

Pupil premium strategy statement 2025-2026

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	Barton Primary School
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	42.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	21.12.25
Date on which it will be reviewed	01.12.28
Statement authorised by	Mark Snow
Pupil premium lead	Charmaine Murphie
Governor / Trustee lead	Verity Bird

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 151,000
Recovery premium funding allocation this academic year	N/A
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	£ 151,000

Part A: Pupil premium strategy plan

Statement of intent

At Barton, the intent of the Pupil Premium Strategy is to secure the highest possible outcomes for all disadvantaged pupils, alongside the wider school priority of developing cultural capital across the school community.

The strategy is informed by a robust evidence base, including diagnostic assessments, work scrutiny, observations and pupil voice. These have been used to identify barriers to learning and to determine clear next steps for all disadvantaged pupils.

Challenges relating to social, emotional and mental health continue to increase, with a growing number of children identified as having barriers in this area. This has had a significant impact on pupils' readiness to learn, and the strategy seeks to provide targeted support for those who are disadvantaged as a result.

High-quality teaching, underpinned by strong conceptual understanding and timely intervention, is central to the strategy. Increasing numbers of disadvantaged pupils in the early years and Key Stage 1 are presenting with speech and language needs, and a lack of secure phonics knowledge is increasingly evident into lower Key Stage 2. Addressing these needs is essential to ensure secure reading and writing skills and to narrow the gap between disadvantaged and non-disadvantaged pupils. In mathematics, number fluency — including secure times table knowledge — underpins all learning and is a key focus for improving outcomes.

One-to-one tutoring for pupils whose education has been significantly disrupted, including disadvantaged pupils, is proven to have a strong impact on attainment and will form an important element of the strategy.

Readiness to learn remains a key priority, with the school working closely with pupils and their families to address barriers such as attendance and punctuality. Learning cannot take place until pupils' needs are met, and the strategy identifies targeted interventions to best support children in overcoming these challenges.

Many pupils would benefit from further opportunities to develop cultural capital. The school aims to embed this both within and beyond the curriculum through a focus on developing oracy, providing trips and visits, engaging with local cultural partners, and welcoming visitors into school.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and work scrutiny indicate a need to embed foundational knowledge and develop basic number skills and number fluency amongst many disadvantaged children earlier than UKS2. A drop in MTC results from a mean score of 19 in 2023 to a mean score of 12 in 2024, highlights this need.
2	Assessment, observations and work scrutiny indicate underachievement in reading and writing outcomes, specifically pupils' application of vocabulary and spelling. As a result of the strategy, the gap between disadvantaged and non-disadvantaged has significantly reduced from -40% in reading in 2002 to -13% in 2025
3	Assessments have identified an increased number of disadvantaged children in KS2 who have not yet passed the Phonics Screen, leading to underachievement in reading and writing. As a result of the strategy, the number of disadvantaged children entering KS2 having not passed the Phonic Screen has reduced from 68% in 2022 to 24% in 2025. The strategy aims to reduce this number further to ensure all children can read fluently as soon as possible.
4	Observations and teacher discussions have identified a moderate Speech and Language need across EYFS and KS1. The number of children experiencing difficulties in this area has risen in the years since the pandemic. Early identification, through the use of blank level questioning and Renfrew tests, has enabled the school to intervene more quickly, responding through QFT and bespoke interventions. However, this focus requires continuing in-school intervention.
5	Observations and discussions with teachers, children and parents have identified a high number of children with social and emotional, which has a significant impact on their academic achievement. SEMH is also affecting attendance and children's readiness to learn. This is also recognised through national studies. 58% of SEN children are PP with 28% of these identified with SEMH needs. 59 children from Reception to Year 6 are classed as vulnerable children and registered as Targeted Early Help, CIN, Child Protection, LAC or under the Youth Crime Prevention team. This area is becoming more of a challenge as the percentage of children identified as SEMH is rising year on year.
6	Observations, work scrutiny and pupil discussions have identified the need to increase a shared understanding of high expectations in attainment from staff and parents of all pupils, especially disadvantaged as well as the need for a wider range of cultural capital opportunities to develop aspiration.

	Continuing work with parents, through 'Share my Learning' opportunities and home/school oracy activities, is having a positive impact on home/school relationships and the expectations of children.
7	Observations, attendance data, exclusions and suspensions have highlighted a need for a renewed behaviour strategy. This has been an increasing challenge year on year.

