



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Roman Way Academy
Number of pupils in school 2023	212
Proportion (%) of pupil premium eligible pupils 2022	16.4 (26 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2022 July 2023
Statement authorised by	Sital Shah Head teacher
Pupil premium lead	Anna Dean Assistant Head teacher
Trustee lead	Mrs Susannah Connell CEO

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	37,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year 2023</b>	<b>£ 37,830</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

At Roman Way Academy we are committed to meeting our pupils' pastoral, social and academic needs. All children in our care are valued, respected and entitled to develop to their full potential. We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate pupil premium funding to support pupils that the school has legitimately identified as being socially disadvantaged.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

- To narrow the gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.

*We encourage all learners to be the best they can be. We strive for a safe, caring and motivating learning environment where high quality learning and teaching experiences ensures success and achievement. The progress of vulnerable groups is tracked termly as a school through pupil progress meetings and the outcomes of which are used to map provision on to our provision list/ map. This includes specific interventions which are measured fortnightly, half-termly or at the start and end of the block of work.*

- To ensure that the well-being needs of all pupils in receipt of pupil premium funding are met, in order to encourage a positive attitude to learning and school.

*We recognise that financial hardship and complex family situations can affect children having opportunities to learn new skills and engage in new experiences. At Roman Way Academy, we ensure all children have the opportunity to take part in after school clubs, educational visits and participate in music tuition. Our subsidised Breakfast Club provides the children with a positive start to the day, both in terms of nutrition and socialising.*

- To ensure the attendance and punctuality of pupils in receipt of pupil premium is at least in line with those of peers in school.

*We know that children learn best when they attend school regularly. In our strategy, we focus on encouraging attendance through meeting the well-being needs of pupils and families and providing exciting learning opportunities.*

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. We will ensure that teaching and learning opportunities meet the needs of all our pupils. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	Formative and summative assessments indicate that attainment in reading, writing and maths is significantly below that of non-disadvantaged pupils.
2	Identified pupils and their families have social & emotional difficulties, including medical and mental health issues, which affects the pupil's readiness to learn.
3	Attendance and punctuality of pupils in receipt of pupil premium is below that of peers.
4.	There is lack of support for Reading and homework in comparison with non-disadvantaged
5.	Children enter the school with low aspirations and limited experiences outside of school.

## 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>To ensure that the outcomes for pupils in receipt of pupil premium are at least in line with those of peers through ensuring high quality teaching is effectively in place, alongside targeted interventions.</p> <p>To ensure all pupils in receipt of pupil premium, including those with SEND, make expected or better progress from their starting points.</p>	<p>Increase the progress and attainment for identified pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.</p>
<p>To achieve and sustain wellbeing for all pupils, particularly our disadvantaged pupils.</p>	<p>Outcomes for disadvantaged pupils will be raised through improvements in social interaction opportunities.</p> <p>All disadvantaged pupils from Nursery – Year 2 will take part in swimming lessons</p> <p>All disadvantaged pupils will attend organised trips.</p> <p>All disadvantages pupils will have access to partly subsidised or fully subsidised breakfast club.</p>
<p>To ensure the attendance and punctuality of pupils in receipt of pupil premium is in line with those of peers.</p>	<p>To close the gap between whole school attendance and pupils in receipt of pupil premium funding (currently 4%).</p>

## 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: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NFER assessments.	<p>Tests and assessments can provide insight to strengths and weaknesses of pupils to help ensure the correct interventions are put into place.</p> <p><i>'Interventions should be targeted at specific pupils using information gathered from assessments.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	1, 3, 4
Adopt and establish a consistent approach to the teaching of Systematic, Synthetic Phonics programme to secure stronger phonic	<p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and it is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p><i>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</i></p> <p><i>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes)</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><i>School leaders must also utilise a broad array of external evidence to inform their decision making, alongside the expert knowledge they have of the pupils in their care. For instance, after identifying pupils in need</i></p>	1, 4

<p>teaching and learning – Little Wandle Letters and Sounds Programme</p>	<p><i>of targeted reading interventions through standardised assessments, school leaders should seek relevant and robust evidence on which approaches are most likely to provide appropriate and effective solutions, such as particular phonics or reading comprehension programmes.</i></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf</a></p>	
<p>Relevant CPD identified for all staff specific to their roles and responsibilities, to support effective teaching and learning across all curriculum areas.</p> <p>Specific parent workshops- Phonics, Early reading, Maths calculations and Purple Mash</p>	<p>EEF: Effective professional development</p> <p><i>‘High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom’.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p> <p><i>Parental engagement has a positive impact on average of 4 month’ additional progress. It is crucial to consider how to engage with all parents to avoid widening the attainment gaps.</i></p> <p><i>Consider what support you can give parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1 2 3 4 5</p>
<p>Rosenshine’s Principles and CPD</p>	<p><i>In settings such as accredited Thinking Schools the teachers are using pedagogy based on the similar ‘science of learning’ upon which Rosenshine’s work is based but are explicitly looking to go beyond instruction and to arm their students with the knowledge, tools and strategies to become self-sufficient learners. Their whole school</i></p>	

