

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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:	Studley High School
Number of pupils in school	831
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	31st December 2024
Date on which it will be reviewed	1st December 2025
Statement authorised by	R. Eost
Pupil premium lead	Mr D. Rose
Governor / Trustee lead	Caroline Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,490
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171,490

Part A: Pupil premium strategy plan

Statement of intent

At Studley High School we believe that all our students, regardless of their circumstances, deserve the very best opportunities. The school curriculum has been designed to both stimulate learning and challenge students, and we pride ourselves on ensuring that our disadvantaged students follow the same broad and balanced curriculum that the rest of our cohort enjoys. A bespoke package of support, tailored to individual needs, enables all our learners to overcome any potential barriers to their learning.

While high quality teaching is at the heart of our approach, we also recognise the importance of enrichment and extra-curricular activities to overcome the disadvantage gap in cultural capital and therefore we ensure our pupil premium students have access to the absolute best school experience, both inside and outside of the classroom setting.

Pastoral care at Studley High School is outstanding and plays a crucial role in the academic success and overall school experience of all students. With an extensive pastoral team of Heads of Year, pastoral managers, SENCO, teaching assistants and a dedicated staff member that oversees the provision for our disadvantaged and most vulnerable students, we can ensure that all our students, regardless of circumstances are supported and nurtured.

Our Pupil Premium strategy aligns with the DfE's Menu of Approaches which enables us to focus our use of finances on the right students and the most effective provision.

Therefore, our strategy focuses on three key areas:

1. Teaching

- High quality teaching for all.
- Effective diagnostic assessment.
- Focusing on professional development of staff.

2. Targeted academic support

- Access to Student Support Centre for 1 to 1 support.
- Access to the SEND Hub for small group intervention work.
- Teaching Assistants and targeted support.
- Academic tutoring.
- Planning for pupils with Special Educational Needs and Disabilities (SEND).

3. Wider strategies

- Supporting pupils' social, emotional and behavioural needs.
- Planning carefully for adopting a (SEL) Social Emotional Learning curriculum to help students succeed in school, career, and life.
- Communicating with and supporting parents with pupils of different ages.
- Targeted Parents Evenings.

How we use our pupil premium:

- One to one, or small group teaching assistant support.
- One to one, or small group revision sessions.
- Study skills sessions.
- Provision of relevant learning resources which may include: revision guides; art, DT supplies; printing/photocopying; study related equipment etc.
- Funding curriculum and field work trips.
- Individual mentoring from Young Minds Matter.
- Provision of careers advice (CIAG) to any students highlighted as requiring further guidance.
- Instrument lessons.
- Duke of Edinburgh award scheme.
- Extracurricular trips.

We appreciate that the needs of each student and each cohort can differ greatly and therefore each year we carefully review our Pupil Premium Strategy to tailor our approach on a variety of evidence gathered from rigorous and robust quality assurance strategies including student voice, staff surveys, feedback from departments and attainment data.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance – Our data indicates that historically attendance has been a barrier to learning for our disadvantaged students. We are currently monitoring our disadvantaged students in years 8, 9, 10 and 11 where attendance is at its lowest: Year 8: PP 87.8%, peers 93.3%; Year 9: PP 87.9%, peers 92.5%; Year 10: 88.4%, peers 93.5%; Year 11: PP 83.7%, peers 91.9%).</p> <p>Regarding Persistent Absence, there is currently a significant gap between students who are PP eligible and their peers. Approximately, 7% of the school</p>

