

Pupil premium strategy statement

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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	Beech Hill Primary School
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	15 th December 2021
Date on which it will be reviewed	31 st October 2022
Statement authorised by	Jess Eatock
Pupil premium lead	Caroline Higgins Paula Dickenson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£303,970
Recovery premium funding allocation this academic year	£17,874
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	£321,844

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy aims to set out how we will support disadvantaged pupils to meet their targets and expectations, including Pupil Premium children who are high attainers.

We aim for all children at Beech Hill, regardless of background, to make good progress and achieve highly across all subject areas. We will strive to give all children the knowledge and skills to enable them to become successful adults in terms of being able to gain employment, live healthy lifestyles and take opportunities beyond their immediate environment. This will be done through developing vocabulary, cultural capital (by giving the children experiences and essential knowledge they need to be educated citizens) and their character (to enable them to have the skills to succeed in their society).

High quality teaching will continue to be a high priority as we work to embed Rosenshine's principles of instruction across the curriculum. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Attainment for non-disadvantaged pupils will therefore be sustained and improved alongside progress for their disadvantaged peers.

Another key part of our strategy is enabling children who have been most affected by lost learning time, both advantaged and disadvantaged, to catch up to age related expectations. We will do this through targeted support, including employment of tutors through the School Led Tutoring programme, alongside established interventions.

Character development and wellbeing has become more important than ever. Our Character Champion will continue to embed explicit character teaching, developing skills such as resilience and engaging with parents to set character targets for the children. Our Flourishing Champion will continue work on mental health following a pupil voice survey at the end of last year, focussing on ensuring children have their basic mental health needs met in order for them to go on to flourish.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Reception are lower for disadvantaged pupils than for other pupils. This impacts on vocabulary development in subsequent years, slowing reading and writing progress.
2	Limited life and cultural experiences for some of our disadvantaged children outside of school restricts understanding of some curriculum areas.
3	51% of pupils in school are eligible for Pupil Premium, in addition to 13% having SEN.
4	Attendance rates pupils for disadvantaged are 93.57% (below the figure for all children of 96.68%). This reduces their school hours and causes them to fall behind on average.
5	Our assessments show that our disadvantaged pupils have been the most negatively impacted by school closures, falling behind their expected levels.
6	Pupil voice surveys indicate that disadvantaged children struggle with their mental health and wellbeing more than non-disadvantaged children, in particular when it comes to sleep.
7	Parental engagement tends to be low across school, particularly in disadvantaged families.

