

## Pupil premium strategy statement 22-23

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	Outwood Academy Ormesby
Number of pupils in school	928
Proportion (%) of pupil premium eligible pupils	63.0%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	
Date on which it will be reviewed	1/9/2023
Statement authorised by	
Pupil premium lead	Julie McDonnell
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£593 042.00
Recovery premium funding allocation this academic year	£173 104.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£766 146.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Outwood Academy Ormesby we are passionate about ensuring the highest quality provision is provided for all learners regardless of their starting points, their background or the challenges they face.

The Pupil Premium funding allows for additional funding for our most disadvantaged pupils, and we believe that this document not only identifies how we have planned to meet their needs but importantly it also provides Outwood Academy Ormesby staff with a clear focus setting the achievement of all children a priority for everyone at Outwood Academy Ormesby

Our vision:

“Students first: Raising Standards and transforming lives”

At Outwood Academy Ormesby we believe that a child’s achievement should be determined by their ability and not by their contextual circumstance. In order to excel, we have a responsibility to support learners who are disadvantaged, providing them with opportunities to progress in line with non-Pupil Premium learners and achieve high attainment across the curriculum.

Pupil Premium is additional funding that the Government gives to schools and academies. This funding is targeted at learners facing the greatest disadvantage.

Learners targeted by Pupil Premium are those who have been eligible for free school meals at any point, those who have been looked after continuously by the Local Authority for more than six months and those whose parents are serving in the Armed Forces.

Pupil Premium allocation is defined as ‘the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most’ – DfE 2012.

The Pupil Premium funding enables Outwood Academy Ormesby to enhance learning provision and experiences for the disadvantaged and all vulnerable groups. High-quality teaching and pastoral care is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage gap.

The impact of Pupil Premium funding is a key focus area within all schools and academies under the new Ofsted Framework. Schools and academies must demonstrate the impact of their Pupil Premium expenditure.

At Outwood Academy Ormesby we aim to do whatever it takes to remove any barriers that stand in the way of learners achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our academy. Our approach is contextual and will be responsive to both common challenges and individual needs.

To ensure our approach is effective, we will:

- Ensure disadvantaged learners experience quality first teaching with appropriate levels of challenge to ensure they make rapid progress
- Intervene at the earliest opportunity (academically and in the wider sense)
- Provide a safe and caring environment in which children thrive

We have identified clear barriers for our students and have identified appropriate Academy wide strategies to overcome the common barriers for our students as well as highly personalised interventions for specific issues some of our students face.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance for some of our students significantly impacts on their learning outcomes</b></p> <p>Students have historically joined the academy with low attendance rates and this continues in our Academy. This results in a large number of our students in the persistent absence category. This low attendance has a negative impact on their learning both in academic lessons, developing their basic reading skills and developing the key personal development lessons to allow them to build their own aspirations.</p>
2	<p><b>Improving reading and literacy so that all students can access the curriculum</b></p> <p>The ability to read and confidently decode the texts offered is key to success both within the academic subjects and life in general. By investing in high quality reading programmes, delivered with focus and impact effectively measured we can ensure our students can access the work.</p>
3	<p><b>Social, emotional and wellbeing barriers of disadvantaged students</b></p> <p>The improvement of pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Improving the ways in which students work with (and alongside) their peers, teachers, family or community.</p>
4	<p><b>Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</b></p> <p><a href="#"><u>Index of Multiple Deprivation - Beckfield Ward, Middlesbrough</u></a></p> <p>In the latest Index of Multiple Deprivation (IMD) Beckfield Ward was ranked <b>845 out of 32,844 in England</b>, in the poorest 2% for income deprivation and 1%for employment. We therefore need to work hard to provide; positive adult role models, outstanding careers aspirations and an enrichment offer that increases children's exposure to academic development and activities to increase progress, wellbeing and self-confidence.</p>
5	<p><b>Attainment on entry significantly below national average - improving Progress 8 outcomes</b></p> <p>Students have historically joined the academy with low attainment scores. This low attainment has increased due to the disruption to learning caused by school closures nationally. This leads to a need for the highest quality teaching and further interventions to improve the literacy, especially reading, and numeracy of disadvantaged pupils so the gaps are closed as early as possible.</p>