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
Improvement in maths attainment for disadvantaged children in KS2	KS2 maths outcomes in 2027/28 show that the gap between disadvantaged children and non-disadvantaged children remain in line or better than 2025 national outcomes of -12%
Improvement in reading and writing attainment for disadvantaged children in KS2	KS2 reading and writing outcomes in 2027/28 show that the gap between disadvantaged children and non-disadvantaged children come in line with 2025 national outcomes of -5% and -10% respectively.
Improvement in phonemic awareness for KS1 and lower KS2 disadvantaged children	Assessment in 2024/25 shows the gap between disadvantaged and non-disadvantaged children who pass the Phonic Screen by the end of Year 1 narrowed to -13%, in line with pre COVID 2019 national data. Only a minority of children with SEN or additional needs require phonic interventions in KS2.
Improvement in attendance.	Whole school attendance in line with national average. Move close to national average Like for like schools
Improvement in Speech and Language for disadvantaged children in the lower school	Observations, discussions and assessments show significantly improved oral language skills for children leaving KS1.
Improvement in the mental health and emotional literacy of disadvantaged children.	Reduction in the numbers of children identified as SEMH, with less children being referred for ELSA and to the MHST by 2027/28.

Raised expectations and aspirations of disadvantaged children, through a wealth of cultural capital opportunities.	Through discussions with children and parents, disadvantaged children display higher aspirations and consequently achieve higher.
Improvements in behaviour throughout school	Reductions in suspensions and exclusions. A calmer atmosphere rooted with consistent expectations and routines.

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: £ 66,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued diagnostic assessments to identify gaps and next steps in learning. Training for all staff on diagnosing and planning to address shortfall in children at risk of falling behind their peers. Including SEND task design and planning for misconceptions. Moderation of children's work and assessments to identify gaps for next stage of teaching.	The EEF highlights the importance of diagnostic testing to identify next steps for children. It ensures that learning can be built in small steps on a concrete foundation. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	1,2,3,4,6
Investment in resources to support the delivery of a systematic approach to the teaching of phonics through RWI, including portal subscription. The programme has been increased to include writing to develop basic literacy skills. Investment in Fresh Start resources to support the interventions of children in Year 4/5/6 Leadership and staff training on the delivery of phonics and its continued importance in KS2.	Research shows that disadvantaged children may have been exposed to fewer words and books in the home than non-disadvantaged children and can benefit from a synthetic approach to decoding words. Phonics EEF (educationendowmentfoundation.org.uk)	2,3
Develop fluency and problem solving in maths	Manipulatives and representations are evidenced as a powerful tool for	1,6

through teacher CPD and Subject Lead. Moderation of maths activities task design, planning and outcomes. Enrolment in NCETM maths hub and HIAS portal subscription. Enrolment in Local Authority Maths programme. Use of digital technology to deliver engaging ways to learn timetables, eg Times Tables Rockstars, that can also be accessed from home. Teacher development training for new members of staff and recent qualified staff.	supporting children to understand mathematical concepts. Using them as a scaffold for older children is recommended to enable them to become independent with concepts learned. Problem-led learning is a technique that is shown to help them to make sense of unfamiliar situations. The mastery approach to learning maths is proven to support children with fluency https://www.solentmathshub.org.uk/ Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	
Subscription to Oxford Owl e-library to give children a wider range of reading material that can be shared in school and at home. Access to the children's phonetically decodable RWI books, linked to their phonics phase is also available to allow for repeated reading of the same text to develop fluency.	The EEF finds that reading books aloud and discussing them can develop language capability to support their reading and writing. Re-reading a short text will also help children to build fluency in reading. These strategies are judged to be extensive to moderate. KS2 Literacy Guidance - Poster.pdf (d2tic4wwo1iusb.cloudfront.net)	2,3
Embedding of Oracy within the curriculum, through staff training and resourcing.	The EEF finds there is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. This approach can increase outcomes in reading by +6 months and also increases outcomes in curriculum subjects as well as developing confidence and self-esteem. https://educationendowmentfoundation.org.uk/education-evidence/teaching-	2, 3, 4 and 6

