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	The Roundhill Academy
Number of pupils in school	830
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021/22 to 2023/24
Date this statement was published	December 2021
Date on which it was be reviewed and updated	September 2022
Date on which it will next be reviewed	September 2023
Statement authorised by	Tim Marston (Headteacher)
Pupil premium lead	Stuart Hindes (Head of School)
Governor / Trustee lead	Carol Chambers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,600
Recovery premium funding allocation this academic year	£TBC
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	£153,600

Part A: Pupil premium strategy plan

Statement of intent

Our intent at The Roundhill Academy is that,

'Every student at The Roundhill Academy will be valued and cared for, achieve personal success and become a responsible and productive citizen'

This means that we aspire to build a strong learning community with consistently high-quality teaching that allows all students to reach their fullest potential. We aim to provide a balanced, varied and challenging school curriculum designed to meet the academic, cultural and social needs of individuals from the diverse backgrounds of our community. In particular, we are focused on improving the challenge and rigour within our KS3 curriculum to ensure that students have a stronger and more secure knowledge base when they enter KS4. Our teaching and learning model is based on the most relevant and up-to-date research and we invest heavily in our pastoral system to allow us to provide the emotional care and support our students need. Our spending plans are based on evidence of what approaches and strategies impact positively on the wellbeing, academic progress and future outcomes of all students whilst also particularly benefiting disadvantaged students.

The progress of disadvantaged students overall at The Roundhill Academy is not yet where we expect it to be. Whilst we have seen an improvement of outcomes for many disadvantaged students over the last three years, there is a particular group of disadvantaged students where we have struggled to have impact. These are a group where there are complex needs that involve disadvantage along with challenging mental health issues, and often compounded by learning needs or adult mental health needs. Increased spending on pastoral support systems in this plan is directed at addressing this.

The aim of our strategy is to ensure that the progress of disadvantaged students in our school is in line with non-disadvantaged students. We will always use the context of our school and our analysis of the challenges students face to make decisions about spending. Prudent spending and value for money will always be a priority and we always reference research compiled by the EEF and other bodies when looking at effectiveness and value of strategies.

Challenges

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

Challenge number	Detail of challenge
1	**In school barriers: KS3/KS4 low literacy and numeracy levels on entry**

Attainment in all subjects is strongly correlated with reading fluency and rapidity and reading comprehension. The impact of poor reading is seen across all subjects, as independent reading is often crucial to gaining knowledge in the wider curriculum and crucial for independent learning. The recent research by GL Assessments (Read All About IT: Why reading is key to GCSE Success; 2020) has highlighted the link between reading age and GCSE outcomes, revealing somewhat surprisingly the extent of its impact on Mathematics, and creative subjects. To access GCSE texts and exams, students need a reading age of 12+ years (NAEP, NCES). The GL Assessments research highlights that 25% of 15-year olds in England have a reading age of 12 years and below. This figure is significantly lower for PP students, particularly boys. Research shows that improving reading age of students and developing habits of regular reading have a significant effect on improving outcomes for disadvantaged students (Kirsh et al: Reading for Change: Performance and engagement across countries: Result of Pisa 2000). Time out of school in lockdown has adversely affected reading habits and reading ages of students in the school. Numeracy levels impact on a range of subjects including Maths, Science, Geography and Design.

Leavers 2027 - The results of KS2 SATs assessments showed that 41% of students were below the expected standard in reading, and that 41% were below the expected standard in GPS. Reading age testing completed at the start of Year 7 found that 86% of students had a reading age below chronological age, with 32% having a reading age at or below 9 years. The results of KS2 SATs assessments showed that 36% of students were below the expected standard in Maths. Of the disadvantaged students 27% are identified on the SEND register and 18% identified as EAL.

Leavers 2026 – Due to COVID-19 there is no SATs assessment data for this cohort. Reading age testing completed at the start of Year 7 found that 71% of students had a reading age below chronological age, with 52% having a reading age at or below 9 years. We used CAT4D retrospective KS2 scores and found that 43% of students were below the expected standard in Reading and 48% of students were below the expected standard in Maths. Of the disadvantaged students 26% are identified on the SEND register and 13% identified as EAL.