6	<p><b>Personal Development</b></p> <p><b>Learner’s low aspiration, low motivation and low self-confidence impact on engagement and outcomes.</b></p> <p>To raise aspirations of students by exposing learners to rich experiences which enhance and improve Personal Development, underpinned by the academy’s vision and values.</p> <p>To proactively prepare learners to be positive, active citizens with the skills, confidence and grades to succeed in their chosen endeavour.</p>
---	---

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Attendance for some of our students significantly impacts on their learning outcomes</b></p> <p>To ensure improved attendance to school and lessons for all students</p>	<p>Our attendance to the academy to improve to 90% and our PA to reduce to 30%</p> <p>Use of PSOs to improve attendance outcomes for identified learners.</p>
<p><b>Improved reading and literacy so that all students can access the curriculum</b></p> <p>The Reading ages of all our students to improve. For students to gain a functional level of reading to access the work set in lessons</p>	<p>Improve verbal fluency across all learners</p> <p>Accelerated Reading programme to demonstrate improvements in reading comprehension and literacy across the KS3 cohort</p> <p>Lexia Reading programme to be deployed effectively to have a positive impact on Reading Comprehension</p> <p>Ruth Miskin Programme to demonstrate significant improvements for the weakest readers</p>
<p><b>Social, emotional and wellbeing barriers of disadvantaged students</b></p> <p>The improvement of pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Improve the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	<p>Students have access to targeted, high quality SEMH support. The PLC/PDC teams are highly qualified and have the skills required to deliver interventions which meet the needs of our students.</p> <p>The SEMH TA to support our most vulnerable students, as identified through inclusion meetings, to ensure the personalised approach they need to succeed.</p> <p>All staff have access to relevant, high quality CPD</p> <p>We have distinct onsite Alternative Spaces: The PLC (SEMH), The BASE (Local Authority SEN Base), EAL support room with specifically assigned TA, The bridge (SEMH placement to</p>

	<p>support engagement in lessons and additional intervention programmes as needed).</p> <p>We have a distinct off-site Alternative Space: Eston PDC (short term provision to support positive interaction with key staff from our school and the development of key learning skills), Eston Suspension reduction scheme (offsite booking place to prevent suspensions and ensure engagement in work).</p> <p>Students benefit from a core academic and PSHE/RSE curriculum enhanced by personalised academic/SEND/Therapeutic Interventions allowing us to best meet the needs of our most vulnerable young people.</p> <p>Underpinned by the NHS 5 Ways to Wellbeing, our enrichment offer is designed to help to improve emotional and physical wellbeing as students mix with others as part of their favourite activities. Attendance to enrichment is monitored to ensure disadvantaged learners have fair access without barriers as a result of financial hardship.</p> <p>A very small number of students access offsite alternative education.</p>
<p><b>Attainment on entry below national average - improved outcomes for all learners.</b></p> <p>Progress 8 neutral - closure of the gap of with their counterparts</p>	<p>Subject area and pastoral leads are aware of target grades and are regularly and effectively challenged to ensure high quality interventions are in place to support all learners to make progress against target grades.</p> <p>Tutors employed in the areas of Maths, English, Science and Humanities to work with small groups of students to support their progress.</p> <p>Weekly RAG meetings for Y11 students and regular Y10 RAG meetings. These meetings focus on the progress of all students, identifying key interventions for individual students and ensuring they happen.</p> <p>GCSE progress 8 neutral</p> <p>Improvements in key measures including learners achieving grade 5+ in both English and Maths.</p>
<p><b>Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</b> - removal or reduction of barriers to access education and experiences, including enrichment.</p>	<p>Barriers as a result of financial hardship are overcome through providing access to technology and homework clubs as part of our offer to all learners.</p> <p>We also aim to overcome barriers to Personal Development through experience of Cultural Capital by ensuring fair access to enrichment activities, educational visits and targeted interventions delivered through external</p>

