

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (2024 to 2027) 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	Wood End Park Academy
Number of pupils in school	851
Proportion (%) of pupil premium eligible pupils	28.5% (2)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 - 2026/27 (Year 2 2024 -25)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Surjeet Johra
Pupil premium lead	Evelyn Joseph
Governor / Trustee lead	Manish Ladwa

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£359,055.</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£359,055.

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

The ultimate aim of the Wood End Park Academy Pupil Premium Strategy is to ensure that all pupils from disadvantaged backgrounds achieve their full potential both in the classroom environment and beyond. The Academy holds that all pupils are entitled to a rich and varied curriculum and that inequalities should not exist between the attainment and progress of disadvantaged pupils (DA) and other pupils.

First and foremost, we focus on quality first teaching for all pupils. All teachers are expected to be aware of pupils from disadvantaged backgrounds in their classes and their particular circumstances. As a school with a strong ethos of inclusion, excellence and equality, all staff are focused on ensuring that pupils' individual needs and strengths are clearly identified; and that they have access to the appropriate support in tackling any barriers to learning in order to secure good progress in every lesson and across the school curriculum.

The impact of interventions is monitored throughout the year. The Pupil Premium Lead oversees whole academy work on Pupil Premium (PP). The aims are to:

- ensure the funding is used for each Pupil Premium child and such funded provision is based on research which demonstrates strategies with the greatest impact on closing the disadvantage attainment gap.
- measure impact of strategies in an accurate and timely manner
- advise adjustments to provision where performance is not on track to achieve desired outcomes
- ensure that pupils fully participate in school life within and beyond the classroom enjoying all experiences the school offers

Summative assessments are taken by the children in years 1 to 6 each half term to assess the progress they are making in core subjects: reading, writing, grammar and maths. Ongoing assessments are also made of all pupils (Early Years to year 6), including disadvantaged, in non-core subjects so we can ascertain attainment and progress in any moment of time. This also means we can challenge any underperformance.

## Challenges

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

Challenge number	Detail of challenge
1 Attainment in core subjects	<p>End of key stage assessments show a higher proportion of DA children having attainment below the expected level in EXC maths and EXC writing.</p> <p>The assessment also show that fewer DA pupils attain the expected standard in grammar</p> <p>Developing appropriate learning behaviours such as increased self-motivation, independence or resilience. <i>The academy expects the use of Growth MindSet, Metacognition and Self-regulation which promote positive attitudes to learning; these are features of our Teaching and Learning policy.</i></p>
2 SEND EAL	<p>Pupils may not be working at an age related level and have conceptual gaps or misconceptions due to learning or language barriers. Currently in the school 20% of the pupils on the SEND register are DA</p> <p>Approximately 60% of children on the DA register have English as an additional language, with pupils whose first language is non-European making up 56% of this cohort.</p>
3 Social / Economic / Emotional Factors	<p>Social and economic factors e.g. a lack of regular routines or support for home learning e.g. reading, homework, spellings, and lack of appropriate equipment to aid learning at home e.g. devices to connect to the internet.</p> <p>Approximately 24% of the children on the school's disadvantaged register are also classed as 'vulnerable'.</p>
4 Participation in school life	<p>Integration and full access to all on offer at school can be hindered by financial, time, cultural and communication barriers. Many children struggle to develop ideas, age appropriate language structures and vocabulary due to a lack of appropriate first hand experiences. Vocabulary is promoted across the academy. Extra-curricular activities and trips provide opportunities for children to develop their language, imagination and a better understanding of the world around them.</p>
5 Attendance	<p>Our attendance data over the last 3 years indicates that there has been a persistent 2% gap between disadvantaged pupils and their non-disadvantaged peers. Attendance among disadvantaged pupils stands at around 92%. A significant proportion of pupils from disadvantaged backgrounds in the school are also classed as vulnerable where families are difficult to reach.</p>

