



Herne Bay Junior School

Pupil Premium Strategy Statement

2025-26

Pupil premium strategy statement – Herne Bay Junior School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	45.8% (170/371)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24-2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Melody Wilkinson (Headteacher)
Pupil premium lead	Ashley Thomas (Assistant Headteacher)
Governor / Trustee lead	David Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,855
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£264,855

Part A: Pupil premium strategy plan Statement of intent

At Herne Bay Junior School, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and attain the highest results they can in order to prepare them for the next stage of their education journey.

The community in which we serve has changed over the past few years; the number of disadvantaged children in attendance at our school has seen a steady rise, currently at 44%. It is likely to increase further over the course of the next three years. Disadvantaged children account for almost half the school cohort and, in some classes, disadvantaged children represent the majority.

The school recognizes this and takes a whole school perspective on these challenges. Quality first teaching for all, within an inclusive classroom, across every classroom is at the forefront of our approach. It has been proven to have the greatest impact on a child's progress and attainment, especially for disadvantaged children.

However, not all pupils who are socially disadvantaged are registered or qualify for free school meals nor are all disadvantaged pupils making less than expected progress or are low attainers.

Therefore, the majority of activities we have outlined in this statement are intended to support all learners at Herne Bay Junior School, regardless of whether they are disadvantaged or not or their current attainment. Through consideration of the evidence, it is clear that what is good for learning is good regardless of a pupil's level of disadvantage and will support all children to achieve their personal potential.

Moreover, we recognize that quality first teaching is built upon the creation and management of successful relationships of all key stakeholders: pupils, parents and staff. Success requires a collaborative approach and all key parties need to engage and be supported in order to impact the outcomes of our pupils. As a Thrive school, we focus equally on our pupils' social and emotional development, acknowledging the link between how a child feels and thinks and, subsequently, learns. Through this approach, we look to support all identified children to attend, behave, engage and retain their learning during this phase of their education.

We will consider the challenges faced by vulnerable pupils but will not assume or allow bias regarding disadvantage to influence our decisions, expectations or approaches. We will respond to the needs of each child through careful assessment, exploration of the data and the use of evidence-based approaches. We take responsibility for raising the progress and attainment for all children from all backgrounds, scaffolding and supporting learners where needed and when needed.

This strategy is not an addition; it complements and echoes our School Vision Strategy and subsequent Improvement Plan.

Challenges

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

Challenge number	Detail of challenge																				
1	<p>Academic progress and attainment</p> <p>Internal and external national assessments indicate that disadvantaged pupils are, on average, attaining lower and making less progress compared to their non-disadvantaged peers and compared to disadvantaged peers within the county. The percentage of disadvantaged pupils achieving the expected standard in all three areas of Reading, Writing and Maths in 2023 was 28.6% (39.1%, Kent). Average scaled scores for disadvantaged pupils were below 100 in Reading, GPS and Maths. The progress score for Reading for disadvantaged pupils was −3.1 (-1.8, Kent). The progress score for Writing was above Kent (0.1 vs −1.0).</p>																				
2	<p>Progress and attainment within Mathematics</p> <p>Progress and attainment data for disadvantaged pupils in Maths is much lower than for those who are non-disadvantaged and significantly lower compared to the national average. In 2023, 32.7% of disadvantaged pupils achieved the expected standard. The national average for all pupils was 73%. 51.8% of disadvantaged pupils in Kent achieved the expected standard. Average scaled scores were below 100. The progress score for disadvantaged pupils was −4.3 vs −2.6 for Kent disadvantaged.</p> <p>STAR assessments (completed in October) indicate that 72% of non-disadvantaged are on track to achieve expected whereas 61% of disadvantaged are on track to achieve expected.</p>																				
3	<p>Key numeracy facts understanding</p> <p>Internal assessments indicate that disadvantaged children are more likely to enter key stage 2 without a secure understanding of their additive and multiplicative facts compared to non-disadvantaged peers.</p> <p>Although average scores on the MTC in Year 4 do not differ for disadvantaged vs non-disadvantaged pupils, they are lower compared to the national averages.</p> <table><tr><th></th><th colspan="2">2023</th><th colspan="2">2022</th></tr><tr><th></th><th>Disadvantaged</th><th>Non-disadvantaged</th><th>Disadvantaged</th><th>Non-disadvantaged</th></tr><tr><td>School</td><td>14</td><td>14</td><td>14</td><td>14</td></tr><tr><td>National</td><td>18.3</td><td>20.2</td><td>17.9</td><td>19.8</td></tr></table> <p>For the years 2022 and 2023, disadvantaged pupils made up 55% and 60% respectively of the bottom 20% of outcomes. Whereas, for the top 20%, disadvantaged pupils made up 25% and 30% respectively for the years 2022 and 2023.</p> <p>For additive-based interventions, disadvantaged pupils account for the majority of students taking part.</p>		2023		2022			Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged	School	14	14	14	14	National	18.3	20.2	17.9	19.8
	2023		2022																		
	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged																	
School	14	14	14	14																	
National	18.3	20.2	17.9	19.8																	
4	<p>Attendance</p> <p>Attendance data indicates that disadvantaged pupils' attendance is lower compared to non-disadvantaged pupils. Last year, disadvantaged pupils'</p>																				