	<p>partnerships.</p> <p>Enrichment tracker analysis of key groups including those who are disadvantaged.</p> <p>Uniform Stop - Standards and expectations of academy uniform and equipment necessary to be ready to learn, are consistently high. Financial support given, as needed, for access to uniform.</p> <p>Wrap around care includes a free breakfast club everyday to ensure all students have access to a healthy breakfast with a warm and welcoming atmosphere.</p>
<p><b>Personal Development</b> - academy vision - every student has a determination to succeed, a love of learning, pride in their academy and strength of character.</p> <p>To raise aspirations of students by exposing learners to rich experiences which enhance and improve Personal Development, underpinned by the academy's vision and values.</p> <p>To proactively prepare learners to be positive, active citizens with the skills, confidence and grades to succeed in their chosen endeavour.</p> <p>Improved careers and Post-16 offer which is directly informed by local context alongside national and global opportunities.</p>	<p>Full access to Personal Development experiences, funded for PP students, including both educational (curriculum enhancing) and character building experiences.</p> <p>Personal development curriculum offer has been altered significantly to introduce leadership opportunities in Year 10 through Duke of Edinburgh scheme and Peer Mentoring as well mentor opportunities through the girls network.</p> <p>100% of learners access Post-16 provision and are therefore not NEET. Applications are realistic yet ambitious. Personalised interviews with all Y11 students and support with completing applications where needed. Thorough post-16 programme of assemblies for all students to access from all providers in our area.</p>

## Activity in this academic year


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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Tutors in:-</b>  <b>Maths - 52 hours per week</b>  <b>English - 31 hours per week</b>  <b>Science - 15 hours per week</b>  <b>Humanities - 15 hours per week</b></p>	<p><a href="#">EEF One-to-one tuition</a></p>	<p>5. Attainment on entry below national average - improving outcomes</p> <p>6. Personal Development - Learner's low aspiration, low motivation and low self-confidence impact on engagement and outcomes</p>
<p><b>Raising Aspirations STEM Activity Day - Talent Foundry Y7 enterprise challenge</b></p>	<p><a href="#">EEF Collaborative learning approaches</a></p>	<p>4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</p> <p>5. Attainment on entry below national average - improving outcomes</p> <p>6. Personal Development - Learner's low aspiration, low motivation and low self-confidence impact on engagement and outcomes</p>
<p><b>Theatre visit. Year 9 curriculum enhancement.</b></p>	<p><a href="#">EEF Metacognition and self regulation</a>  <a href="#">EEF Arts Participation</a>  <a href="#">EEF Extended school time</a>  <a href="#">EEF Social and Emotional Learning</a></p>	<p>4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</p> <p>5. Attainment on entry</p>

		<p>below National Average - improving outcomes</p> <p>6. Personal Development - Learner's low aspiration, low motivation and low self-confidence impact on engagement and outcomes</p>
<p><b>Reading Intervention programme</b> - highlighted AR lessons in KS3, Ruth Miskin delivered to targeted students and Lexia online programme used with targeted students</p>	<p><a href="#">EEF Literacy findings</a>  <a href="#">EEF Collaborative learning approaches</a>  <a href="#">EEF Reading Comprehension</a></p>	<p>1.Attendance for some of our students significantly impacts on their learning</p> <p>2. Improving reading and literacy so that all students can access the curriculum</p> <p>4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</p> <p>5.Attainment on entry below National Average - improving outcomes</p> <p>6. Personal Development - Learner's low aspiration, low motivation and low self-confidence impact on engagement and outcomes</p>
<p><b>The Bridge support group</b> - targeted support area which provides space during lessons for students as they need, timetabled space from lessons as needed or intervention workshops to develop resilience</p>	<p><a href="#">EEF Metacognition and self regulation</a>  <a href="#">EEF Collaborative learning approaches</a>  <a href="#">EEF One-to-one tuition</a>  <a href="#">EEF Individualised instruction</a>  <a href="#">EEF Behaviour interventions</a>  <a href="#">EEF Social and Emotional Learning</a></p>	<p>1.Attendance for some of our students significantly impacts on their learning</p> <p>2. Improving reading and literacy so that all students can access the curriculum</p> <p>3.Social, emotional and wellbeing barriers of disadvantaged students</p> <p>4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</p> <p>5.Attainment on entry significantly below national average - improving outcomes</p> <p>6. Personal Development</p>

		- Learner's low aspiration, low motivation and low self-confidence impact on engagement and outcomes
<b>Scientific Calculators</b> - provided to all Y11 students to enable their access of the Mathematics and Science GCSE papers at home as part of their revision programme	<a href="#">EEF Metacognition and self regulation</a> <a href="#">EEF Homework</a>	4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line  5. Attainment on entry significantly below national average - improving outcomes  6. Personal Development - Learner's low aspiration, low motivation and low self-confidence impact on engagement and outcomes
<b>Science revision guides</b> - provided to all Y11 students to support their revision at home	<a href="#">EEF Metacognition and self regulation</a> <a href="#">EEF Homework</a>	4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line  5. Attainment on entry significantly below national average - improving outcomes  6. Personal Development - Learner's low aspiration, low motivation and low self-confidence impact on engagement and outcomes
<b>Maths revision guides</b> - provided to targeted Y11 and Y10 students to support their revision at home	<a href="#">EEF Metacognition and self regulation</a> <a href="#">EEF Homework</a>	4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line  5. Attainment on entry significantly below national average - improving outcomes  6. Personal Development - Learner's low aspiration, low motivation and low self-confidence impact on engagement and