## 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																																																																								
<p>To secure good progress and attainment:</p> <ul style="list-style-type: none"> <li>- At the end of key stage 2, the achievement of disadvantaged pupils to always be (at least) on par to non-disadvantaged pupils (without placing non-disadvantaged pupils at a disadvantage).</li> <li>- Effective and robust systems to promote and monitor the development of spelling skills and raise performance in grammar: more DA pupils to achieve age-related expectations by the end of key stage 2 compared to summer 2024.</li> <li>- More disadvantaged pupils to leave KS2 at the exceeding maths standard</li> <li>- Raise standards in EXC writing with a particular focus on strengthening drafting and editing skills; and speaking and listening.</li> </ul>	<p>Key targets to be achieved: To continue to close the disadvantage gap in attainment in Reading, Maths and Writing; Disadvantage Gap at End of KS2 compared to National Other</p> <table border="1" data-bbox="579 551 1517 734"> <thead> <tr> <th rowspan="2">EX S</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th colspan="2">Combined</th> </tr> <tr> <th>National</th> <th>Sch</th> <th>National</th> <th>Sch</th> <th>National</th> <th>Sch</th> <th>National</th> <th>Sch</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>16%</td> <td>2%</td> <td>19%</td> <td>4%</td> <td>20%</td> <td>3%</td> <td>22%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>End Key stage 2</p> <table border="1" data-bbox="579 831 1155 1032"> <thead> <tr> <th>%</th> <th colspan="3">Grammar</th> </tr> <tr> <td></td> <th>2025 Outcome</th> <th>2026 Target</th> <th>2026 Outcome</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>74</td> <td>80</td> <td></td> </tr> <tr> <td>EXC</td> <td>31</td> <td>50</td> <td></td> </tr> </tbody> </table> <p>End Key stage 2 2025</p> <table border="1" data-bbox="579 1128 1422 1290"> <thead> <tr> <th></th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th>%</th> <th>2025 Outcome</th> <th>2026 Target</th> <th>2026 Outcome</th> <th>2025 Outcome</th> <th>2026 Target</th> <th>2026 Outcome</th> </tr> </thead> <tbody> <tr> <td>EXC</td> <td>20</td> <td>30</td> <td></td> <td>29</td> <td>42</td> <td></td> </tr> </tbody> </table>	EX S	Reading		Writing		Maths		Combined		National	Sch	National	Sch	National	Sch	National	Sch	6	16%	2%	19%	4%	20%	3%	22%											%	Grammar				2025 Outcome	2026 Target	2026 Outcome	EXS	74	80		EXC	31	50			Writing			Maths			%	2025 Outcome	2026 Target	2026 Outcome	2025 Outcome	2026 Target	2026 Outcome	EXC	20	30		29	42	
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<p>Quality first teaching to demonstrate the use of effective feedback in all core areas, specifically in the contexts of EXC maths and writing. Effective feedback is expected alongside the explicit modelling of metacognitive and self-regulation skills</p> <p>Improved learning behaviour for all disadvantaged children including those with SEMHD needs</p>	<p>Quantitative and qualitative information shows that teaching and learning is highly effective in addressing the needs of pupils from disadvantaged backgrounds across the curriculum.</p> <p>Pupil voice feedback demonstrates pupils' use and understanding of metacognition and self-regulation in terms of improving their own performance -pupils able to provide concrete examples of this impact</p> <p>Outcomes in all key indicators show the PP cohort are at least meeting national averages in attainment and make progress from starting points. The in school gap is narrowed.</p> <p>All pupils are seen to access their lessons and achieve outcomes via their classwork.</p>																																																																								
<p>Improved attendance rates:</p> <ul style="list-style-type: none"> <li>- Provision of an enriched curriculum</li> <li>- enjoyment of school life and the school environment</li> </ul>	<p>Attendance of Disadvantaged children is at least in line with the national average for all children - 96%- and the gap within school closing.</p>																																																																								

