</li> </ul> <p>This is data that must look at who is likely to be a NEET at the end of KS5, so it can only be a prediction at the end of KS3.</p>

### 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: CPD & Recruitment £254,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equipping departments with resourcing and training in line with Gaps & Growth analysis, which supports the closing of gaps in curriculum knowledge and skill.	Addressing Educational Disadvantages in Schools & Colleges: The Essex Way, Edited by Marc Rowland  <a href="#">Addressing Educational Disadvantage in...   Unity Research School</a>	2, 3.
Equipping teachers with the data analysis tools to identify gaps quickly, supporting prompt and efficient programmes of in-class intervention.	<a href="#">Education Endowment Foundation   EEF</a>	2,3.
Providing enrichment opportunities to ensure cultural capital experiences are wide and varied, improving pupil wellbeing, and developing resilience strategies for learners to emotionally regulate	Addressing Educational Disadvantages in Schools & Colleges: The Essex Way, Edited by Marc Rowland  <a href="#">Addressing Educational Disadvantage in...   Unity Research School</a>	2,3,5
Embed formative assessment strategies to support all students to achieve their aspirational targets. This will involve teachers being up skilled in EFA principles, in class and through enrichment opportunities.	Addressing Educational Disadvantages in Schools & Colleges: The Essex Way, Edited by Marc Rowland  <a href="#">Addressing Educational Disadvantage in...   Unity Research School</a>	2,3,4.

<p>Improved pedagogical practice to be embedded using techniques developed through WALKTHRU's and EFA (Embedding Formative Assessment) Programme (DfE/EEF supported) that are based on: <b>Dylan Wiliam's Five Brilliant Formative Assessment Strategies.</b></p> <p>1. Clarifying, understanding, and sharing learning intentions Wiliam says 'if you don't know where you're going, you'll never get there'.</p> <p>2. Engineering effective classroom discussions, tasks, and activities that elicit evidence of learning.</p> <p>3. Providing feedback that moves learners forward.</p> <p>4. Activating students as learning resources for one another.</p> <p>5. Activating students as owners of their own learning.</p>	<p><a href="https://ssatuk.co.uk">Embedding Formative Assessment - SSAT (ssatuk.co.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Embedding Formative Assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,5.
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £127,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategies - Leaders prioritise attendance through strengthened resourcing, including the appointment of a Family Engagement Attendance Officer to work directly with families, and Aquinas attendance	<a href="#">The EEF Guide to the Pupil Premium   EEF</a>	1,6

experts to facilitate Early Help strategies.		
Targeted assemblies for students to provide the link between attendance and attainment	<a href="#">The EEF- Supporting school attendance</a>	1
Parental engagement support through Aquinas.	<a href="#">Parental engagement   EEF</a>	1,6
Targeted interventions for Vulnerable students	<a href="#">Selecting Interventions - Evidence insights   Education Endowment Foundation</a>	1
Family Attendance Engagement Officer appointed September 2025 to complete home visits and monitor 3-day absence for banded students. (This has contributed to an increase in PP attendance of 8% in HT1 2025-6)	<a href="#">Understanding the Use of Attendance and Family Liaison Officers - Evaluation study plan   Education Endowment Foundation</a>	1,6
Whole staff student monitoring- All student-facing staff are part of the mentoring program and have been allocated students for mentoring.	<a href="#">A School's Guide to Implementation guidance report   Education Endowment Foundation</a>  <a href="#">EEF Parental Engagement Guidance Report.pdf</a>	1

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Mentoring students and communicating with families who have been identified between 70-85%		
SLT Staff monitoring for banded monitoring of students between 85-95% attendance.	<a href="#">A School's Guide to Implementation guidance report   Education Endowment Foundation</a>  <a href="#">EEF Parental Engagement Guidance Report.pdf</a>	1  1
Engaging with the school led tutoring programmes to provide a blend of tuition, mentoring and school-led tutoring for PP pupils identified as requiring this support.  One-to-One and small group interventions Engaging external agencies to deliver bespoke interventions in English, Maths and Science	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5, 6.
Providing bespoke educational programmes for those PP pupils who have dysregulated behaviours to engage with their curriculum offer.	Toxic Childhood Stress, Dr Nadine Burke Harris – part of the TPP reading list, Essex County Council <a href="#">Trauma Perceptive Practice (TPP) training   Essex Schools Infolink</a>	1, 4, 5, 6
Having an onsite Enhanced provision with different pathways of support. Each group having their own Keyworker or TA at all times linked to their class	6 Core Strengths: <a href="#">Assessment resources   Essex Schools Infolink</a>	