	<p>cohort are persistently absent (59 students), of which 3% are PP eligible (26 students). In addition to this, 44% of all PP eligible cohort are persistently absent from school: Year 7: 7.7%; Year 8: 30.8%; Year 9: 7.7%; Year 10: 19.2%; Year 11: 34.6%.</p>
2	<p>Behavioural issues and lack of motivation across some disadvantaged students is having a negative impact on their academic progress in the following year groups:</p> <ul style="list-style-type: none"> • Year 8 boys and girls. • Year 10 boys and girls. <p>Within these years groups, some PP students are reluctant to embrace the key values that are embedded within the culture of the school (e.g., leadership, independence, aspirational, resilience, critical thinking etc), often resulting in gaps in learning and homework not being completed.</p>
3	<p>Literacy skills for PP students are lower on entry and in some cases, they are not making expected progress at KS3 in line with other students. Our assessments and observations also indicate that disadvantaged students generally have lower levels of reading comprehension than their peers, which impacts their progress across the curriculum.</p> <p>A reading programme has been introduced to help support those students who are PP eligible and to help address gaps in literacy. Below is a summary of the number of students that currently take part in the reading programme, including those who are PP eligible:</p> <p>Year 7: 25 students (9 x PP students) Year 8: 20 students (7 x PP students) Year 9: 20 student (9 x PP students) Year 10: 20 students (10 x PP (students)</p>
4	<p>Gaps in learning from lockdown due to lack of IT resources, internet access and parental support. Our assessments, observations and discussions with families and students indicate that many of our disadvantaged students have been impacted by partial school closures to a greater extent than their peers.</p>
5	<p>Our observations and discussions with teachers, students and parents indicates that a lack of engagement and support from some of our disadvantaged families, combined with financial difficulties has had a negative impact on student's behaviour, motivation and self-esteem. Where parents have engaged positively with the school community, attended parent's evenings and supported the school's behaviour policy we see a clear improvement in attainment and behaviour. However, uptake for Parents Evenings and general engagement with communication is lower for many of our disadvantaged students when compared with their peers.</p>
6	<p>Despite having an excellent extracurricular offer to all students at Studley High School, historically, some PP students have been reluctant to engage or participate in the activities on offer, resulting in them missing out on developing important social and life skills.</p>
7	<p>Our pastoral team has identified a rise in social and emotional issues for many of our students during the pandemic, this has unfortunately been the case for many of our disadvantaged students who have presented with symptoms linked to anxiety, depression and low self-esteem.</p>

Over the last two years we have seen a rise in teacher referrals for support in this area. Many of our disadvantaged students have been successfully referred to our bought in counsellor service - Young Minds Matter.

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. To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance from 2024 - 2027 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance for all students to be 97%, and an overall attendance figure the PP students to be 94%, reducing the attendance gap between disadvantaged students and their peers to 3%. • The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged students being no more than 10% lower than their peers.
2. Improved behaviour for disadvantaged students with a particular focus on the current year 8 and 10.	<ul style="list-style-type: none"> • Fewer debits for behaviour recorded for these target groups recorded throughout the academic year. • A reduction in focus, internal and external exclusions for the current academic year and a sustained reduction over the course of the current strategy plan.
3. Improved rates of progress and attainment for disadvantaged boys across the curriculum	<p>Disadvantaged boys will narrow the gap to their non-PP peers and girls and will perform above the national average</p> <p>By the end of our current plan in December 2027, 80% or more of disadvantaged boys will achieve:</p> <ul style="list-style-type: none"> • a Progress 8 score of 0.1 • an Attainment 8 score of 45 • An average Attainment 8 score of 4.5
4. An increase in the number of disadvantaged students (girls and boys) who regularly complete homework and attend extra-curricular intervention and clubs.	<ul style="list-style-type: none"> • A reduction in the number of debits awarded to disadvantaged students for homework • An increase in the number of disadvantaged students who participate in extra-curricular activities (including and homework and revision clubs).

<p>5. Improved literacy and reading comprehension among disadvantaged students across all year groups.</p>	<p>A sustained improvement in the levels of literacy and reading comprehension from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • a decrease in the gap between the reading ages of PP students and that of their peers. • An increase in the attainment and progress of disadvantaged students across the curriculum.
<p>6. Good or outstanding levels or progress for Pupil Premium students at least in line with the rest of the student body.</p>	<p>Disadvantaged students will narrow the gap to their non-pp peers and will perform above the national average</p> <p>By the end of our current plan in December 2027, 80% or more of disadvantaged students will achieve:</p> <ul style="list-style-type: none"> • a Progress 8 score of 0.1 • an Attainment 8 score of 49. • an average Attainment 8 score of 4.95.
<p>7. An increase in parental engagement for the parents and guardians of disadvantaged students.</p>	<p>An increase in uptake at parents evening and parental surveys for disadvantaged students to be in line with their peers.</p>
<p>8. Good or outstanding levels or progress for Pupil Premium students at least in line with the rest of the student body in English.</p>	<p>Disadvantaged students will narrow the gap to their non-pp peers and will perform above the national average</p> <p>By the end of our current plan in December 2027, 80% or more of disadvantaged students will achieve:</p> <ul style="list-style-type: none"> • a Progress 8 score of 0.1 • an Attainment 8 score of 45 • An average Attainment 8 score of 4.5
<p>9. To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by;</p> <ul style="list-style-type: none"> • Qualitative data from student voice, students and parent surveys and teacher and pastoral observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged students.