Leavers 2025 - Due to COVID-19 there is no SATs assessment data for this cohort. Reading age testing completed at the start of Year 7 found that 69% of students had a reading age below chronological age, with 24% having a reading age at or below 9 years. Of the disadvantaged students 41% are identified on the SEND register and 7% identified as EAL.

| | Leavers 2024 – The results of KS2 SATs assessments showed that 20% of students were below the expected standard in reading, and that 18% were below the expected standard in GPS. Reading age testing completed at the start of Year 7 found that 55% of students had a reading age below chronological age, with 20% having a reading age at or below 9 years. The results of KS2 SATs assessments showed that 20% of students were below the expected standard in Maths. Of the disadvantaged students 22% are identified on the SEND register and 5% identified as EAL.

Leavers 2023 - The results KS2 SATs assessments showed that 25% of students were below the expected standard in reading, and that 32% were below the expected standard in GPS. The results of KS2 SATs assessments showed that 25% of students were below the expected standard in Maths. Of the disadvantaged students 21% are identified on the SEND register and none identified as EAL.

Leavers 2022 - The results KS2 SATs assessments showed that 46% of students were below the expected standard in reading, and that 46% were below the expected standard in GPS. The results of KS2 SATs assessments showed that 50% of students were below the expected standard in Maths. Of the disadvantaged students 42% are identified on the SEND register and 8% identified as EAL. |
|---|---|
| 2 | **In school barriers: Attendance**

Regular attendance in lessons to ensure continuity of learning and cumulative memory of knowledge are vital to successful outcomes. Students with poor or erratic attendance patterns of attendance miss out on regular retrieval practice and feedback, development, and reinforcement of using cognitive strategies and development of metacognitive strategies. This leads to deficits in knowledge, poorer self-regulation and a lower self-efficacy which impacts on motivation.
National statistics show that average attendance for disadvantaged students was 82.6% in the 2021/22 academic year. The average attendance for the disadvantaged cohort at Roundhill was higher than this at 88.6%. For the same period the average attendance of the non-disadvantaged cohort was 93.7%. This data varies for year groups as shown in the table below.

Year group	Disadvantaged student attendance	Non-disadvantaged student attendance
7 (2026 cohort)	89.3%	94.4%
8 (2025 cohort)	92.2%	94.2%
9 (2024 cohort)	89.5%	93.1%
10 (2023 cohort)	87.5%	92.9%
11 (2022 cohort)	83.1%	93.6%

3	**In school barriers: Behaviour and Executive Function**
	In school evidence suggests that disadvantaged students are more likely to lack levels of self-regulation, carefully formed habits of self-reliance, sociability and the ability to interact with adults and peers without dispute. As a result of this deficit in executive function students are more likely to be involved in negative behaviour incidents that result in time out of classrooms or exclusion form school, inevitably leading to loss in learning.
	Exclusions data for 2021/22 shows that across the cohort of disadvantaged students there were 50.5 days lost to fixed-term exclusion compared to 61.5 days for non-disadvantaged. Similarly, the table below shows that there are slight differences in positive reward points and negative behaviour points in favour of non-disadvantaged students across all year groups for the Year 2021/22

Year Group	Average points awarded per student for the academic year			
	Disadvantaged Positive points	Non-disadvantaged Positive points	Disadvantaged Negative points	Non-disadvantaged Negative points
7	254	276	-46	-16
8	233	206	-34	-24
9	234	199	-46	-28
10	219	211	-24	-14
11	169	152	-29	-21

4	**In school barriers: Student Wellbeing**
	Our observations and discussions with students and families have identified social and emotional issues for many students. This has been driven in part by concern about catching up on lost learning and exam outcomes, and lack of social interaction opportunities due to COVID-19. In school this has mainly manifested as an increase in anxiety related conditions and behaviours amongst students, meaning that increased support is needed both in the classroom and during unstructured times/out of school. These challenges particularly affect disadvantaged students. In the current disadvantaged cohort 31% of disadvantaged students receive additional pastoral support intervention in comparison to 7% of students in the non-disadvantaged cohort.