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<p>to support with the 6 Core Strengths:</p> <ul style="list-style-type: none"> <li>- Nurture group: To support learners with low attendance to class and/or school</li> <li>- EP: To support regulating high SEMH regulation. Building positive relationships with a keyworker.</li> <li>- Engage: A vocational pathway to support reintegration into learning whilst supporting SEMH.</li> </ul> <p>Counselling Support available to students</p> <p>Mentoring Support available to students</p>		
<p>Implementing bespoke intervention strategies to support students with emerging gaps as they are identified in the lead up to public examinations. Including the use of PiXL strategies and PET-Xi targeted support</p>	<p><u>Extending school time   <del>EEF</del></u></p>	<p>2, 3, 4, 5.</p>
<p>Providing a bespoke package of support for students to address literacy and numeracy needs through tutor time</p>	<p><u>Special Educational Needs in Mainstream Schools   <del>EEF</del></u></p> <p><u>EEF – Improving Literacy in Secondary Schools</u></p>	<p>2, 3</p>
<p>Toe-by-Toe intervention providing intensive reading support where needed</p>		

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Provision of a lending library to promote reading for pleasure.		
<p>Providing a wider package of support for EAL (English as an Additional Language) learners.</p> <p>Including provision of translation devices and apps, digital EAL tools, multi-lingual dictionaries, dual-language texts, home-language GCSEs, literacy interventions.</p> <p>Supporting parents of EAL students with translated communications.</p>	<p><a href="#">Enabling EAL Students to Thrive: Strategies &amp; Techniques (nationalcollege.com)</a></p> <p><a href="#">The Bell Foundation – EAL Guidance</a></p>	2, 3, 4, 6

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

Budgeted cost: £127,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance strategies:</p> <p>Responsive approach modelled by leaders to prioritise attendance through robust family engagement, rigorous staff monitoring, and tailored interventions.</p> <p>Ensuring PP students are supported to sustain regular attendance; stakeholders' commitment to the school ethos is evident in improving levels of attendance.</p>	<p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p>	1,6

Daily, Weekly, Half-termly and termly rewards for students to celebrate 100% attendance and punctuality.	<a href="#">Securing good attendance and tackling persistent absence - GOV.UK</a>	1
Attendance monitored daily – early action to guard against habitual absence, including home contact and home visits.	<a href="#">Working with Parents to Support Children's Learning   EEF</a>  <a href="#">TPP- Relational Behaviour Model</a>	1,6
Punctuality Strategy devised to combat Punctuality concerns. Key link with relationship builds with Stakeholders	<a href="#">Working together to improve school attendance (applies from 19 August 2024)</a>	1
Sustainment of Wellbeing Centres, providing a multi-disciplinary centre of intervention for specific pupils who require support with regulating their behaviour and emotions.	Toxic Childhood Stress, Dr Nadine Burke Harris – part of the TPP reading list, Essex County Council <a href="#">Trauma Perceptive Practice (TPP) training   Essex Schools Infolink</a>	1, 2,3.
Continued investment in Inclusion interventions such as our 'Enhanced Provision' and 'BRIDGE' supporting PP students who may struggle to regulate their behaviour and emotions, positively impacting on attendance and engagement.  Catch 22 counselling 1:1	Toxic Childhood Stress, Dr Nadine Burke Harris – part of the TPP reading list, Essex County Council <a href="#">Trauma Perceptive Practice (TPP) training   Essex Schools Infolink</a>  And in small groups: <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2, 3, 4, 5, 6.

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Embedding principles of good practice set out in DfE's advice.	The DfE (Department for Education) guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. <a href="#">Working together to improve school attendance (publishing.service.gov.uk)</a>	1, 4.
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2, 3, 4, 5, 6.
Consistent implementation of the behaviour curriculum.	<a href="#">Behaviour   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Creating a school behaviour culture: audit and action planning tools - GOV.UK (www.gov.uk)</a>  <a href="#">Behaviour support programme - SSAT (ssatuk.co.uk)</a>  DfE Behaviour Audit <a href="#">Creating a school behaviour culture: audit and action planning tools - GOV.UK (www.gov.uk)</a>	1, 2, 3, 4, 5, 6

**Total budgeted cost: £509,900**

## **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.

Reading and numeracy remain key priorities within the academy. Strategies implemented in previous years are now fully embedded across teaching and learning practices. Initial internal assessments confirm that students enter the academy significantly below national expectations for literacy and

numeracy. However, recent internal assessments indicate measurable progress above baseline levels established at the start of the academic year.