	learning-toolkit/oral-language-interventions	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 44,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading, using support staff will enable children to have more time spent with eyes on text and directed reading activities to support their understanding.	Regular reading comprehension activities, practised on a one-to-one or small group can increase reading ages by +6 months in a year. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2,3
One-to-one tutoring of specific identified areas of learning, delivered by a professional teacher, for children identified as disadvantaged or at risk of falling behind.	Disadvantaged children who are at risk of falling behind can benefit from this type of intervention. There is strong evidence that it can increase progress in primary aged children up to +6 months a year. One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4,6
Speech and Language tuition, especially in lower years and LKS2, delivered by trained staff.	Strong evidence supports the need for oral language teaching that will impact on a child's reading and comprehension ability. Oral language interventions EEF (educationendowmentfoundation.org.uk)	4
Targeted synthetic phonics intervention for children who require further phonics instruction.	Evidence suggests that targeted intervention in small groups can impact children's progress by as much as +5 months, during an intensive 12 week programme. Phonics EEF (educationendowmentfoundation.org.uk)	2,3
Develop a culture rich creative approach to the curriculum, which includes the Arts and a heritage trip.	Evidence suggests that participation in the Arts can have a moderate positive impact on core attainment as well as improving self-esteem, motivation and wellbeing. Arts participation EEF (educationendowmentfoundation.org.uk)	5,6

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

Budgeted cost: £ 39,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families in crisis through work with the Family Liaison Officer.	Engaging with parents and supporting families in crisis can have positive outcomes for children and is considered high impact. Parental engagement EEF (educationendowmentfoundation.org.uk)	5
Targeted one-to-one ELSA interventions delivered by qualified staff.	Extra social and emotional sessions, above those delivered in the classroom, can be beneficial to some children, enabling them to learn strategies to deal with their emotions now and in the future. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5
Alternative provision for children in order to meet bespoke needs eg Thrive REST	The PBS is a local education provider that is resourced with expertise in meeting the needs of children. Other provision is also used, where appropriate such as Skateboarding activities.	5,7
Continue to embed a Zones of Regulation culture across the school to teach children to recognise emotions and learn strategies to help.	The Zones of Regulation has already had a significant impact on behaviour at Barton. This has also had a positive impact on the progress made by other children in classes where it is used systematically. Continued embedding of this strategy across the school will impact on the progress of all disadvantaged learners. Team teach training for all staff including restorative training. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5,6, 7
Ensure children are school ready and ready to learn,	Inviting reluctant attenders and late arrivers to breakfast club, ensures they	5

promoting attendance and punctuality.	are at school on time and have been fed. This aims to set them up well for the day. Sensory circuit will enable identified children to be regulated before lessons begin. Extra-curricular activities, such as sports clubs, aim to engage children with activities they enjoy. Working with REST to provide further strategies for specific children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Attendance project will provide family support for children identified as SEMH and who are reluctant to attend school in order to prevent emotionally-based school avoidance.	Research suggests that close working and support of families in crisis can have a moderate impact for a very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5,
Development of cultural capital for disadvantaged children through music lessons.	The EEF recognises a moderate impact on core attainment of participation in the Arts. It also acknowledges the wider impact on a child's self-esteem, positive attitude to learning and wellbeing. Arts participation EEF (educationendowmentfoundation.org.uk)	5,6
Careers opportunities to help pupils to explore jobs in line with their interests to support aspirations.	Evidence from Drawing the Future suggests that children may have perceived stereotypes of gender specific jobs and roles in society. By exploring a range of job roles within the local area, children can aspire to a wider range of roles and enhance social mobility. https://www.educationandemployers.org/wp-content/uploads/2018/01/DrawingTheFuture.pdf	6
Funding for sundries, such as uniform, winter coats and shoes for children identifies as in need.	Maslow's Hierarchy of Needs identifies that in order for a child to learn and progress, it is essential that their basic needs are met.	5

Specialised staff and resources for alternative provision for the Nurture room (Osborne Bay)	Evidence from The SEND code of practice shows that the 'Graduated approach' enables identification of key areas to work on that can help children progress and be successful. https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf Research shows that this alongside the Boxall approach, this can be extremely successful in equipping children with the social skills and interaction tools to engage in a classroom and wider community environment. https://committees.parliament.uk/writtenevidence/76808/html/	5,6,7
Introduction of the School support dog	Evidence shows that Therapy dogs are defined as calm and obedient canines, trained to provide support, comfort, and companionship to people in education, health, and therapeutic settings. https://www.sciencedirect.com/science/article/pii/S1558787823001107	5,7
Breakfast club scheme	Launched independently in 2024 ahead of the Government initiative. Chosen as a leading flagship school in April 2025. Provision is enhanced with sports funding and coaches offering morning activities which in turn has helped breakfast club expand. The initiative seeks to ensure children are ready to learn, improve, punctuality, and offer at least 30 minutes of free childcare per day. Early reports from schools indicate improved student behavior, better attendance, and a calmer environment. https://www.gov.uk/government/news/two-million-meals-already-served-at-free-breakfast-clubs	5,7
Consistent and clear behaviour strategies and	Enrollment in the Behaviour culture. Behaviour steering group across the federation.	7

routines embedded throughout the school	Staff meetings and LSA training. Use of REST restoratives to avoid re-escalation. Team Teach training. https://www.gov.uk/guidance/creating-a-school-behaviour-culture-audit-and-action-planning-tools	
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Total budgeted cost: £ 151,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Teaching

2023, the strategy had delivered an upward trend in pupil outcomes, with pupil premium children marginally under national average PP in Maths (-2% gap) or marginally above national average PP in reading (+2% gap) and writing (+4% gap).