		outcomes
<b>Pencil cases with the required equipment</b> - provided to all students to support their work in school and at home without the barrier of no pen or pencil	<a href="#">EEF Homework</a>	<p>4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</p> <p>5. Attainment on entry significantly below national average - improving outcomes</p> <p>6. Personal Development - Learner's low aspiration, low motivation and low self-confidence impact on engagement and outcomes</p>
<b>Girls Network</b> - A national mentoring programme designed to support the aspirations of girls through mentoring	<a href="#">EEF Metacognition and self regulation</a> <a href="#">EEF Collaborative learning approaches</a> <a href="#">EEF One-to-one tuition</a> <a href="#">EEF Individualised instruction</a> <a href="#">EEF Behaviour interventions</a> <a href="#">EEF Social and Emotional Learning</a>	<p>1. Attendance for some of our students significantly impacts on their learning</p> <p>3. Social, emotional and wellbeing barriers of disadvantaged students</p> <p>4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</p> <p>6. Personal Development - Learner's low aspiration, low motivation and low self-confidence impact on engagement and outcomes</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>PLC support group</b> - two separate groups working in the PLC area booth focusing on engagement of students through specific programmes	<a href="#">EEF Metacognition and self regulation</a> <a href="#">EEF Collaborative learning approaches</a> <a href="#">EEF One-to-one tuition</a> <a href="#">EEF Individualised instruction</a> <a href="#">EEF Behaviour interventions</a> <a href="#">EEF Social and Emotional Learning</a>	<p>1. Attendance for some of our students significantly impacts on their learning</p> <p>2. Improving reading and literacy so that all students can access the curriculum</p>

		<p>3.Social, emotional and wellbeing barriers of disadvantaged students</p> <p>4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</p> <p>5.Attainment on entry significantly below national average - improving outcomes</p> <p>6. Personal Development - Learner's low aspiration, low motivation and low self-confidence impact on engagement and outcomes</p>
<p><b>PDC support group - targeted behaviour intervention to help students reset their understanding of appropriate behaviour in a public space and to support their engagement in their lessons</b></p>	<p><a href="#">EEF Metacognition and self regulation</a>  <a href="#">EEF Collaborative learning approaches</a>  <a href="#">EEF One-to-one tuition</a>  <a href="#">EEF Individualised instruction</a>  <a href="#">EEF Behaviour interventions</a>  <a href="#">EEF Social and Emotional Learning</a></p>	<p>1.Attendance for some of our students significantly impacts on their learning</p> <p>2. Improving reading and literacy so that all students can access the curriculum</p> <p>3.Social, emotional and wellbeing barriers of disadvantaged students</p> <p>4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</p> <p>5.Attainment on entry significantly below national average - improving outcomes</p> <p>6. Personal Development - Learner's low aspiration, low motivation and low self-confidence impact on engagement and outcomes</p>
<p><b>SEMH TA targeting support to our most vulnerable students</b>  -regular group work and lesson support provided both through a planned</p>	<p><a href="#">EEF Metacognition and self regulation</a>  <a href="#">EEF Collaborative learning approaches</a>  <a href="#">EEF One-to-one tuition</a>  <a href="#">EEF Individualised instruction</a>  <a href="#">EEF Behaviour interventions</a></p>	<p>1.Attendance for some of our students significantly impacts on their learning</p> <p>3.Social, emotional and</p>