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
Improve cultural literacy in order to eliminate poverty of language for all disadvantaged children in school.	Assessment data and work in books will show that disadvantaged pupils in all classes make rapid progress by the end of the year, so that all pupils eligible for PP meet or exceed age related expectations.
Increased cultural capital through cultural and curriculum visits / experiences, heavily subsidised by school for all children. Where this is limited due to Covid restrictions, visitors will be invited into school where possible and new experiences will take place in school. This will impact positively on pupil achievement for these groups.	Pupils eligible for PP are identified, monitored and supported to engage in additional life enhancing experiences. PP pupils have high aspirations as a result of a broadening of cultural experiences. 'FOAL' (Fun Outdoor And Learning) programme will be implemented and monitored. Family Support Officer will reach out to parents to find out about children's interests out of school and whether they need any support with developing these. PE Coordinators will work with JO to ensure children have a wide range of opportunities in terms of extra-curricular clubs. Experiences will be evidenced in a 'learning journey'.
Gaps in English and maths for PP pupils caused by Covid closures are quickly identified and addressed.	The attainment gap between PP and non-PP pupils will narrow due to specific gaps in knowledge and understanding for PP pupils being identified as quickly as possible. Group and 1:1 interventions, including School Led Tutoring, will be put in place to address these gaps so that the effects of Covid closures are tackled swiftly and effectively.
All Year 6 PP children make progress in line or above all children Nationally from the same starting point.	Pupil Premium Champions will meet with all year 6 PP pupils and discuss individual barriers to learning and in partnership plan for support and entitlement. This will be monitored termly to ensure that every year 6 pupil is on track to make progress at least in line with other children Nationally of the same starting point.
Continued high attendance rates for pupils eligible for PP.	Overall PP to non-PP attendance gap will remain narrow, after PP attendance levels reached 93.57% compared to 96.68% for non-PP pupils in school during 2020-2021.
To support all children in understanding how they can flourish and develop their character traits.	Pupil voice surveys will indicate that pupils feel happy, safe and loved in school. Support will be given to those who require it from trained practitioners. Parents and children will choose the character virtues which are relevant to them, highlighting the importance of compassion, gratitude, resilience, being virtuous and volunteering.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Rosenshine's principles of instruction across the curriculum through CPD for teachers and teaching assistants, sharing research and good practice, lesson observations and reflections in evaluation books.	Rosenshine's principles of instruction are based on extensive research. The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	5
Continue to monitor the impact of English and Maths teaching across school, including embedded strategies such as Talk 4 Writing, through release Deputy Heads to provide CPD for staff. CPD may include support with planning or time to observe peers.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	5
Continue to embed maths fluency and planning for greater depth learning.	Evidence has shown that fluency can provide a moderate impact for a low cost. Fluency of basic facts (e.g. tables, number bonds etc allows for greater depth learning to take place as children can access the expected level learning without the obstacle of having to calculate basic facts first and so will inevitably have time to learn in a topic at a greater level of depth or independence.	5
Purchase an ongoing subscription to Read Write Inc, enabling access to CPD and the latest resources.	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. Phonics EEF (educationendowmentfoundation.org.uk)	1, 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group support provided by an additional Year 6 teacher and a teaching assistant	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. This is a successful ongoing strategy used to ensure children make at least expected progress in Year 6 where we	5

	ensure more sustained engagement and work which is more closely matched to learners' needs. <u>Small group tuition EEF</u> (educationendowmentfoundation.org.uk)	
Individual and small group speech and language programmes tailored to individual needs, based on screening of all children entering EYFS. This will include NELI as well as sound awareness and specific SALT programmes.	Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. The Nuffield Early Language Intervention (NELI) has been found to improve children's language and early literacy skills. <u>Oral language interventions EEF</u> (educationendowmentfoundation.org.uk)	1
Use summative and formative assessment to identify children to take part in School Led Tutoring.	Small group tuition has an average impact of four months' additional progress over the course of a year. <u>Small group tuition EEF</u> (educationendowmentfoundation.org.uk)	5
Year 1 children identified as needing additional support in reading to access Ready to Read programme.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5
Year 6 children who have fallen behind to access after school small group booster sessions, focussing on maths and literacy skills.	Small group tuition has an average impact of four months' additional progress over the course of a year. <u>Small group tuition EEF</u> (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children across the school to participate in a wide variety of funded experiences including residential trips from year 4 (to resume if/when possible in accordance with current Covid guidelines).	Previous data shows us that children who have accessed a range of educational opportunities within and beyond the school day achieve more highly, developing their vocabulary in particular. Studies of adventure learning consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning appear to make approximately three additional months' progress. <u>Adventure Learning EEF</u> (educationendowmentfoundation.org.uk)	2
Staff to offer a large range of after school clubs,	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but	2

including drama, art, ICT and sports clubs.	moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. There is also a small positive impact of physical activity on academic attainment (+1 month). Very few children at Beech Hill attend clubs outside of school, so offering these clubs broadens their experiences as well as keeping them active and fostering creativity. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Give children a better understanding of career choices available to them through STEM.	To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Although evidence is unclear on how aspirations intervention can raise attainment, children at Beech Hill have a limited experience of different careers. Showing them the range of careers available to them will raise their aspirations and motivate them to work hard to achieve their goals. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	2
Targeted children participate in Flourishing sessions	Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions (Flourishing) matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5, 6
Flourishing lead to monitor the wellbeing of pupils in school and provide workshops, assemblies or curriculum time to explore areas which are negatively impacting the children's mental health. 3 children in Year 6 given the role of Flourishing Champions and will support with collecting the views of children in school and disseminating key messages.	Social and emotional learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Parents and carers will play a key role in the	Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral,	6