The 2024 cohort (42 pupils) showed a decline in pupil outcomes from 2023. 57% of children (24 pupils) in this cohort were identified as disadvantaged and 21% of these (5 pupils) had an EHCP. 3 of the EHCP children are now in specialist provision, whilst 1 is still awaiting a place. A further 6 children were identified as SEN support. Many children in this cohort were also identified as SEMH. Despite this, results remain above 2021 and 2022 outcomes. In writing, PP children achieved +0.6% against the Local Authority average for expected standard and +8.8% for greater depth (13%).

The 2025 cohort (45 pupils) showed a further decline in pupil outcomes in Reading and Writing from 2024 but a dramatic increase in Maths. 56% of children (25 pupils) in this cohort were identified as disadvantaged, 1 had an EHCP. 40% that's 10 children were identified as SEN support. Many children in this cohort were also identified as SEMH. Despite this, results remain above 2021 and most of 2022 outcomes. The combined results were +2% compared to the Local authority average and +0.4% compared to National. In maths, PP children achieved +2% against the Local Authority average for expected standard and +11% for greater depth writing which was also +9% compared to national.

In 2024 the strategy has supported this cohort to build on predicted outcomes and consequently, achievement for disadvantaged children reduced the gap between disadvantaged and non-disadvantaged from -25% in Maths to -17%, in Reading -30% to -9% and in Writing -18% to -6%.

Whereas, although lower outcomes than the previous year in Reading and Writing the gap between disadvantaged and non-disadvantaged has considerably dropped in Maths from -17% to -2% and more or less plateaued in Reading and Writing with reading seeing a slight increase from -9% to -13% with Writing from -6% to -7%.

Year	Maths		Reading		Writing	
	PP	National	PP	National	PP	National
2021	20%	60%	30%	65%	10%	57%
2022	37%	56%	37%	62%	37%	55%
2023	58%	60%	63%	61%	63%	59%
2024	38%	60%	46%	62%	54%	59%
2025	52%	61.1%	36%	63.9%	48%	60%

Challenge 1

Further gap analysis training and improved use of the NFER online assessment tool has enabled teachers to identify the gaps in children's learning. This alongside termly Pupil Progress meetings have highlighted areas that need specific attention and planning has been adapted to address misconceptions, recap key areas and build the next small steps in learning. This has increased confidence in the children and pupil voice shows an increased enjoyment of the subjects, especially maths.

As a result of the strategy, the gap between disadvantaged and non-disadvantaged in maths has significantly reduced from -40% in 2022 to -2% in 2025 with PP children out performing Local authority averages by +2% in 2025.

Teachers have received CPD on the HIAS initiative faded scaffold approach and the Gareth Metcalf deconstructing word problems. This coupled with Removing the barriers for SEND in Maths, has ensured that disadvantaged children are presented with tasks at a level that they can access to be successful and build independence. Observations show that the teaching of maths has improved – children are focussed in lessons and able to articulate their learning – and pupil surveys show that the children enjoy learning maths. Teachers and Learning support assistants show increased confidence facilitating discussions and moving the learning on.

Challenge 2

The gap between disadvantaged and non-disadvantaged children predicted to achieve ARE in reading and writing in 2024 was -30% and -18% respectively. Progress made from these predictions was evidenced in outcomes as the gap between disadvantaged and non-disadvantaged closed significantly in 2025 to -13% in reading and -7% in writing. Disadvantaged children outperformed Local Authority averages in writing by +11% GDS which was +9% GDS compared to National.

Predicted data for 2026 is looking to vastly improve for Reading and writing with overall cohort outcomes set to be inline with FFT 20 for writing and almost national for reading.

Challenge 3

The implementation of a systematic synthetic phonics programme has increased the speed in which disadvantaged children learn to read fluently. Training has been delivered by the phonics provider (RWI) as well as in-house training. Further training is planned this year for targeted staff and regular monitoring and practice sessions are in place. The school has been working with Springhill Literacy Hub to support reading throughout the school.