**Initial Baseline (September 2024):**

Students demonstrated significant gaps in reading comprehension and core numeracy skills

**Key Strategies Implemented**

- Whole-school literacy and numeracy interventions.
- Targeted small group support for students with the greatest gaps.
- Integration of reading and numeracy across the curriculum.
- Regular formative assessments to monitor progress and adapt teaching strategies.

**Current Internal Assessment (Summer 2025):**

The academy continues to highlight the importance of reading as a gateway skill that underpins all learning. This focus is reinforced through explicit reading lessons, a cross-curricular approach to literacy and numeracy, and whole-school co-curricular opportunities such as writing workshops and author visits.

The Lower Academy has demonstrated measurable progress in addressing literacy and numeracy challenges. Although students typically enter significantly below national expectations, the outcomes achieved during the 2024–2025 academic year reflect the effectiveness of the strategies that have been embedded across teaching and learning. Sustained focus and ongoing refinement of these approaches will be critical to maintaining momentum and securing long-term improvement. The literacy leader has effectively planned and implemented a scheme followed in standalone reading lessons which have demonstrated a positive impact on PP learners.

- **Initial Baseline**  
Students demonstrated significant gaps in reading comprehension, vocabulary acquisition, and core numeracy skills.
- **NGRT Progress**

	Lower than expected progress	Expected Progress	Higher than expected progress
Yr 9	19%	41%	40%
Yr 8	24%	51%	25%
Yr 7	21%	48%	31%

- **Current Internal Assessment (Summer 2025):**
  - **Year 7 & 8:**
    - **English:** PPG students have performed in line with their non-PPG counterparts, indicating equitable progress in literacy.
    - **Maths:** PPG students are slightly behind their non-PPG peers, highlighting a need for targeted numeracy interventions.
  - **Year 9:**
    - **English:** PPG students are broadly in line with non-PPG peers, confirming the positive impact of reading and intervention programmes.

**Summary:** Literacy interventions are closing gaps for PPG students across KS3, while numeracy requires additional focus to ensure parity.

We continue to focus on reading and numeracy to achieve our ADP outcomes by 2027.

EOY attendance data shows an 8% reduction in overall PA rates, with a 2.6% reduction in severe absenteeism, compared with 2023/24. The largest reduction was in Year 8, down by 9.9%.

Overall KS3 attendance rates increased by 1.4% compared with 2023/24. The largest reduction was in Year 7, down by 4.5%.

The attendance across all KS3 for PP students was 78.3%, which is 13% lower than their non-PP peers.

## Wellbeing, Behaviour, and Mental Health

Our assessments and observations continue to highlight that wellbeing, pupil behaviour, and particularly mental health remain significant areas of need, especially for disadvantaged students.

- **Current Challenges:**

- o Disadvantaged students experience higher levels of mental health concerns, which can negatively impact behaviour and attendance.
- o Attendance remains a key priority, as irregular attendance correlates strongly with lower attainment.

- **Actions Taken:**

- o **Pupil Premium Funding:** Used to enhance wellbeing provision across the academy.
  - Universal wellbeing support available for all students.
  - Targeted interventions for students with identified needs.
- o **Strategic Focus:** Building on the recognition that wellbeing and mental health directly influence attendance and engagement.
- o **Goal:** Achieve regular attendance from all PPG students through proactive wellbeing strategies.

- **Impact:**

- o Increased access to mental health and wellbeing support.
- o Improved engagement and behaviour metrics in targeted cohorts.
- o Early signs of improved attendance among PPG students receiving targeted support.

Wellbeing area access (Including social times)		
Total Pupils	PP	Non PP
148	117 (79%)	31 (21%)

## Inclusion and Enhanced Provision

The development and rollout of the academy's '**Enhanced Provision**' as a key component of our KS3 Inclusion Strategy has provided a structured academic and emotional resilience programme for a significant cohort of students, the majority of whom are PPG learners.