5	**External barriers: Aspirations and Careers**
	The educational experiences of parents may be poor which can impact on motivation and ambition of students to succeed academically at school. Our in-school evidence shows that disadvantaged students do not necessarily realise their own potential and are lacking in knowledge about opportunity. This is linked to a cultural capital deficit which impacts on outcomes. Disadvantaged students are more likely to target Level 1/2 courses post-16, rather than Level 3 courses. Disadvantaged students are also more likely to feature in any NEET figures

| 6 | **External barriers: Parental interaction and ability of parents to support learning outside of school**

The most recent deprivation indices for the community ward which the school serves, shows that the most significant aspect of deprivation amongst our students is low adult skill (literacy and numeracy). Such parents are less able to support out-of-school learning and revision. Lack of predictable and supportive home environments – little structure and routines making it harder to layer school-based routines on top of these, i.e. for homework, revision, extra-curricular activities etc. Increased interaction with, and support of parents to be more involved in the school life of students will create a partnership that improves focus on successful outcomes. |
|---|---|
| 7 | **External barriers: Resources**

Despite the school offering a full remote learning timetable and distributing devices during COVID-19 school closures, technology poverty remains a significant barrier. Also, many disadvantaged students do not have a quiet place to study and can lack vital learning equipment and access written resources such as revision guides and books. To break this cycle the school needs to invest resources into providing additional time and resources for learning in school time and resources students can use at home. |

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
1. Teaching
Sustain and continue to improve the Quality First Teaching of all students at the Roundhill Academy. This will have a positive impact on all disadvantaged students (EEF) | 1. Outcomes of all students to be in line with school targets and close to national progress measures and FFT targets. The progress of disadvantaged students to be close to or better that their non-disadvantaged peers.

2. The curriculum in KS3 and KS4 to be ambitious and challenging to ensure progress is rapid and sustained. Teaching is responsive with a focus on retrieval practice and feedback to foster high levels of engagement to ensure that students can achieve their best academically and develop social and personal skills that prepare them for the next stage of education. Disadvantaged students to make progress in line with their peers or accelerated progress and to be ambitious in the education, training or employment they enter post-16.

3. Consistency in teaching within and across all subjects within the curriculum |

	to ensure that best practice is standard and that all students are consistently socialised into positive learning habits. Positive discrimination for disadvantaged students through teacher interaction and rewards to promote self-efficacy and motivation.
	4. Focus in learning on developing cognition, metacognition and self-regulation to improve the ability of students to maintain attentional focus and positively manage behaviour situations.
	5. Disciplinary literacy is embedded across the curriculum and reading is prioritised to rapidly increase the literacy skills of students.
	6. In-depth Quality Assurance regularly completed by subject leaders and SLT to validate quality od classroom teaching and remediate where need is identified.
2. Targeted academic support High quality bespoke support is implemented and sustained to improve attainment of identified students. This can include both in-class interventions and 1:1 or small group interventions outside of lessons. Recovery premium and school-led tuition plans link in with this.	1. AfL ensures responsive planning so that effective in-class support of disadvantaged students takes place in all lessons for immediate intervention (additional monitoring, additional prompting, additional feedback), 2. Timely and in-depth progress data analysis ensures that interventions are put into place quickly to narrow gaps and that support is evaluated for positive impact on attainment. 3. Systems are in place to ensure a timely response where teachers identify potential undiagnosed learning needs, so that effective strategies can be put in place to accommodate and remediate.
3. Targeted pastoral support of learning High quality bespoke support is implemented and sustained to scaffold behaviour for learning and help students to develop executive function to regulate social and emotional behaviour.	1. Students are identified for additional support in a timely manner to increase engagement in lessons and reduce loss of learning due to disruption. 2. Support has a positive and measurable impact on attainment seen through increase in positive reward points and reduction in negative incidents. 3. Exclusion rates for disadvantaged students are in line with non-disadvantaged students.
4. Wider strategies High quality bespoke support is implemented and sustained for significant non-academic barriers that impact on success for students at Roundhill. These include attendance, wellbeing support, high-quality careers	1. Attendance of disadvantaged students is above the national average for the particular academic year. The gap between disadvantaged and non-disadvantaged narrows to less than 2% over time with aspiration to be in-line.