children's 'character targets', and lessons will be taught to explicitly teach children about character and British Values. Three children in Year 6 given the role of Character Champions to meet with Kayleigh Farnham half-termly, supporting with surveys and disseminating key messages.	social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC. (DFE Character Education Framework Guidance)	
Continue to implement actions from the Poverty Proofing report provided by Children North East in January 2020.	The 'Poverty Proofing' website explains that poverty is a strong predictor of educational attainment with more than 6 in 10 children on free school meals failing to secure 5 good GCSEs. Overall, this means a gap in outcomes of around 27% at Key Stage 4 between those pupils on Free School Meals and other pupils. The unequal outcomes of English education reflect, to a large extent, the unequal outcomes in our society, but we still expect schools to 'close the attainment gap'. We have very high hopes of our teachers to bring the best out of every pupil and yet the impact of poverty on children is not covered in any detail during a teacher's own education and training. <u>Home - Poverty Proofing</u>	5, 6
Embed the principles of the DfE's Improving School Attendance. Continue to offer numerous incentives for children to strive for high attendance levels, including half-termly prizes for individuals and termly prizes for full classes. Parents to be contacted by letter to inform them of individual attendance plans and parenting contracts. Smoother and quicker referral to the Attendance Service for those who are not engaging appropriately.	The DfE's guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <u>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</u>	4, 7
Improve the resources and provision available to children during their play and lunchtimes through our	Various studies have shown that providing the resources and supporting children to engage in for high quality play improves behaviour, promotes personal development and improves physical literacy. <u>The-Case-For-Play-In-Schools-web-1-1.pdf (outdoorplayandlearning.org.uk)</u>	6

FOAL (Fun Outdoors And Learning) programme.		
Provide a breakfast club open for all children from Reception to year 6.	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today. <u>Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)</u>	4, 5
Foster parental engagement through: • Designated Family Support Officer engaging with families and offering support where needed • Use of online platforms (Class Dojo, Tapestry) to share learning and allow communication between teachers and parents • Emails and text messages used to convey key messages and share updates • Parent teacher consultations in the autumn and spring term • Offer parent workshops in line with Covid restrictions • Conducting regular parent surveys • Encouraging regular reading at home and support for those not reading with their child • Share summer reading challenges • EYFS staff to visit children and parents in their homes prior to starting school • Recruit parents to a PTA • Postcards home to celebrate achievements • Stars of the week posted on website • Provide laptops for families without	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. <u>New guidance report published: Working with Parents to Support... EEF (educationendowmentfoundation.org.uk)</u>	1, 4, 5, 6, 7

access to technology at home to support learning		
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

Teaching

Release time allowed members of staff to continue to be supported by Deputy Heads in Literacy and Maths. In literacy this has included planning units of work to ensure all elements of PWP are included and the progression papers are being used. Members of staff have observed deeper reading sessions in Year 6 to show how the sessions could be led to ensure maximum progress by all children and how support staff are used within the lesson. Some staff have also observed other teachers in their teaching to gain CPD. This CPD has ensured that teaching across school is consistent and high quality. Literacy audits have shown that the PWP and all the principles are embedded throughout the school which involves a mixture of story mapping, boxing up, discussions, modelling and scaffolding leading to independent work. A range of text types have been used in all classes from fiction, non-fiction and poetry as well as the use of video clips to produce a stimulus for writing. There was clear progression within planning and work in children's books showed clear progress as a result. The White Rose Maths approach is growing from strength to strength in classes with the introduction of the video lessons to support CPA for teachers. The true/false resources and always/sometimes/never cards have also been provided to support verbal reasoning. All maths teachers are using White Rose Maths planning, which suggests "recap" lessons for each year group in areas that may not have been learnt in lockdown. Maths teachers have also completed webinars in supporting children with gaps in their learning returning to school. This has ensured that children have had the opportunity to re-learn or recap skills and knowledge that may have been missed due to lockdown. Flashback four and get ready questions are supporting pupils at developing fluency of key skills and a focus upon recapping previous learning at the start of a lesson is also strengthening fluency of skills. Times tables teaching has been adjusted to be in line with the year 4 tables tests and support children in making further progress in their fluency of tables.