<p>intervention and as the support is needed.</p>	<p><a href="#">EEF Social and Emotional Learning</a></p>	<p>wellbeing barriers of disadvantaged students</p> <p>4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</p> <p>6. Personal Development - Learner's low aspiration, low motivation and low self-confidence impact on engagement and outcomes</p>
<p><b><i>MIND - mental health support workers for 3 days a week</i></b></p>	<p><a href="#">EEF Metacognition and self regulation</a> <a href="#">EEF Social and Emotional Learning</a></p>	<p>1.Attendance for some of our students significantly impacts on their learning</p> <p>3.Social, emotional and wellbeing barriers of disadvantaged students</p> <p>4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</p> <p>6. Personal Development - Learner's low aspiration, low motivation and low self-confidence impact on engagement and outcomes</p>
<p><b><i>Mental Health Lead from the Local Authority - working with both our professionals and triaging support to other services in the Local Authority</i></b></p>	<p><a href="#">EEF Metacognition and self regulation</a> <a href="#">EEF Behaviour interventions</a> <a href="#">EEF Social and Emotional Learning</a></p>	<p>1.Attendance for some of our students significantly impacts on their learning</p> <p>3.Social, emotional and wellbeing barriers of disadvantaged students</p> <p>4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</p> <p>6. Personal Development - Learner's low aspiration, low motivation and low self-confidence impact on engagement and outcomes</p>

<p><b>PSO</b> - to support attendance to school and to support individual students to overcome issues</p>	<p><a href="#">EEF Attendance Interventions</a></p>	<p>1.Attendance for some of our students significantly impacts on their learning</p> <p>3.Social, emotional and wellbeing barriers of disadvantaged students</p> <p>4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</p> <p>6. Personal Development - Learner’s low aspiration, low motivation and low self-confidence impact on engagement and outcomes</p>
<p><b>Attendance Officer</b> - to support attendance to school and to support individual students to overcome issues</p>	<p><a href="#">EEF Attendance Interventions</a></p>	<p>1.Attendance for some of our students significantly impacts on their learning</p> <p>3.Social, emotional and wellbeing barriers of disadvantaged students</p> <p>4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</p> <p>6. Personal Development - Learner’s low aspiration, low motivation and low self-confidence impact on engagement and outcomes</p>
<p><b>Uniform Stop</b> - provision of loan uniform items to ensure consistently high expectations of all learners</p>	<p><a href="#">EEF School uniform</a>  <a href="#">EEF Behaviour interventions</a>  <a href="#">EEF Parental engagement</a></p>	<p>1.Attendance for some of our students significantly impacts on their learning</p> <p>3.Social, emotional and wellbeing barriers of disadvantaged students</p> <p>4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</p> <p>6. Personal Development - Learner’s low aspiration,</p>

		low motivation and low self-confidence impact on engagement and outcomes
--	--	--

Teaching /recruitment	<ul style="list-style-type: none"> <li>• Targeted professional development</li> </ul>	1.Attendance for some of our students significantly impacts on their learning
Targeted academic support	<ul style="list-style-type: none"> <li>• Targeted intervention</li> <li>• Learning materials</li> </ul>	2. Improving reading and literacy so that all students can access the curriculum
Wider strategies	<ul style="list-style-type: none"> <li>• Improved access to Cultural Capital experiences (including educational visits)</li> <li>• Provision of academy uniform / equipment and learning materials as required</li> <li>• Targeted professional development (pastoral and SEMH)</li> <li>• Provision to support SEMH / pastoral care</li> </ul>	<p>3.Social, emotional and wellbeing barriers of disadvantaged students</p> <p>4. Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</p> <p>5.Attainment on entry significantly below national average - improving outcomes</p> <p>6. Personal Development - Learner's low aspiration, low motivation and low self-confidence impact on engagement and outcomes</p>

### Budget allocated other than staffing :

### Remaining balance :

**Total budgeted cost:** Outwood Academy Ormesby has a disproportionate percentage of disadvantaged children eligible for the Pupil Premium when compared both nationally and across the Trust.

SECONDARY SCHOOLS	2020 / 2021 National Averages	2020 / 2021 Trust Averages	2021 / 2022 Outwood Academy Ormesby	2022/23 Outwood Academy Ormesby
% of PP pupils	18.9%		66.4%	63.0%

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Attendance - Towards the end of the academic year we evidenced an improvement in attendance to school in some of our targeted individual students although this has continued to be a challenge for other schools in our area as well as ourselves.

Progress - Progress figures for GCSE 2022 indicate -0.87, PP at -1.08

SEND - TA support was targeted and learning plans introduced for all students which had smart targets and identified support

Mental Health Support - 2x days of MIND counselling was brought into school. This has been increased in this academic year and we have been identified as a target school for the Local Authority to offer a triage for this year

Uniform - a Uniform swap shop introduced so that students are able to be in the correct uniform.

### 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)**

--