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: £100,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Reading Age test assessments for years 7 & 10.</p>	<p>These baseline assessments can provide reliable insights into the specific needs of each student, enabling staff to ensure the appropriate level of support and challenge and interventions are put in place. These tests will also help staff set appropriate targets and measure progress throughout KS3.</p> <p>EEF Toolkit - Reading Strategies</p>	<p>3 & 4</p>
<p>Developing the science of learning and self-regulation skills in all students.</p> <p>This will involve continued CPD for staff and ongoing quality assurance to ensure that the Science of learning is embedded and used consistently across the school.</p>	<p>Teaching metacognitive strategies has been recognised by the EEF as an effective and relatively inexpensive strategy to ensure high quality teaching and develop independent learners</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4 & 6</p>
<p>Create and sustain and an outstanding learning environment.</p>	<p>Recruitment and retention of the best teachers able to deliver a high quality curriculum</p> <p>Teacher contact time below national average and non-contact time allocated to support individual roles across the school.</p> <p>The EEF identifies high quality teaching as the most effective tool for improving the attainment and progress of disadvantaged students.</p>	<p>2, 3, 4 & 6</p>
<p>Maintaining high numbers of staff in core subjects.</p> <p>Run smaller than usual option groups to tailor KS4 provision, ensuring PP students get their first-choice options wherever possible.</p>	<p>Smaller class sizes ensure teachers are able to offer more support in lesson time e.g., wave 1 and 2 intervention.</p> <p>Research shows that disadvantaged students gain 1.5 years' worth of learning with effective teaching</p> <p>EEF Toolkit - Reducing Class Sizes</p>	<p>2, 3, 4 & 6</p>

Purchase of National College CPD Package	The EEF recommends professional development to support high quality teaching as a top priority for Pupil Premium spending.	2, 3, 4 & 6
Supporting staff development through NPQ qualifications	The EEF recommends professional development to support high quality teaching as a top priority for Pupil Premium spending.	2, 3, 4 & 6
Revision and study skills sessions including the training of staff to lead. Delivering and sharing best practice with colleagues, parents and students.	Teaching metacognitive strategies has been recognised by the EEF as an effective and relatively inexpensive strategy to ensure high quality teaching and develop independent learners The EEF recommends that metacognitive skills should be taught in conjunction with subject specific content, therefore delivering skills through and in collaboration with subject teachers is essential Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	2, 3, 4 & 6
KS3 Assessment framework based on skills and knowledge and assessments. Following staff training to ensure the key aims and reasoning behind the framework is understood. Staff will then require time to work in their departments to identify the skills and knowledge will be assessed within each scheme of work.	The EEF Toolkit recommends Feedback interventions as a very high impact strategy The EEF recommends professional development to support high quality teaching as a top priority for Pupil Premium Spending.	3, 4 & 6
Whole school reading and oracy focus to include: <ul style="list-style-type: none"> A three-tier whole school reading strategy: guided reading, peer reading, accelerated reader Reading and oracy tutor to be employed for 3 days a week. 	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) The EEF Toolkit identifies reading interventions as a high impact strategy.	3, 4

<ul style="list-style-type: none"> • A flexible reading focus in tutor time. • Whole school Reading and oracy CPD. • Continuation of termly reading age tests and launch of Oracy strategy. 	<p>The EEF recommends professional development to support high quality teaching as a top priority for Pupil Premium spending</p> <p>The EEF Toolkit identifies mentoring by older peers as a moderately positive impact strategy.</p>	
Whole staff CPD session allocated for PP and LAC updates and Attachment and Trauma to share best practice.	The EEF recommends professional development to support high quality teaching as a top priority for Pupil Premium spending.	4 & 6
Continues training and QA of non-negotiables to ensure all staff have a clear understanding of the school's expectations, to ensure a consistent learning experience for all students.	<p>Consistency and routines in place across departments and year groups to ensure high standards of teaching and learning.</p> <p>The EEF recommends professional development to support high quality teaching as a top priority for Pupil Premium spending.</p>	2, 4 & 6
PP Data and progress analysed and tracked throughout the academic year to ensure strategies are being effective and to monitor the gap between the progress of PP students and their peers, in order to arrange targeted interventions promptly where needed.	The EEF Toolkit recommends Feedback interventions as a very high impact strategy.	3 & 4