	<p>attendance was 90.37% compared with their non-disadvantaged peers whose attendance was 95.51%.</p> <p>Currently (2023/24), disadvantaged children have an overall attendance of 91.1% compared to 95% for non-disadvantaged.</p> <p>Disadvantaged children with SEND have a lower overall attendance than disadvantaged children with no SEND, 85.5% vs 92.4% respectively.</p> <p>Children who are disadvantaged are also more likely to be persistent absentees. (Data accurate to 7.12.23)</p> <table><tr><td></td><td>N° of persistently absent pupils</td><td>% of persistently absent pupils</td></tr><tr><td>Disadvantaged</td><td>56</td><td>31.6</td></tr><tr><td>Non-disadvantaged</td><td>34</td><td>15.5</td></tr></table> <p>Disadvantaged children are more likely to be late compared to non-disadvantaged pupils (5.86 vs 1.92, respectively).</p>		N° of persistently absent pupils	% of persistently absent pupils	Disadvantaged	56	31.6	Non-disadvantaged	34	15.5
	N° of persistently absent pupils	% of persistently absent pupils								
Disadvantaged	56	31.6								
Non-disadvantaged	34	15.5								
5	<p>Wellbeing, social and emotional development and behaviour</p> <p>Disadvantaged pupils are more likely to suffer from issues relating to their wellbeing, social and emotional development and behaviour compared with their non-disadvantaged peers.</p> <p>Children who are disadvantaged are more likely to receive fixed-term suspensions. In 2022-23, of the 17 pupils who received fixed-term suspensions, 13 were disadvantaged (76%).</p>									
6	<p>Phonic understanding</p> <p>Post-pandemic, it is more likely that the children who arrive in KS2 without a firm grasp of their phonics are disadvantaged. Although over the past three years the children requiring additional phonic intervention has decreased, the percentage of disadvantaged children within these interventions has increased (2021 – 51%, 2022 – 58%, 2023 – 85%).</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>Combined academic attainment</p> <p>Disadvantaged children will have improved attainment and progress at the end of KS2 compared to both county and national cohorts.</p>	<p>The percentage of disadvantaged children achieving combined expected in Reading, Writing and Maths in their KS2 SATS is in line with the county. 2023/24</p> <p>The percentage of disadvantaged children achieving combined expected in Reading, Writing and Maths in their KS2 SATS is in line with the national. 2025/26</p>
<p>Maths attainment and progress:</p> <p>Disadvantaged children will achieve improved attainment and progress within Maths by the end of KS2.</p>	<p>The percentage of disadvantaged children achieving the expected standard is in line with/above county/national for end of KS2 assessments (SATS)</p> <p>Disadvantaged children will make the same progress as county and the gap will</p>