DA pupils are fully integrated and benefit from all aspects of school life	This is demonstrated by: <ul style="list-style-type: none"> <li>- high level of participation in trips, clubs and other experiences on offer</li> <li>- high take up of additional support / enrichment activities targeted or prioritised for PP children e.g. homework clubs</li> <li>- qualitative data from pupil voice, parents/carers and staff observations.</li> </ul>
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## Activity in this Academic Year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £179,527.50

(2025 - 2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>● Quality First Teaching Teacher's CPD on effective and timely feedback, self-regulation and metacognition.</li> </ul> <p>Scrutiny of writing and mathematics work at leadership level and findings disseminated as well as actioned.</p> <ul style="list-style-type: none"> <li>● Greater Depth Writing Deputy Principal and Teaching and Learning Lead to lead staff in developing writing at a Greater Depth level. Pupils to develop a strong writer's voice and use the range of greater depth writing features.</li> </ul> <p>An expanded checklist of skills to be developed for greater depth writing making it more explicit for staff to track the development in pupils' work.</p> <p>Ensure that teachers in each year group understand securely what GD writing looks like in their year group, starting with year 6:</p> <p>Early Language: Books that promote the regular use of language that we wish EYFS pupils to embed before starting KS1</p>	<p>Quality teaching for all pupils is the biggest factor in success and will impact even more so for disadvantaged cohorts.</p> <p>EEF: 'Supporting high quality teaching is pivotal in improving children's outcomes.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/mastery-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/feedback</a></p> <p>EEF: Teaching writing composition strategies through modelling and supported practice</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>EEF: Improving Mathematics</p>	<p>All</p>

<ul style="list-style-type: none"> <li>Greater Depth Maths</li> </ul> <p>Deputy Principal and Teaching and Learning Lead to ensure EXC maths planning and teaching across the school regularly exposes pupils to mathematical questions presented in a variety of styles. This will enable them to transfer the key skills taught.</p> <p>Up levelling of maths planning to reflect the use of metacognition and ensure overviews and short term plans are tailored to achieve lessons which facilitate pupil's recall and application of prior knowledge.</p> <p>Staff CPD and review: a specific focus on boosting performance in years 5 and 6 writing maths at the exceeding standard</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>nrich: Problem solving</p> <p><a href="https://nrich.maths.org/articles/using-nrich-tasks-develop-key-problem-solving-skills">https://nrich.maths.org/articles/using-nrich-tasks-develop-key-problem-solving-skills</a></p> <p><a href="https://nrich.maths.org/articles/developing-excellence-problem-solving-young-learners">https://nrich.maths.org/articles/developing-excellence-problem-solving-young-learners</a></p>	
<ul style="list-style-type: none"> <li>Spelling</li> </ul> <p>Implement a new agreed way of devising spelling lists, practising spelling and teaching spellings.</p> <p>Utilise research into effective teaching and retention of spelling.</p> <ul style="list-style-type: none"> <li>Spelling patterns/rules and grammar objectives to be taught explicitly as standalone lessons</li> </ul>	<p>Spelling:</p> <p><a href="https://superherospelling.com/lessons-from-eff-on-ks2-spelling/">https://superherospelling.com/lessons-from-eff-on-ks2-spelling/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1 and 2
<ul style="list-style-type: none"> <li>Additional Teaching groups</li> </ul> <p>To allow for higher quality interaction and pupil feedback, staff to pupil ratio decreased with additional teaching groups for core subject lessons: maths (Years 6)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	1 and 3
<ul style="list-style-type: none"> <li>Monitoring and Evaluation</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership">https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership</a></p>	All

<p>Release time for team leaders/vice principals to work with PP lead to track performance of targeted pupils.</p> <p>Release time for team leaders to conference target EXC pupils reading work and feedback on next steps to team.</p> <p>Their work is reviewed by the PP Lead and Principal.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a></p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £143,622

(2025 -2026)

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<ul style="list-style-type: none"> <li>1:1 conferencing sessions</li> </ul> <p>1:1 conferencing sessions for pupil targeted to exceed in writing and / or maths: Team leaders and Vice Principals</p> <p>1:1 support to continue to promote pupils' reading for pleasure and to boost pupils performing below their reading age in each year group.</p> <p>Early Reading: pupils receive additional focused reading sessions when in the outdoor area as well as by the teacher in the classroom.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition</a></p>	<p>1 to 3</p>
<ul style="list-style-type: none"> <li>Small group</li> </ul> <p>Small group maths and reading interventions for pupils with a particular focus on year 6 pupils: PP lead</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition</a></p>	
<ul style="list-style-type: none"> <li>Phonics</li> </ul> <p>Focused support of pupils reaching the expected standards in phonics check at end Y1.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/one-to-one-tuition</a></p>	<p>1 to 3</p>

Target homework resources for KS 1 and EYFS	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/teaching-assistant-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/phonics</a>	
<ul style="list-style-type: none"> <li>Further extended school opportunities</li> </ul> Morning MTC boosters After school boosters Impact of maths to be assessed at regular intervals using stand alone assessments linked to taught objectives  Saturday classes: years 5 and 6 Homework clubs: years 1 to 6 for disadvantaged pupils falling behind age-related expectations or individual targets in core subject areas  Extended Schools Lead works with principal to monitor quality of provision and impact of the sessions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/homework</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition</a>	All
<ul style="list-style-type: none"> <li>Personal Study</li> </ul> Fund resources to support personal study at home: CGP revision books, homework equipment including ICT hardware. Use of Accelerated Reader and MyOn but with increased monitoring led by the Deputy Principal. Target homework resources for KS 1 and EYFS	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/homework</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a>	All

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

Budgeted cost:: £28,724.40

(2025 -2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Attendance</li> </ul> Fund places at the Breakfast club to encourage PP pupils to attend. HLTA	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_</a>	3 to 5

<p>present to hear target pupils read during this time too.</p> <p>Have a system for daily tracking and rewarding school attendance at individual year group level. Senior Leads monitor at the end of the week. Increased incentives in place.</p>	<p><a href="#">_How_schools_are_spending_the_funding.pdf</a></p>	
<ul style="list-style-type: none"> <li>• Extra Curricular opportunities to boost confidence</li> </ul> <p>Fund at least one trip a year for every PP pupil including residential trips</p> <p>Fund/subsidise places at school clubs so PP pupils are able to extend skills and pursue their interests.</p> <p>Fund membership to Sports Centre of Excellence</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/oral-language-interventions</a></p>	<p>3 to 5</p>
<ul style="list-style-type: none"> <li>• Meeting needs of pupils with SEMHD</li> </ul> <p>The school SENDco in liaison with relevant outside agencies to provide support and training for staff and target families to meet the needs of those PP pupils with a high level of SEND</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/parental-engagement</a></p>	<p>3, 4 and 5</p>

**Total budgeted cost: £**

**(2025 - 2026)**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes for Year 1 of plan

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

#### End of Key Stage 2

Combined	Outcome (O)	National
Meeting expected standard at KS2	71%	47%
Achieving high standard at KS2	12%	4%

#### Disadvantaged Pupils' End KS 2 attainment gap at Expected Standard compared to NO

	School	National (24-25)
Reading	2%	16%
Writing	4%	19%
Maths	3%	20%
Combined	0%	22%

#### Disadvantaged Pupils' attainment in the Year 1 Phonics assessment

	Outcome (O)	National
Meeting expected standard	71%	67%

#### Disadvantaged Pupils' attainment in the Year 4 Multiplication test.

	School Average	National Average
Meeting the Threshold	22	21.1

## 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
NA	
NA	

## 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?	