In terms of vocabulary, all teachers attended "Vocabulary Ninja" webinar to support their teaching of vocabulary in all lessons. Language and vocabulary have been a heavy focus in both Literacy lessons and deeper reading. Word of the fortnight is a morning starter throughout the school to develop and enrich children's vocabulary. Maths and Literacy teachers have greenhouse words that they include in their teaching to develop the children's use and confidence in using language. Children can now talk about Greenhouse words and audits have shown that they are also able to use them in their independent writing. Spelling shed has also been made accessible for all children either at home or in school to ensure they are practising their spellings weekly in a fun interactive way.

Targeted support

Assessments were used to quickly identify children who had been most affected academically by lockdown. Catch Up funding was used to provide small group tutoring for these children through the National Tutoring Programme. 56/87 (64%) of the children in Year 2-5 doing NTP made at least 1 year's worth of progress in the time that they were in school. Considering that children were only in school for two thirds of the year, this shows that the NTP, along with our other class based strategies, had a positive impact. An audit showed that children who had been focussing on specific objectives, for example to use adjectives in their writing, were beginning to apply what they had done in their NTP sessions in their writing in class. Teachers also reported that on the whole, children who did NTP were beginning to become more confident in class and contribute to discussions.

Additional staff in Year 6 worked with children who required additional support to achieve the same level as their peers and maintain progress in maths and literacy. Additional staff allowed for smaller streamed comprehension and reasoning groups and 1:1 support where needed. Weekly streamed comprehension, tailored to the needs of each group, ensured that all children can access and understand the text being covered. This has allowed for good progress across ability groups. Additional staff also allowed for rapid intervention for children with misconceptions, allowing them to successfully access the next lesson. These strategies were successful in that 60%, 59% and 86% children met expectations in reading, writing and maths respectively despite the disruption caused by lockdown.

In Early Years, all children that needed additional support or a referral to speech and language were identified quickly. Interventions and individual targets met the needs of the children and supported them to make progress.

The sound awareness group in Reception was very effective and supported children who were under speech and language and also those awaiting assessment due to long waiting lists. Children in Nursery were screened with a Talk Boost assessment and children that met the criteria for attended Nursery Talk Boost assessment to develop confidence with their use of language, encouraging wider vocabulary and use of sentences. An additional adult 2 mornings a week in Reception released teachers to complete focussed interventions in phonics. Alongside streamed phonics, these interventions were a huge success and children who returned to school unable to blend or recognise a range of sounds could confidently read and write words by the end of the year. 64% of children in Reception met Age Related Expectations in Reading, which is a 25% increase from baseline.

Wider strategies

Although visitors into school were limited because of Covid restrictions, we were still able to engage several year groups in workshops either in person or virtually. 5R were visited by Jane McCracken and worked on the "Where did all the animals Go?" Science/Art project. This culminated in a visit to The Great North museum to view their work. 5MS engaged in a challenging industry virtual workshop based on the theme of electricity. There were also virtual NUSTEM workshops in year 2, 5 and 6 related to science careers and visitors came in to deliver medical based workshops to year 5 and 6. We therefore were able to provide several year groups with workshops despite restrictions, developing the cultural and science capital across the school. We also held Science week in the summer term, linking science activities with potential career choices and showing children the range of careers available to them.

Children in Years 1-6 attended a trip to the beach in July. Druridge Bay was a brand new experience for most children and provided opportunities for children to explore and socialise with their peers in a new environment. Children in Early Years went on a trip to Gibside, where they explored the woods, hunted for minibeasts and accessed the play equipment. Staff observed children showing real curiosity and resilience during this trip and took the opportunity to develop vocabulary around nature.