<p>Disadvantaged children will have improved outcomes in their Year 4 multiplication tables check (MTC).</p>	<p>decrease between disadvantaged and non-disadvantaged.</p> <p>Disadvantaged children will achieve in line with the national average for the Year 4 MTC.</p> <p>STAR assessments will show that disadvantaged children have made expected progress from their average starting point compared to the national cohort.</p>
<p>Attendance:</p> <p>Measures of attendance will improve and be sustained in all areas for disadvantaged children, bringing them closer in line to their non-disadvantaged peers.</p>	<p>Attendance – attendance for disadvantaged children will be in line with non-disadvantaged peers.</p> <p>Persistent absence – The percentage of disadvantaged children recorded as persistently absent will reduce.</p> <p>Lates – The number of disadvantaged children recorded as late will reduce and be in line with non-disadvantaged.</p>
<p>Wellbeing, social and emotional development and behaviour:</p> <p>Disadvantaged children requiring support will have an improved sense of wellbeing and will have developed their social and emotional development resulting in fewer behaviour incidents.</p> <p>The number of disadvantaged children receiving fixed-term exclusions will reduce.</p>	<p>Children requiring additional support will be identified quickly through THRIVE and impactful interventions will be used to address gaps in their social and emotional development.</p> <p>The children’s developmental gaps are identified, and support is put in place using the Thrive Online profiling tool.</p> <p>Profiling will show the children identified with developmental gaps have made progress within the developmental strands.</p> <p>Using teacher assessment tools, the data will show improvements in the children’s academic outcomes.</p> <p>Children are positively engaging with staff, peers and their learning – collected via pupil voice and THRIVE profiling.</p> <p>The number of fixed-term exclusions will reduce for disadvantaged children and the number of disadvantaged children receiving fixed-term exclusions will reduce.</p> <p>Fewer disadvantaged children will require a personal support plan (PSP).</p>

Phonic understanding: Disadvantaged children will have improved phonological understanding	The majority of disadvantaged children accessing intervention will have secured their phonics understanding by the end of Year 3.
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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: £109,158

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continued subscription to standardised diagnostic assessments (STAR assessment), including training costs so assessments are interpreted and administered correctly.</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2 and 3
<i>The school to enrol and continue to progress through the Kent and Medway Maths Hub Teaching for Mastery program (five years)</i> <i>2x lead teachers to be identified and released throughout the year for CPD opportunities.</i>	Teaching for mastery is characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations. These components are endorsed by the EEF Improving Mathematics in Key Stage 2 & 3 guidance. Improving Mathematics in Key Stages 2 and 3 EEF Supporting Research, Evidence and Argument NCETM Guest Blog: Mastery and maths - how our guidance can help EEF	1, 2 and 3

<i>Year 2: Two further staff to be identified and released at points in the year to develop CPD.</i>		
<i>Enhancement of our Maths teaching and curriculum in line with DfE and EEF guidance. Use of the Ready-to-progress criteria to focus on a progressive development of the key areas within the Maths curriculum.</i>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF</p>	1, 2 and 3
<i>Purchase and continued subscription to Times Tables Rockstars to engage and track data related to multiplication facts learning.</i>	<p>Guidance from the EEF on improving Mathematics in Key stages 2 and 3 highlights the importance of pupils developing fluent recall of facts. Improving Mathematics in Key Stages 2 and 3 EEF Times Tables RockStars - SHINE case studies – Times Tables Rock Stars</p>	1, 2 and 3
<i>Release and training costs for a trained writing moderator to support staff in accurately assessing writing for disadvantaged pupils.</i>	<p>Gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. Providing quality feedback on accurate assessment can lead to additional progress. Recommendation 6 from the EEF guidance on improving Literacy discusses the importance of accurate assessment. Improving Literacy in Key Stage 2 EEF Assessment and feedback EEF</p>	1
<i>All staff to have access to termly supervision meetings delivered by a trained counsellor (Director for Mental Health and Wellbeing)</i>	<p>Promoting positive mental health can impact on behaviour management and academic outcomes. 'Reflective Supervision in Education – Using Supervision to Support Pupil and Staff Wellbeing' Hollie Edwards Reflective Supervision in Education:... by Edwards, Hollie</p> <p>Mental health and behaviour in schools - GOV.UK (www.gov.uk)</p>	1 and 5

<p><i>Use of low stakes quizzes and retrieval practise across subjects</i></p> <ul style="list-style-type: none"> – Early morning Maths work – Foundation lesson assessment opportunities 	<p>Evidence from cognitive science supports the use of low stakes quizzes and regular retrieval practise to improve retention of knowledge.</p> <p>Cognitive science approaches in the classroom - A review of the evidence.pdf</p>	1, 2 and 3
<p><i>Promoting positive reading culture – Parents regularly invited in to share in AR sessions</i></p>	<p>EEF guidance highlights the importance of developing fluent reading capabilities. Involving parents with their children's learning has also been shown to improve pupil outcomes.</p> <p>Improving Literacy in Key Stage 2 EEF</p> <p>Parental engagement EEF</p>	1 and 6
<p><i>Regular support staff training – support staff to receive weekly training opportunities to develop their CPD</i></p>	<p>Support staff have been shown to have an impact on pupil outcomes when appropriately trained. Recommendation 4 of the EEF guidance 'Making Best Use of Teaching Assistants' advises ensuring support staff are provided sufficient time for training.</p> <p>Making Best Use of Teaching Assistants EEF</p>	1, 2, 3, 4, 5 and 6
<p><i>Release cover for core and foundation subject leaders to develop their subject areas. (2x individuals to provide cover)</i></p> <p><i>All core subject Leaders and year group leaders to have regular mentor meetings with the Headteacher</i></p>	<p>DfE report on outstanding primary school leadership highlights the importance of developing the leadership team within the school across all levels.</p> <p>Department for Education</p> <p>Coaching and mentoring can have a positive impact on teacher development.</p> <p>Effective Professional Development EEF</p>	1, 2, 3, 4, 5 and 6
<p><i>Continued employment of Outdoor education lead to provide Forest School provision to the whole school.</i></p>	<p>Outdoor education benefits children's social and emotional development, communication and motivation.</p> <p>Forest Schools: impact on young children in England and Wales - Forest Research</p>	5