- **Programme Overview:**

- o Carefully planned curriculum combining academic support and emotional resilience development.
- o Delivered by specialist staff to ensure high-quality intervention.
- **Impact:**
  - o Over **20% of all PPG pupils** have accessed Enhanced Provision for intervention and support.
  - o 72 pupils received bespoke intervention & support from our EP in 2024/25, the vast majority of which were PP pupils.
  - o Literacy Enhancement at Lower EP: The Lower Enhanced Provision has implemented an improved reading provision to support literacy development, with new resources and routines now embedded into daily practice.
  - o TPP Capacity Building: EP staff have now completed "Train the Trainer" Trauma Perceptive Practice (TPP) training. Additional staff are scheduled to attend in the next academic year, expanding capacity to embed TPP approaches
  - o Positive outcomes observed in:
    - **Engagement:** Increased participation in learning activities.
    - **Attendance:** Improved consistency in school attendance.
    - **Behaviour:** Reduction in negative behaviour incidents and improved classroom conduct.
    - **Improved engagement** and behaviour metrics in targeted cohorts.

This initiative is strengthening core skills and confidence, enabling students to transition successfully into mainstream education and thrive academically and socially.

Consequence Data	C3	C4	C5	Suspensions	PEX
All	4637	12965	4404	503	2
PP (53%)	2779 (60%)	9045 (70%)	3116 (71%)	382 (76%)	1 (50%)
Non-PP (47%)	1858 (40%)	3920 (30%)	1288 (29%)	121 (24%)	1 (50%)

### Enrichment and Cultural Capital

All academy students have access to a **fully resourced enrichment programme** running alongside the co-curricular offer. This programme provides opportunities for personal development, creativity, and engagement beyond the standard curriculum.

- **Key Features:**

- o Wide range of **onsite and offsite educational experiences** designed to broaden horizons and develop cultural capital.
- o Activities include academic enrichment, arts, sports, and community engagement.

- **Additional Support for Disadvantaged Students:**

- o A **free wraparound breakfast programme** is available to all PPG students whenever needed, ensuring no child starts the day hungry and supporting readiness to learn.

**Impact:**

- Increased participation in enrichment activities across all year groups.
- Positive feedback from students and families regarding cultural experiences.
- Improved wellbeing and engagement for PPG students benefiting from the breakfast programme.

**Continuing Professional Development (CPD)**

The academy delivers **weekly CPD programmes** aligned with ADP ambitions to ensure outstanding teaching and learning across all key stages.

- **Focus Areas:**

- o **Metacognition:** Training staff to explicitly teach metacognitive strategies, enabling students to plan, monitor, and evaluate their learning.
- o **Self-Evaluation:** Equipping students with tools to reflect on their progress and identify areas for improvement.

- **Impact:**

- o Staff have engaged in comprehensive professional development, increasing confidence and consistency in applying these strategies.
- o Students are developing resilience and independence, helping them overcome challenges and improve academic outcomes.

**Gatsby Benchmark and NEET early identification**

The Lower Academy Gatsby Benchmark is above the national average, with an average benchmark score of 92%.

Some highlights include:

- Careers is delivered through dedicated 30 minutes session every week during Personal Development.
- Extra-Curricular programmes support students to access a variety of opportunities outside of the curriculum
- UNIFROG to identify strengths and weaknesses.
- Life beyond school – spiral curriculum RSHE Core pillar
- Royal Navy visit to BLA working with Year 9 students

PPG funding has also supported in engaging a wider range of services including West Ham united education programme, supplying 1:1 and small group wellbeing support and retaining the services



of the private EP. Alongside the use of Football beyond borders who also combine sport activities with classroom based group work to cover strategies around a variety of social problems.

Externally provided programmes

Programme	Provider
External Counselling Service	West Ham United (2024-5) Football beyond borders (2024-5) Catch 22 (2025-6)
Tutoring Services	My Tutor (2024-5) Academy 21
Revision Programmes from 2024 onwards	Seneca PET-Xi Mathswatch VLE
CPD Programmes	SSAT- Embedding Formative Assessment National College NPQ Programmes BLA SEND department focus sessions
Optimus Education	Excellence in Pupil Development Award (EPDA) Leading Parent Partnership Award (LPPA) Best Practice Teaching Assistant Award (BPTAA)
Essex County Council	Trauma Perceptive Practice (TPP) Healthy Schools