guidance and increased partnership with parents.	2. The number of disadvantaged students who are NEET to be reduced to zero.
	3. Disadvantaged students feel safe and positive about school. Students feel cared for, are confident in requesting and receiving support and therefore motivated to engage in school life and to be successful,
	4. Exclusion rates for disadvantaged students are in line with non-disadvantaged students.
5. Wider strategies Students are exposed to a wide range of experiences to develop their talents and interests and build cultural capital, to ensure they are effectively prepared to be active citizens in modern Britain. This needs to be part of the everyday curriculum as well as extra-curricular activities and enrichment activities.	1. The curriculum extends beyond the academic and give students genuine choice at KS4 rather than forcing students along set pathways. The curriculum promotes the personal development of students giving them access to a rich and varied set of experiences.
	2. Reward systems encourage students to take an active role in the school community and demonstrate good citizenship. Analysis of rewards data show that disadvantaged students receive positive rewards to a level in line with their non-disadvantaged peers.
	3. Student participation in extra-curricular and enrichment activities increases and participation of disadvantaged students is in-line with their non-disadvantaged peers

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: £ 122,682.04 +(£ 8,875.24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through prudent recruitment and retention, ensure that an effective subject specialist teacher is in front of every class delivering high quality teaching and learning that is consistent with the Roundhill Way teaching model	<u>EEF guide to the Pupil Premium:</u> 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students. Using Pupil Premium to improve teaching quality benefits all students and has a particularly positive impact on children eligible for the Pupil Premium.'	1,3,4,5
Improve the quality of Teaching and Learning in lessons through forensic Quality Assurance and targeted coaching that provides focussed and highly effective professional development linking to whole school priorities and development (retrieval practice, feedback reading, literacy, self-regulation). Invest in specific staff leadership roles to allow this to happen effectively	<u>Education Policy Institute Report -2020:</u> Key findings of the report are that high quality CPD has a significant effect on pupils' learning outcomes and has a greater effect on student attainment than other interventions a school may consider. <u>EEF Teaching and Learning Toolkit</u> States that Mastery Learning, Feedback, Self-regulation and Reading Comprehension strategies are among the most effective strategies in accelerating student progress beyond that of what is expected in a year. In <u>Visible Learning for Teachers (2012)</u> John Hattie's meta-analysis of research shows that teacher credibility, feedback, teaching metacognitive strategies and regular spaced practice (retrieval) have some of the largest effect sizes in teaching and learning. Reading comprehension, vocabulary and other literacy skills are heavily linked to attainment in school, reading	1,3,4,5

	in adulthood, mental health issues and economic wellbeing (the Education and Youth 'think and action' Tank 2015) EEF guidance report into improving Literacy in secondary schools: Recommendation number three states that teachers should develop students' ability to read complex texts	
Increase the range of staff leadership opportunities within the school to improve student learning behaviours, student attitudes and student personal development	EEF Pupil Premium implementation guidance report: States that leadership with a specific focus and related targets is a successful strategy for school improvement.	1,2,3,5,6
Overstaffing across the curriculum by a member of staff and appointment of two Cover Supervisors to ensure continuity of learning approach in incidences of staff absence	EEF guide to the Pupil Premium: 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students. Using Pupil Premium to improve teaching quality benefits all students and has a particularly positive impact on children eligible for the Pupil Premium.' Disadvantaged students benefit form consistency in delivery of teaching and expectations.	1,3,4

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

Budgeted cost: £8,561.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a KS3 and KS4 Pupil Premium Progress Leader to monitor, plan interventions, support academic and personal development through small group coaching and 1:1 sessions. The focus of this support is raising achievement, and supporting	EEF Teaching and Learning Toolkit States that behaviour interventions, mentoring and small group tuition can all add additional months of progress to the expected academic progress over a year.	1,3,4,5,6

behavioural, social and emotional regulation		
Continue to develop a non-teaching Pastoral Team (Heads of Year, Head of Student Service, Head of Key Stage 4) to ensure consistent and real time support for students with behaviour and self-regulation, classroom learning, attendance, and Mental Health. Additionally, increasing staff time available to engage and support parents.	<u>EEF Using Pupil Premium Effectively:</u> Focus on non-academic interventions such as attendance, self-regulation and mental health are particularly important given the impact of the pandemic.	2,3,4,6
Purchase Accelerated Reader and invest in improving range and complexity of reading material in the library. This package is specifically aimed at ensuring that KS3 students' progress through reading appropriately challenging material and testing provides data on progress with reading age and comprehension in real time	<u>EEF Teaching and Learning Toolkit:</u> Reading comprehension strategies can add up to +7 months to the expected yearly progress of students. <u>EEF guidance report into improving Literacy in secondary schools:</u> Recommendation number three states that teachers should develop students' ability to read complex texts.	1,7
Employ a Librarian/Literacy HLTA to ensure that library resources are managed efficiently and effectively. Additionally, to allow for library-based reading sessions and to provide bespoke reading interventions	<u>EEF Teaching and Learning Toolkit:</u> Reading comprehension strategies can add up to +7 months to the expected yearly progress of students. <u>EEF guidance report into improving Literacy in secondary schools:</u> Recommendation number three states that teachers should develop students' ability to read complex texts.	1,7
Purchase a range of key texts and revision guides for disadvantage students to provide reading resources at home	<u>School-based evidence:</u> Many disadvantaged students do not have access to reading materials at home	1,7

Activity	Evidence that supports this approach	Challenge number(s) addressed
We intend to spend funding on additional tuition after school and additional classes during holidays. Students will be identified for tuition based on mock and subject assessments results in KS4 and Termly 100 and subject assessments in KS3	<u>EEF Teaching and Learning Toolkit:</u> Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind and is much more likely to make an impact if it is additional to and explicitly linked with normal lessons	1,2,3,4,5,7

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

Budgeted cost: £11,428.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and improve career guidance through clear leadership to raise aspirations and ensure that students are provided with the information and resources to make appropriate choices regarding their future education and training and working life. Includes the opportunity for work experience.	<u>Gatsby:</u> 'Every young person needs high quality careers guidance to make informed decisions about their future. Good careers guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality careers guidance. <u>DFE Careers guidance and access for education and training providers' report:</u> States that due to the pandemic, 'there will be an increasing need for schools and colleges to work in partnership with employers, careers advisors, local authorities and other education and training providers to support students to prepare for the workplace and make informed choices about the next steps in their education and training <u>EEF review of evidence into careers education:</u> Young people from poorer homes are more likely to be uncertain about how to access the career they want and develop the skills they need. Schools need to support young people in gaining insights into careers	5,6

| Provide a range of extra-curricular after school clubs, learning activities and experiences which enrich students' knowledge, develop cultural capital and increase aspiration | Disadvantage students at Roundhill do not always access wider learning experiences with their families outside of school and therefore the school needs to provide such opportunities | 4,5 |

Total budgeted cost: £151,546.52

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.

The FFT Aspire Provisional Analysis of outcomes for Pupil Premium compared to non-Pupil Premium are shown in the table below.

Outcome measure	Pupil Premium	Non-Pupil Premium
Average GCSE Grade	3.7	5.0
Average GCSE Value Added	0	+0.4
English (best) Grade	4.1	5.5
English Value Added	-0.2	+0.4
Maths Grade	3.7	4.8
Maths Value Added	+0.3	+0.2
Progress 8 (provisional)	+0.19	-0.75

For the 2021-22 cohort, a comparison of Pupil Premium to non-Pupil Premium students in key outcome measures is shown in the table below:

Outcome measure	Pupil Premium students achieving the measure (%)	Non-Pupil Premium students achieving the measure (%)
Grade 4 or above in English	40%	79%
Grade 4 or above in Maths	44%	74%
Grade 5 or above in English	20%	67%
Grade 5 or above in Maths	16%	53%
Grade 4 or above in English and Maths	24%	74%
Grade 5 or above in English and Maths	5%	48%
Grade 4 or above in 5+ GCSE not inc English and Maths	32%	79%
Grade 5 or above in 5+ GCSE not inc English and Maths	10%	72%
Grade 4 or above in 5+ GCSE inc English and Maths	25%	69%
Grade 5 or above in 5+ GCSE inc English and Maths	5%	48%

The average attendance figure for Disadvantaged student school cohort for 2021/22 was 88.6%. This is a decline on the 2020/21 figure of 91.4%. However, for the 2021/22 academic year the national figure for Disadvantaged students dropped significantly to 82.6%. Funding was used to implement a strategy of non-teaching Heads of Year to monitor attendance monitoring and work with families to improve attendance. The increased focus and improved partnership working led to a PA for Pupil Premium students of 37% in 2021/22. Again, this needs to be viewed in the context of the much lower attendance rates for Disadvantaged students Natonally The table below shows a comparison of attendance for Pupil Premium compared to Non-Pupil Premium for 2021/22.

Year group	Disadvantaged student attendance	Non-disadvantaged student attendance
7	89.3%	94.4%
8	92.2%	94.2%
9	89.5%	93.1%
10	87.5%	92.9%
11	83.1%	93.6%

The data shows that for Years 7,8,9 and 10 the gap between the two different cohorts is five percent or less. In Year 11 the data was affected by a small number of students with complex needs and high levels of anxiety whose attendance data was very low. In the majority of cases, these students and their families were receiving support from external services.

Forty-three Pupil Premium students across year groups were provided with high levels of additional behavioural support and mentoring from the pastoral team. This represents 27% of Pupil Premium students. In comparison, the figure for Non-Pupil Premium students was twenty-four, representing 4% of this cohort. Support mechanisms included mentoring; Individual Behaviour Support plans (IBP), family support and additional parental meetings, and liaison and bespoke interventions from internal and external providers. Of the Pupil Premium students, whose need was behavioural, 86% made a significant improvement in reduction of negative behaviour from the autumn term to the summer term. From 2019 to 2022 there has been a reduction in loss of learning time due to exclusion for students in the Pupil Premium cohort, as shown in the table below. (please note 2020/21 was seriously disrupted by Covid absence)

Student cohort	Number of days of learning lost due to exclusion			
	2018/19	2019/20	2020/21	2021/22
Pupil Premium	110	74	29	50.5
Non-Pupil Premium	65	36	16	61.5

Thirty students across year groups attended sessions with the school counsellor. Of these, 14 (47%) were Pupil Premium students. Of the 14 Pupil Premium students, 8 showed a significant improvement in attendance, and 11 showed a reduction in recorded negative behaviours following counselling. For thirteen students across year groups the school made a MARF referral. Of these 5 (38%) were Pupil Premium Students.

All Year 11 Pupil Premium students attended additional careers meetings with a specialist advisor to support with post-16 applications. As a result, 24 out of 27 students (89%) of these students are engaged in education, employment, or training at post-16. Of the three students who are NEET, all attended alternative provision with MSCIP and are currently being supported to find placements.

Sixteen KS3 Pupil Premium students received additional tutoring in Reading and Maths. Self-reports from all students stated an increase in confidence in lesson. The average increase in reading age due to the tutoring and interventions was 5 months with a range from 2 months to 8 months.

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.