Development of the outdoor environment as a learning space.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £110,412

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Number Sense Maths</i></p> <p><i>Continued subscription and resourcing costs</i></p> <p><i>Training of TA in each year group to deliver 3 sessions a week across a 10-week block</i></p> <p><i>Additive intervention</i></p> <p><i>Multiplicative intervention</i></p>	<p>The Number Sense Maths programmes are informed by research into children's attainment of number sense and children's attainment of fluency in addition and subtraction facts.</p> <p>Research Principles informing NSM Number Facts® Number Sense Maths</p>	2 and 3
<p><i>Read Write Inc Phonics intervention – cost of resources and training new members of staff to deliver the intervention.</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils. Targeted interventions have been shown to be more effective when delivered as regular sessions.</p> <p>Phonics EEF</p> <p>Making Best Use of Teaching Assistants EEF</p>	6
<p><i>Reading intervention 3x week before school delivered by a TA to identified disadvantaged pupils.</i></p>	<p>Fluent reading supports comprehension through redirecting cognitive focus from decoding to comprehension.</p> <p>Improving Literacy in Key Stage 2 EEF</p> <p>Making Best Use of Teaching Assistants EEF</p> <p>One to one tuition EEF</p>	1
<p><i>TA led interventions in line with pupil provision maps</i></p>	<p>Effective use of TAs through interventions has shown a positive impact on pupil outcomes.</p> <p>Making Best Use of Teaching Assistants EEF</p>	1

<i>Drawing and talking therapy – cost of training and resources for 2x individuals to lead this intervention.</i>	Social and emotional learning (SEL) interventions seek to improve 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. Social and emotional learning EEF Case Studies (drawingandtalking.com)	1 and 5
<i>Restructuring of support staff to be deployed flexibly to respond to the needs of the children, particularly those who are disadvantaged.</i>	Noticeable improvements in pupil outcomes can be made through the thoughtful use of existing resources. Making Best Use of Teaching Assistants EEF	1, 2, 3, 4, 5 and 6

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

Budgeted cost: £45,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of a whole school THRIVE approach, including the employment of a lead practitioner.</i> TAs to lead Thrive group interventions	Case studies of schools using a THRIVE approach have shown fewer disruptions in class, reduced exclusions and improved academic results. Impact and Evidence The Thrive Approach Social and emotional learning EEF Improving Social and Emotional Learning in Primary Schools EEF	1, 2, 3, 4 and 5
<i>Development of whole school relational policy for behaviour management</i>	EEF guidance on improving behaviour recommends a whole school approach. Understanding a pupil's context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff. Improving Behaviour in Schools EEF	1, 2, 3, 4 and 5
<i>Personal Support Plans</i>	EEF guidance on improving behaviour recommends tailoring targeted approaches to meet the needs of individuals in school. Improving Behaviour in Schools EEF	1, 2, 3, 4 and 5