Outcomes for 2025 saw a slight increase on the previous year with a -13% gap between disadvantaged and non-disadvantaged.

Last year, children in Reception made a strong start compared with previous years. 78% of children passed the phonics screen at the end of Year 1 in 2025 compared to 68% in 2024, 53% in 2023 and 33% in 2022, whilst 90% of children achieved the phonic screen at the end of Year 2 compared with 79% in 2024, 85% in 2023, 77% in 2022 and 54% in 2020. This shows an improving trend since the

implementation of the previous strategy that we intend to continue to embed with new staff and LSAs. Predictions for 2026 results remain in the high 70's for the end of Year 1 and the mid 90's for the end of Year 2.

A rigorous teaching of phonics continues in LKS2, resulting in a large reduction in the percentage of children in Y5&6 who need access to Fresh Start in September from 32% in 2023 to 17% in 2024 which dropped further to 8% in 2025.

Interventions, in the form of Fast Track Tutoring, are in place for the most disadvantaged children who are identified as falling behind. Outcomes last year showed that 47% of the children who received this intervention successfully passed the phonic screen.

Children have access to an online subscription to read their phonic books at home and a further investment of hard copies of the books have enabled all children to take home a copy of their reading book at their level. There is also a range of reading material for them to access at the appropriate phonic level. Parent workshops have been offered to support parents with sharing reading with their children during parents' evenings and 'Share My Learning' mornings. In Reception, the first sounds are sent home to practise as soon as the children have learnt them.

The online programme is also used as independent intervention sessions during the morning for identified children that are either unable to access at home, require further assistance with staging on track or have been identified as a child with vast gaps. These have proved successful in seeing children improve confidence, focus and ability and move groups quicker.

Challenge 4 -

Speech and Language continues to be a big focus, especially for children just starting school. Although many children have been signed off from outside agencies, as they are not in receipt of an EHCP. Early identification, through Blank Level and RENFEW testing, allows the school to intervene more quickly indicates that more work with these children is still to be done.

Challenge 5

The challenge of SEMH within our community is rising. We now have 59 children classed as vulnerable children that access support, compared to 24/25 where 40 children were referred for ELSA, this increase has continued from 2023 which saw 32 children referred. Currently, 20 children on the SEN register are identified as SEMH. This picture also appears set to grow. Further support will be put in place to support these children, including, My Happy Mind, an NHS web-based scheme to teach children about mental health matters and looks at strategies to help. There is also an app for parents to access to support the whole family.

Initiatives such as free breakfast club (we were chosen as one of the in initial flagship schools) and Sensory Circuit, for identified children, have supported the readiness to learn focus with some success, helping to regulate behaviours before the beginning of the school day.

Working with families of children identified as SEMH to prevent emotionally based school avoidance has had a positive impact on attendance. Pupil premium attendance rose marginally in 2024-25 from

the previous year with an increase to 91.2% which is -1.2% compared to National's 92.4%. This rose from to 91% in 2023-2024 which saw a narrowing the gap between disadvantaged and non-disadvantaged to -0.9%. Attendance remains a key focus for the school to improve attendance of all pupils to at least in line with national data.

Challenge 6

The curriculum is moving toward a more creative approach to enable children to learn in more effective ways and to increase the amount of art and music that is currently being provided. The development of oracy is also a key aspect to enhance the children's ability to articulate themselves and enable them to have a voice within their learning. The curriculum seeks to provide a wealth of cultural experiences for all children within the school, from visits to museums, off-island visits and residential, to careers days and visiting explorers and athletes. Children have responded positively to the projects they have encountered so far, as recognised during our OFSTED inspection in November 2024. During Pupil Voice, evidence shows that key learning is better embedded the children are better able to articulate the concepts they have learned.

In Maths, the Tutoring Programme had a positive outcome on results. End of KS2 results showed 7 of the 10 children identified for intervention achieved ARE. All 10 attended small group interventions with some also attending booster sessions.

Wider Strategies

The role of the Family Liaison Officer in working with families in crisis has supported many disadvantaged children this year. Winter coats, shoes, food vouchers and cooking equipment has been allocated to families in need to help children to be school ready. This year, we have seen an increase in the families requiring support and funding has helped to support in excess of 70% of families.

The 'Zones of Regulation' approach continues to have a positive impact on the behaviour and wellbeing of disadvantaged children. All classrooms support the system and most classes have now had bespoke lessons to support its use. The school aims to complement this approach with the addition of 'My Happy Mind' to help children to learn regulation strategies to support their mental health.

Challenge 7

New for 2025

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)