Paul Nelson Taylor continued to offer flourishing support to 18 pupils, who each had a programme of work individualised to their needs. Feedback from parents and carers was very positive.

Due to Covid and the restrictions on bubble mixing and after school club closures, the Character Champions were unable to fulfil their roles. However, all children took part in Character Matters lessons, exploring traits that supported them through the pandemic. This allowed children to share their experiences and support the teachers to understand their children better, identifying any children that needed additional support. All classes worked on PSED skills to settle children back into school, ensuring all children felt safe and happy. Targets were shared with parents so they were aware of the importance school placed on working on the children's, as well as being able to support their child at home.

Texts to support pupil wellbeing were bought following teacher feedback. These have been used successfully across all Year groups for issues such as bereavement and separation anxiety. Pupil voice was collected through a visual survey to identify areas of development. Sleep was identified as area of need and this was acted on quickly, with assemblies for children and advice offered to parents. This showed children that their voices were heard and their concerns acted upon. Children are now beginning to report that they are sleeping better and using strategies such as reading before bed or listening to calm music.

Communication continued throughout lockdown 3 using Class Dojo and Tapestry. A subscription to Zoom was also purchased to allow virtual story time and opportunities for classes to share what they had been doing. This reassured pupils and families and maintained positive relationships while we were unable to be together. Weekly phone calls and a centralised log allowed us to monitor how PP children across school were both engaging with home learning and managing in terms of their wellbeing. This allowed teachers to quickly identify which children had not engaged with home learning tasks, particularly in literacy and numeracy, and put alternative strategies in place. It also identified families who needed support in terms of behaviour, wellbeing and equipment. Numerous families received laptops and were given SIM cards, allowing them to access home learning online during lockdown. These families are continuing to use laptops to access Times Tables Rockstars and other platforms and we will continue to offer equipment loans in the future. As well as ensuring we kept track of PP children, having a central log also allowed staff to safely share information around families and make sure other vulnerable groups e.g. SEN were supported.

We have continued to implement advice from the Poverty Proofing audit in 2020. Parents have been reminded that children should wear school PE kit, or a plain alternative, rather than branded sportswear. This includes after school

clubs as well as PE lessons. Monthly challenges include a reminder that children can borrow resources from school to allow them to access the challenge. Families were also able to access resources such as pencils, paper, scissors etc to support them with home learning during lockdown. Children were encouraged to wear pyjamas for school on World Book Day, rather than fancy dress costumes, to remove the financial pressure of buying a costume. There has been a focus on writing letters, making cards etc for groups in the local community rather than collecting donations or fundraising. Foodbank collections were optional and anonymous, which was well received. Children throughout school take part in bullying lessons through PSHE, assemblies and Anti-Bullying Week. Issues that arise in particular year groups are dealt with quickly by class teachers and deputy heads/headteacher if appropriate. PP Champions spoke to all children individually to find out how they were finding school and if they had any worries. This did highlight some concerns from children, which were immediately passed on to class teachers to deal with. Worry boxes are placed in various locations around school so children can send a note to Mrs Eatock to report any concerns, anonymously if they wish.

We continued to strive for high attendance, offering rewards for classes with high attendance and certificates for individuals with 100% attendance (37 in 2020-2021). It was identified that some children did not attend on their birthdays, so to combat this, children can now attend school in non-uniform on their birthday. Attendance was monitored throughout the academic year and awareness letters were sent out to parents (75 in 2020/21). Letters were also sent advising that medical evidence is required for any illness absence (16 in 2020/21). If attendance did not improve, parents were invited to attend an attendance meeting to discuss any issues regarding attendance and parenting contracts are agreed and signed (8 parenting contract signed in 2020/21). During 2020/21 attendance monitoring was affected by COVID and lockdowns, however despite this our attendance was 95.76% overall and 93.54% for PP children.

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.