<p><i>Website redesign and increased social media presence</i></p> <p><i>Hired – communications and marketing officer.</i></p>	<p>Guidance from the EEF document ‘Working with parents to support children’s learning’ evidence suggests developing and maintaining communication with parents about school activities and schoolwork can increase parental engagement which is associated with improved academic outcomes at all ages.</p> <p>Working with Parents to Support Children's Learning EEF</p>	<p>1, 2, 3, 4, 5 and 6</p>
<p><i>Development of a school wide ICT strategy</i></p>	<p>EEF guidance on using digital technology to improve learning recognises that technology offers ways to improve the impact of pupil practice.</p> <p>Using Digital Technology to Improve Learning EEF</p>	<p>1, 2, 3 and 5</p>
<p><i>Attendance tracking and communicating to parents via Arbor, highlighting comparisons to peer groups</i></p> <p><i>Employment of an attendance officer</i></p> <p><i>Following guidelines in DfE document ‘Working together to improve school attendance’</i></p>	<p>Giving parents accurate information about how their child is attending compared to their peers can have a positive impact on attendance.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>4</p>
<p><i>NHS Emotional Wellbeing Team (EWT) involvement with the school</i></p>	<p>Evidence from EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Recommendation 4 from the EEF guidance document ‘Working with parents to support children’s learning’ states offering more sustained and intensive support where needed can improve outcomes through group-based parenting initiatives.</p> <p>Working with Parents to Support Children's Learning EEF</p>	<p>1, 4 and 5</p>
<p><i>Development of Community hub as a community space to support parental engagement</i></p>	<p>Evidence from EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Recommendation 4 from the EEF guidance document ‘Working with parents to support children’s learning’ states offering more sustained and intensive support where</p>	<p>4 and 5</p>

	needed can improve outcomes through group-based parenting initiatives. Parental engagement EEF	
<i>Employment of a Family Support Practitioner</i>	Evidence from EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Parental engagement EEF	1, 4 and 5
<i>Wider-curriculum enrichment – Forest evenings/over nights/ Wembley trips/ pop-up clubs etc Participation in competitive sports clubs/competitions -</i>	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. OFSTED refer to the importance of cultural capital in their inspection framework. Outdoor adventure learning EEF Arts participation EEF Life skills and enrichment EEF	1, 4 and 5
<i>Daily Morning sports club to encourage children to come into school and start their day positively.</i>	There is a small positive impact of physical activity on academic attainment. Evidence has shown that physical activity could improve school engagement. Physical activity EEF Physical Activity, Fitness, and Physical Education: Effects on Academic Performance - Educating the Student Body (PDF) Physical Activity and School Engagement in Youth: A Systematic Review and Meta-Analysis	1, 4 and 5
<i>Development of a whole school food strategy</i>	Evidence makes links between children's diets and their physical and mental wellbeing as well as education achievement. Diet makes a difference to learning Centre for Educational Neuroscience Associations between Dietary Intake and Academic Achievement in College Students: A Systematic Review - PMC (nih.gov) Diet, behaviour and learning in children (bda.uk.com)	1, 2, 3, 4, 5
<i>Contingency</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond	

	quickly to needs that have not yet been identified.	
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Total budgeted cost: £273,340

Part B: Review of the previous academic year outcomes for disadvantaged pupils

End of Key Stage 2 assessment outcomes:

Due to the Covid-19 disruption, there are no KS2 comparative data outcomes for school disadvantaged vs national disadvantaged for the academic cohorts 2023/24 and 2024/25. This is because there is no KS1 baseline available to calculate prior attainment for. Due to this, there is also no progress data to report on.

A comparison of end of key stage 2 (SATs) outcomes for disadvantaged children in the 2022-23 academic year and 2023-24 academic year within our school: (Results round to 1)

Subject	2022/23 SATs EXS+	2023/24 SATs EXS+	2024/25 SATs EXS+
<i>Maths</i>	37%	48%	32%
<i>Reading</i>	40%	57%	43%
<i>Writing</i>	60%	41%	40%
<i>GPS</i>	39%	52%	34%

Outcomes from the 2024/25 KS2 SATs demonstrates lower attainment outcomes for Maths, Reading and GPS assessments compared to the 2023/24 cohort.

Multiplication Tables Check (MTC) outcomes:

Herne Bay Juniors	2023 MTC	2024 MTC	2025 MTC
<i>Disadvantaged</i>	13/25	20/25	20/25
<i>Non-disadvantaged</i>	15/25	20/25	23/25

	Our school 2025	National 2025	Local 2025
Disadvantaged	20/25	19/25	n/a
Non-disadvantaged	23/25	22/25	20/25

% of pupils achieving 25/25:

Herne Bay Juniors	% 25/25 (2023)	%25/25 (2024)	%25/25 (2025)
All pupils	6%	30%	24%
Disadvantaged	2%	36%	15%
Non-disadvantaged	9%	26%	34%

The modal score for Herne Bay Juniors disadvantaged was 25/25. Nationally, the modal score was 25/25 with 37% of pupils achieving this.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider