

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	St James CE Primary School
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Camilla McGregor, Headteacher  Chris Sale, Chair of Governors
Pupil premium lead	Camilla McGregor, Headteacher
Governor / Trustee lead	Chris Sale, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£292,235
Recovery premium funding allocation this academic year	£30,595
Pupil premium (And recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to</i>	

<i>2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
<b>Total budget for this academic year</b>	£322,830

# Part A: Pupil premium strategy plan

## Statement of intent

At St James CE Primary School all members of staff and governors accept responsibility for all pupils recognising that a significant number of pupils within the school population, some of whom are not eligible for free school meals, may at any point during their school career require additional support and intervention. We are committed to meeting their pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is entitled to free school meals, and consequently the Pupil Premium Grant, is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF, are used to implement strategies to overcome common barriers to learning for disadvantaged children.

These can include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- Improve the outcomes for pupils in receipt of pupil premium so attainment is at least in line with peers in school and the gap between non-disadvantaged children nationally narrows.
- For all disadvantaged pupils to make or exceed national progress rates by the end of Y6.
- To continue to ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.
- Ensure the well-being needs of all pupils in receipt of pupil premium funding are met.

We aim to do this through:

- Ensuring that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.
- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments on entry into school show low attainment in all areas and particularly with communication and language skills. Underdeveloped oral language skills and vocabulary gaps exist throughout school.
2	Assessments show disadvantaged pupils generally have greater difficulty with phonics than their peers, which negatively impacts their development as readers.
3	Internal and external assessments show indicate that maths attainment amongst disadvantaged pupils is significantly below that on non-disadvantaged pupils.
4	Our assessments and observations and discussions with pupils and families have identified a range of emotional, mental health and well-being issues resulting in more behavioural needs. In the summer term of 21-22, 73% of behaviour incidents were attributable to children in receipt of pupil premium funding.
5	<p>Lower levels of attendance and punctuality issues. Our attendance data over the last 3+ years indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils, however this has increased to a gap of -3.2% in the last academic year (21-22) due to the pandemic which has negatively impacted upon their progress.</p> <p>Overall absence in 2022 was 8.6% for disadvantaged pupils, which is 3.3% higher than national non disadvantaged pupils and 1.1% higher than national disadvantaged pupils. It is also 3.2% higher than school non-disadvantaged peers. In 2022, overall absence for disadvantaged pupils increased by 3.3% from 5.0% in 18/19 to 8.6% in 21/22.</p> <p>Persistent absenteeism in school's disadvantaged pupils was 39.1% compared to 17.5% of national non-disadvantaged pupils (21.6% higher).</p>
6	Deprivation that limits the wider experiences children have outside of school, which have been exacerbated by the pandemic, impacts on their cultural capital and subsequent academic achievement, and pupils falling behind in English and Maths.
7	Family circumstances that hinder involvement with education at home and poor parental engagement, particularly with reading.

## 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
Improved communication and language skills among disadvantaged pupils (EYFS).	Assessments indicate significantly improved communication and language skills among disadvantaged pupils.
Progress in Reading	Achieve a positive progress score in KS2 Reading
Progress in Writing	Achieve a positive progress score in KS2 Writing
Progress in Maths	Achieve a positive progress score in KS2 Maths
Improvement in phonics attainment.	Achieve in line with national expectations in Phonics Screening Check (and retakes in Y2).
To achieve and sustain an improvement in attendance for all pupils but particularly disadvantaged.	<p>Increase in attendance rates of disadvantaged pupils so they are at least 96% by 23/24.</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by to less than 1% by 23/24.</p>
Improved and sustained attitudes to learning, resulting in improvements in well-being.	<p>Behavioural analyses show a reduction in behavioural incidents that reach consequence stage:</p> <ul style="list-style-type: none"> <li>• Gap between disadvantaged and non-disadvantaged children who make up behaviour incidents is proportionate to the number of disadvantaged children in school by 23/24 (eg if 40% pupil premium, behaviour incidents to be no more than 10% greater than that).</li> </ul> <p>Sustained levels of well-being:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>

## 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: £27,013

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD: Create additional time to prioritise continuing professional development.</p> <p>Pedagogical working groups set up to ensure teachers are given time to invest in their classroom practice and implement research based strategies.</p>	<p><b><i>The EEF states that improving teaching is the key lever to improving outcomes for disadvantaged children.</i></b></p> <p>For this reason, teachers at St James will receive a range of support through ongoing CPD and sharing of best practice.</p> <p>Staff will be given time to develop their classroom practice through well planned CPD and time to invest in high quality pedagogical work with their colleagues.</p> <p>They will be released one a month for half a day using an instructional coaching approach (Walkthrus, Tom Sherrington).</p>	1, 2, 3
<p>Inclusion manager working to identify key interventions to support outcomes for SEND and vulnerable children.</p>	<p><b><i>EEF states: ‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.’</i></b></p> <p><b><i>It has been found that more successful schools see pupils as individuals, each with their own challenges and they focus on providing targeted support for under-performing pupils and seek out strategies best suited to addressing individual needs (Supporting the Attainment of Disadvantaged Pupils).</i></b></p> <p>At St James, 27% of disadvantaged children in school are also SEND and 5% of disadvantaged children have an EHCP plan.</p> <p>60% of SEND children in school are also in receipt of pupil premium and 63% of children with EHCPs are pupil premium. The main categories of</p>	1, 2, 3, 4

	<p>need include: Communication and Language Need and SEMH. 74% of children with an SEMH need are disadvantaged and in receipt of pupil premium funding and 61% of children with a speech, language and communication need are.</p> <p>In the whole school, 27% of children are classed as vulnerable. Of the vulnerable children, 70% are in receipt of pupil premium.</p> <p>For this reason, it is important that experienced staff, who know the children well, put in place individualised support for children with SEMH and SEND needs. This will ensure they achieve their full potential relative to their starting points.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £120,509

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs (Intervention Champions) to support disadvantaged children within lessons and also to deliver 'catch up' sessions to children to include:</p> <ul style="list-style-type: none"> <li>• pre-teaching sessions</li> <li>• same day catch up to ensure misconceptions within lessons are addressed immediately</li> <li>• deepening sessions for more able disadvantaged</li> </ul> <p>1xTA per phase (intervention champion) 1xY1/Y2 1xY2/Y3</p>	<p><b>EEF finding: 'The EEF has evaluated the impact of teaching assistants in supporting pupil learning and states that it is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class (+4 months).'</b></p> <p>Teachers at St James aim for a high level of success within lessons and will use formative assessments to ensure they immediately address any misconceptions. Where a small minority of children still have misconceptions at the end of the lesson, the teaching assistant will deliver a short catch up session to address the misconception or provide further consolidation, with a focus on maths.</p> <p>They may also provide deepening sessions or pre-teaching sessions depending on children's individual needs. This will be directed by the teacher and ties in with work they are doing in class.</p>	3

1xY5/Y6	<p>In 2019, the progress pupil premium children made was above the national average at 0.92 in reading, 1.77 in writing and 2.05 in maths. For this reason, we are continuing with this activity.</p>	
<p>Regular 1:1 phonics tuition by Intervention Champion to support rapid phonics acquisition (following RWI programme).</p>	<p><b><i>The EEF supports this finding and states that ‘evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.’</i></b></p> <p><b><i>EEF also states ‘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.’</i></b></p> <p>School began using targeted 1:1 additional phonics tuition in the 20-21 academic year and it saw 73% of our disadvantaged children reach the expected standard in comparison to 71% of non-disadvantaged. In 2022, 69% of disadvantaged reached the expected standard, showing gaps to national other children have been closing over time.</p>	1, 2
<p>TA (Intervention Champion) to support disadvantaged children through the delivery of structured interventions that support language development in EYFS (NELI, Early Talk Boost, Big Book of Ideas).</p>	<p><b><i>EEF states: ‘Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers (+6 months).’</i></b></p> <p><b><i>They also state: ‘Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils (+4 months).’</i></b></p> <p>At St James, a significant proportion of children enter school with communication and language levels significantly below the expected standard for their age (Well Comm Screening). Children in Nursery are supported through the use of Early Talk Boost which is continued into YR. In YR, children</p>	1, 2



	<p>received NELI and interventions through the Big Book of Ideas intervention (Well Comm Language Screening).</p> <p>Analysis of previous intervention data has seen 83% of children made rapid progress in CL and made significant advances in their Well Comm Screening as a result of these interventions. For this reason, we will continue with this strategy.</p> <p>In 2022, 83% of children were assessed as meeting the expected standard in Communication by the end of Reception, which was above that of local authority figures.</p>	
<p>School Led Tutoring</p> <p>40% school led tutoring</p>	<p><b>EEF states: 'Small group tuition has an average impact of four months' additional progress over the course of a year.'</b></p> <p>In 21-22 academic year, a school led tutor delivered small group tuition to various year groups in reading and maths. Children who received phonics tuition made an average of a whole term's progress in one half term. Children who received maths tuition showed an increase of +14 in NRSS from entry to exit data and children who received reading tuition in KS2 made +6mths progress in reading age over a half term (Star assessment results). This approach will continue in 22-23 academic year.</p>	1, 2, 3, 6, 7

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

Budgeted cost: £175,307.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Child and Family Support Worker (home liaison) support for parents, attendance, home visits, parenting courses to support parents with raising attendance and challenging punctuality issues.</p>	<p><b>EEF states: 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'</b></p> <p>The attendance of pupil premium children has historically been below that of non-pupil premium children. Since the appointment of a Child and Family Support Worker, attendance of pupil premium children has been on an upward trajectory up until 2019. Unfortunately, this has been interrupted by the covid pandemic, however,</p>	4, 5, 7

	<p>we are keen to ensure this level of rigour on attendance continues. From 2016-19, the attendance gap between PP and non PP had decreased from -1.8% to -1.4% and was improving (94.1%). The pandemic has impacted upon this but we will continue to pay close attention to families whose attendance is not as good as it should be.</p>	
<p>Well Being Team comprising of:</p> <ul style="list-style-type: none"> <li>• Safeguarding Assistant</li> <li>• Behaviour Mentor</li> <li>• Learning Mentor and Mental Lead</li> </ul> <p>Activities include:</p> <ul style="list-style-type: none"> <li>➤ Behaviour support for children whose behaviour is a barrier to learning: Ready to Learn Programme,</li> <li>➤ Individual mentoring for children who have been identified as needing support, support for vulnerable pupils who may have external agency involvement.</li> <li>➤ Activities to promote parental engagement eg. coffee mornings</li> </ul>	<p><b>EEF findings:</b></p> <ol style="list-style-type: none"> <li><b>1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</b></li> <li><b>2. Behaviour Interventions: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required</b></li> <li><b>3. Mentoring: The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment (+2 months)</b></li> </ol> <p>A significant proportion of children at St James are classed as vulnerable and have been identified as needing additional support for a range of well-being related issues. 27% of children are categorised as vulnerable, with 18% having experienced domestic abuse within the family. This results in a range of SEMH and behavioural issues which hinder children's access to learning and subsequent academic achievement.</p> <p>For this reason, children will be supported through bespoke mentoring and nurture programmes to overcome adverse childhood experiences, poor mental health and emotional self-regulation.</p> <p>In Summer 2022, 73% of behaviour incidents were attributable to children in receipt of pupil premium funding. PP children have again recorded the most behaviour incidents.</p> <p>For this reason, an individualised programme has been put in place in 22-23 to support children in managing their behaviour (individual Ready to Learn programme). This will enable children to develop self-regulation strategies through focused group work and forest school activities.</p>	<p>4, 5, 6, 7</p>

	Staff will also work closely with parents to improve parental engagement with the school community – attending weekly parent coffee mornings at local church and inviting parents to attend coffee mornings in school to break down barriers and support home school partnership.	
Subsidies for transport costs and residential visits.	<p><b>EEF states:</b></p> <p><b>‘Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.’</b></p> <p>A significant proportion of our pupils’ only time away from home during the year is on school residential. We believe it is important for the children to be given experiences that non-disadvantaged children get to widen their knowledge of the world and support academic success.</p> <p>We also provide extra-curricular visits that link with children’s learning in lessons. We subsidise the cost of the transport for these visits so children can afford to access them and gain cultural capital.</p>	6

**Total budgeted cost: £322,830**

## 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 2021 to 2022 academic year.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (**although these comparisons are to be considered with caution given the caveats stated above**). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

#### **Outcomes 21-22**

**Strategy: Accelerated Reader Programme (including STAR assessments).**

**Impact:** STAR assessment data showed that over a period of 6 months of using the programme, disadvantaged children made on average 8 ½ months progress, which is an additional 2 ½ months progress.

**Strategy: Inclusion manager and designated teacher working to identify key interventions to support outcomes for SEND and vulnerable children.**

Carefully selected intervention programmes were put in place based on children's specific needs, including the Sandwell Numeracy Intervention Programme and the Vocabulary Inference Programme.

**Impact:**

Intervention	Evaluation of Impact
Sandwell Numeracy Intervention Y6	In 8 weeks, children made an average of 88 weeks (20 ½ months) progress.
Sandwell Numeracy Intervention Y2	Class 1: children made an average of 8 months progress in 4 months.  Class 2: children made an average of 13 months progress in 2 months.
Vocabulary Inference Programme Y6	Children made an average of 37 weeks progress (8 ½ months) in 20 weeks (5 months).

**Strategy: TAs (Intervention Champions) to support disadvantaged children within lessons and also to deliver ‘catch up’ sessions to children to include: pre-teaching sessions, same day catch up to ensure misconceptions within lessons are addressed immediately, deepening sessions for more able disadvantaged.**

This strategy was mainly aimed at maths as this is where school’s internal data showed children needed most support to help catch up following the pandemic.

**Impact:** STAR maths results show Norm Referenced Standardised Scores increased by an average of 8.9 points in 6 months across all year groups.

Outcomes in maths for disadvantaged pupils are lower than those of their non-disadvantaged peers nationally. The gap was wide as a result of the pandemic and lost learning, despite catch up interventions that were put in place. National trends also show a widening of the attainment gap in 2022. School will continue to focus on Maths as an area of intervention for disadvantaged children in the 22/23 academic year.

**Strategy: Regular 1:1 phonics tuition by Intervention Champion to support rapid phonics acquisition (following RWI programme).**

**Impact**

	Group	PSC
<b>St James</b>	Disadvantaged	69%
	Non	85%
	In school gap	-16%
<b>National</b>	Disadvantaged	62%
	Non	80%

	National gap	-18%
	Gap between school dis and national non	-11%

Attainment of disadvantaged children in phonics was lower than their non-disadvantaged peers, however, it was higher than national disadvantaged pupils. The attainment gap between school disadvantaged children and national non-disadvantaged children has remained static since 2019 but has reduced when compared to teacher assessment results for 20/21 -21/22 due to the focus on phonics following the pandemic:

Group	2019**	2020**	2021**	2022
Overall	71%	77%	72%	78%
Pupil Premium	76%	68%	73%	69%
Non PP	67%	82%	71%	85%
In school Gap	+9%	-14%	+2%	-16%
National Gap	-8%	-16%	-11%	-11%

\*\*pandemic – results compared to 2019 national figures.

**Strategy:** TA (Intervention Champion) to support disadvantaged children through the delivery of structured interventions that support language development in EYFS (Early Talk Boost, Big Book of Ideas).

	Group	GLD
<b>St James</b>	Disadvantaged	53%
	Non	56%
	In school gap	-3%
<b>National</b>	Disadvantaged	50%
	Non	68%
	National gap	-18%

	Gap between school dis and national non	-15%
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Outcomes for disadvantaged pupils were in-line with their peers in school. When compared to disadvantaged children nationally, children achieved above those nationally.

Although the gap between disadvantaged pupils and national non-disadvantaged pupils is at -15%, this is lower than the national gap of -18% and has reduced by 8% from 2019 figures.

Group	2019 GLD	2020**	2021**	2022
GLD overall	66%	69%	54%	55%
Pupil Premium	52%	64%	53%	53%
Non PP	78%	71%	55%	56%
In School Gap	-26%	-5%	-2%	-3%
National Gap	-23%	-11%	-22%	-15%

\*\*pandemic – results compared to 2019 national figures.

Children received interventions for communication and language (Early Talk Boost and Big Book of Ideas).

**Impact: Early Talk Boost Intervention** (9 week intervention)

Nursery:

- 63% made at least 12 months progress
- 37% made 6 months progress

Reception:

- 80% made at least 12 months progress
- 10% made 12 months progress (in a slightly longer time period 15 weeks)
- 10% made at least 12 months progress during the intervention however as their starting points were so low they are still not at ARE.

**Big book of ideas interventions** (varying time frame based on pupil needs)

Reception: 24 pupils received the intervention. All of these children were working below ARE at baseline. June screening showed 18 of these pupils made at least 18 months progress. The remaining six children all made at least 18 months, however due their starting points being very low, they are still not at ARE.

**Strategy:** Employ an additional teacher to deliver bespoke support to children in KS2 to deliver small group tuition.

**Impact:** An extra teacher was deployed to support small group tuition in reading and maths in Y6. In reading, over a period of 6 months, disadvantaged children in Y6 made on average 9 ½ months progress as outlined in STAR assessment data, an additional 3 ½ months progress.

In maths, the average NRSS increased by 7 points, bringing children closer to national expectations (as outlined in maths STAR assessment data).

The pandemic had a significant impact on the 21/22 disadvantaged cohort. Disadvantaged children made similar progress rates to non disadvantaged children in school, with maths being the area with the weakest progress. This will continue to be an area of focus into the next academic year.

**Strategy:** Child and Family Support Worker (home liaison) support for parents, attendance, home visits, parenting courses to support parents with raising attendance and challenging punctuality issues.

**Impact:** The attendance of disadvantaged children in the 21/22 academic year was 90.6%, which is lower than in previous years due to the ongoing impact of the pandemic. Although this is not as high as we would like, it is in line with the national attendance picture for disadvantaged children in the same year (FFT data).

		YTD
<b>FSM6</b>	School	90.6%
	LA	91.35%
	Difference	-0.75%
<b>Not FSM6</b>	School	94.05%
	LA	94.4%
	Difference	-0.35%
Difference between school FSM6 and national 2019 overall attendance		-5.2%

In total, 113 attendance meetings were conducted in the 21/22 academic year where attendance contracts were signed. Of all the families who received family support for the lowest attendance rates, 63% showed improvements in attendance.



School will continue to support families with attendance in the next academic year to continue to improve upon this.

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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

**Further information (optional)**

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