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

Budgeted cost: £40,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring School Led Programme to provide small group Reading tutoring for students whose	Small group tuition has been recognised as a highly effective method to target knowledge gaps and support low attaining students	4 & 6

learning has been most impacted by the pandemic. Most students who receive school led tutoring will be disadvantaged.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Provision of Year 11 targeted intervention sessions across the curriculum for students	Small group tuition has been recognised as a highly effective method to target knowledge gaps and support low attaining students Small group tuition Toolkit Strand Education Endowment Foundation EEF	4 & 6
Music lessons paid for in full for any PP student taking GCSE Music and a 50% discount for any other PP wishing to learn an instrument	The EEF Toolkit recommends physical education, arts participation as moderate impact strategies. “By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.” “There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education”	4, 7
Any educational visits linked to the curriculum are paid in full for PP students.	The EEF Toolkit recommends physical education, arts participation as moderate impact strategies. “By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.” “There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education”	4 & 7
Provision of essential resources for PP students to support learning including; revision aids, ingredients for food tech, art materials, calculators etc	Discussions with families and students indicate that financial limitations make it difficult to afford core academic resources which may restrict a student’s access to the curriculum.	4
In order to develop parental engagement PP parents are contacted in advance of parent’s evenings and offered first refusal for appointment times.	Increased parental engagement has led to better outcomes for students as relationships between the school and parents are strengthened. This creates a more open dialogue of how best to support individuals.	5

Revision packs for year 11 PP students	Discussions with families and students indicate that financial limitations make it difficult to afford core academic resources which may restrict a student's access to the curriculum.	4 & 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Young Minds Matter mentoring offered to any PP student who needs it.	DfE guidance on Mental Health in schools suggests that "socio-economic disadvantage is another identified risk factor for mental health, so this may include children currently or previously receiving Free School Meals and eligible for the Pupil Premium". Many studies report the increase in mental health problems associated with school closures and loss of school networks Sutton Trust report supports the use of trained professionals in accelerating academic progress and leads to improved outcomes for PP students. Successful in previous years.	2 & 7
Prioritise pastoral care through staffing a strong team of non-teaching Pastoral Managers who are well trained.	Strong Pastoral Care helps the school to maintain strong relationships with students, parents and key external professionals/agencies.	2, 4, 5 & 7
Designated member of staff to oversee the welfare of LAC students.	Strong Pastoral Care helps the school to maintain strong relationships with students, parents and key external professionals/agencies.	2, 4, 5 & 7
A supervised Student Support Centre available for any students requiring additional support.	Small group tuition has been recognised as a highly effective method to target knowledge gaps and support low attaining students Small group tuition Toolkit Strand Education Endowment Foundation EEF The EEF Toolkit recommends individualised instruction as a moderate impact strategy.	2, 4, 5 & 7

	DfE guidance on Mental Health in schools suggests that “Socio-economic disadvantage is another identified risk factor for mental health, so this may include children currently or previously receiving Free School Meals and eligible for the Pupil Premium”. Many studies report the increase in mental health problems associated with school closures and loss of school networks.	
SEND provision and TA one to one support, helps those disadvantaged by educational need, which encompasses some of those students who are also financially or socially disadvantaged.	<p>The EEF Toolkit Teaching Assistant interventions as a moderate impact strategy.</p> <p>The SEND provision is implemented with reference and due regard to the EEF report Making Best Use of Teaching Assistants.</p> <p>The EEF Toolkit recommends individualised instruction as a moderate impact strategy.</p> <p>The EEF recommends professional development to support high quality teaching as a top priority for Pupil Premium spending.</p>	2, 3, 4, 5 ,7
Subscription to the Warwickshire Attendance service and designated attendance officer within school	<p>DfE’s Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1
Provision of careers advice Careers Information, Advice and Guidance (CIAG) to any students highlighted as requiring further guidance.	Developed in line with Gatsby Benchmarks	2, 4, 6 & 7
All extra-curricular trips and opportunities (not linked to the curriculum) are offered first of all to PP students as priority and priced at a discounted rate, including the Duke of Edinburgh Scheme. PP student's uptake for extracurricular activities tracked and targeted	The EEF Toolkit recommends physical education, arts participation as moderate impact strategies. “By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.” “There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.”	2, 4 and 6

<p>Redesign and implementation of attendance policy and strategies to target poor attendance.</p> <p>Fortnightly Alignment meetings to monitor and track attendance.</p> <p>Termly rewards in recognition of high or improved attendance.</p>	<p>DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1
<p>Development enrichment opportunities through the 'Studley Promise', to ensure a range of cultural experiences are offered to all.</p> <p>Activities and uptake tracked and targeted for PP students.</p>	<p>The EEF Toolkit recommends physical education, arts participation as moderate impact strategies. "By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them." "There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education"</p>	2, 4 and 6.
<p>Mental Health First Aiders training for key members of staff</p>	<p>DfE guidance on Mental Health in schools suggests that "Socio-economic disadvantage is another identified risk factor for mental health, so this may include children currently or previously receiving Free School Meals and eligible for the Pupil Premium". Many studies report the increase in mental health problems associated with school closures and loss of school networks</p>	7
<p>Support with school uniform and similar basics.</p>	<p>The EEF recommends that schools consider what provision can be made to cover the costs of uniforms</p>	2, 5 and 7
<p>Contingency fund for acute issues.</p>	<p>Based on our previous experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £ 171,490

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 2022 to 2023 academic year.

Our attainment and progress data for 2023/24 indicates that the performance of disadvantaged students in the school is above all other students nationally and significantly higher than the national data for other disadvantaged students. The P8 grade of our disadvantaged students is 0.31, compared to the National average. Our Attainment 8 score for disadvantaged students was 44.8 compared to the national average of 39.2, indicating that our disadvantaged students achieved on average almost half a grade higher than disadvantaged students nationally.

This is particularly encouraging considering the National Data which indicates that the KS4 disadvantage gap index has widened compared to 2021/22, from 3.84 to 3.92. Nationally, it is now at its second highest level since 2010.

We appreciate that students with a below average reading age not only have fewer life chances but will without doubt struggle to access the curriculum across all subjects and with the average GCSE paper having a reading age of 15. Therefore, at the beginning of the year, we decided to continue focusing our efforts on closing the literacy gap and decided to invest all our NTP funding and a significant amount of our PP funding into our designated reading tutor who works with our disadvantaged students and any other students whose reading age is below where it should be.

Reading intervention is now firmly embedded with students receiving a session with our tutor once per fortnight for 30 minutes, in small groups of between 4-5 students. Students whose reading age has been flagged as low by our thorough ART reading tests are selected for this initiative, with priority given to PP students. This reading test examines students across a range of key skills (inference, comprehension, analysis and vocabulary). All students are tested at the start of each academic year with data tracked regularly to identify whether students have made sufficient progress to come off the programme or if other students need to be added.

The table below indicates the progress students have made over the course of the academic year, with majority of students increasing their reading age by over 3 years.

	Average increase	Avg. increase PP	Avg. increase SEN
Yr 7 (21 students)	2.1	3.53	2.05
Yr 8 (21 students)	4.08	3.8	2.47
Yr 9 (21 students)	2.45	1.41	1.77
Yr 10 (32 students)	3.38	3.25	2.96

This has clearly been an effective use of our PP funding, and we will therefore be continuing the reading programme moving forward.

Although overall attendance in 2023/24 was slightly higher than in the preceding year at 91.15%, the attendance of disadvantaged students was significantly lower at 86.71%. We recognise that this gap is still too large, which is why attendance is still a focus of our current plan. We are now awaiting the national attendance figures for disadvantaged students, to analyse how the attendance of our disadvantaged students fits into the national picture.

Our analysis of pupil behaviour has highlighted a significant number of referrals to the Young Minds Matter counselling service and feedback from teaching staff indicates a disproportionate amount of our disadvantaged students, in relation to their peers, exhibit some kind of mental health and/or wellbeing concerns. Therefore, we have used and will continue to allocate a sizable amount of our pupil premium funding to provide wellbeing support for all students and targeted intervention where required. This will continue to be a focus of our spending for the coming year, as the impact and uncertainty surrounding the pandemic 4 years on continues to be a barrier for many of our student's progress and wellbeing.

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
Classcharts	
Arbor	
Sisra	

The Key	
Teams	
Sparx	
LanguageNut	
Edukey	

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.