	<p><i>approach to developing meta learners is concerned, not only with lesson structure and 9 Beyond Rosenshine teacher instruction, but is centrally about establishing a culture of making thinking or metacognition visible. The results of this approach are powerful, not only in the narrow confines of increased pupil progress as measured by exam grade improvements but in developing the skills and attributes required to progress, whatever challenge is put in front of their learners.</i></p> <p><a href="https://www.thinkingmatters.com/assets/uploads/Beyond-Rosenshine.pdf">https://www.thinkingmatters.com/assets/uploads/Beyond-Rosenshine.pdf</a></p> <p><i>Cognitive science principles of learning can have a significant impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group reading and writing intervention:</p> <p>Establish small group phonic intervention in addition to daily phonic teaching.</p> <p>Additional 1:1 interventions for number and</p>	<p><i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</i></p> <p><i>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><i>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates</i></p>	<p>1 4</p>

spelling fluency  Termly pupil progress meetings	<i>that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</i>  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>	
High Quality interactions - EYFS	<i>There is evidence to suggest that pupils from lower socio-economic 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.</i>  <i>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	
Times Tables Rockstars	Regular practise helps the children learn their times tables and is effective preparation for the MTC in Y4.	1
Little Wandle assessments	When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.  <a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a>	1 4
Preteaching vocabulary	Effective diagnostic assessment often comes before a teaching sequence with the purpose of ascertaining pupils' prior knowledge. Mind maps (sometimes called 'concept maps') are used to assess the prior knowledge and understanding of pupils and their readiness to study new material. They can also be used to highlight connections and to organise or categorise ideas and concepts  <a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a>	1 4
Feedback Live marking and Whole	<i>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of</i>	1 2



Class Feedback	<p><i>their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	
Phonics workshops for parents/carers  Phonic support resources on the website  Purple mash workshop for parents	<p>Through better understanding of what is taught, and how phonics is taught, parent/cares are better equipped to support learning at home.</p> <p><i>‘For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities such as practising letters and numbers, are also linked to improved outcomes. Tips, support, and resources can make home activities more effective, for example, where they prompt longer and more frequent conversations during book reading’.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	1 4

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

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sports partnership (with local schools).	Children access a wider range of organised sports events both intra and inter-schools.	2 3
Children can participate in a variety of clubs, enrichment workshops and cultural and extra-curricular trips e.g. dance, skipping, outdoor	<p>Good take up of places in extracurricular clubs by disadvantaged pupils.</p> <p><i>‘There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.’</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2 3

woodland experience,		
Royston Area Schools Partnership (RASP). Family Support Worker. Y4-5 Transition worker.	<p>The FFA process allows different agencies and services to share information and work together in a coordinated way. FFAs are voluntary, and require consent from parents or carers before they can begin.</p> <p><a href="https://www.hertfordshire.gov.uk/microsites/families-first/early-help-professionals-area/families-first-assessment.aspx">https://www.hertfordshire.gov.uk/microsites/families-first/early-help-professionals-area/families-first-assessment.aspx</a></p> <p>Families benefit from being signposted to appropriate support.</p> <p>Experienced staff ensure that FFAs (Family First Assessments) are effective.</p> <p>Transition work supports our Y4 children move up into a much bigger school.</p>	2 3
North Herts Primary Support Service (NHPSS) is a commissioned service providing social, emotional and mental health (SEMH) support for pupils and schools. Training for staff.	<p>The baseline outcomes are that pupils worked with by the NHPSS will make positive progress and achievement engage in learning as a result of the work done with their social, emotional and mental health difficulties, allowing them to access a full curriculum by helping to remove their barriers to learning.</p> <p>Courses available include: support for staff with behaviour strategies, SEND strategies and Autism awareness.</p>	1 2 3
Breakfast club: We offer free or subsidised breakfast club to disadvantage d families.	<p>Children get a good start to the day by having appropriate breakfast food choices. They have opportunities to read, do homework and socialise</p> <p>Research has shown that over a quarter of parents believe they'd have to consider giving up work if they didn't have access to a breakfast club.</p> <p>There has been a wealth of research into the benefits of children having a good breakfast. These include:</p> <ul style="list-style-type: none"> <li>• Improved concentration</li> <li>• Improved attendance and punctuality</li> <li>• Better <b>behaviour</b></li> <li>• Improved attainment and achievement at school.</li> </ul> <p><a href="https://www.theschoolrun.com/what-breakfast-club">https://www.theschoolrun.com/what-breakfast-club</a></p> <p><i>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing</i></p>	1 2 3 4

	<p><i>and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>	
Drawing and Talking Therapy	Supports children suffering from trauma or poor mental health.	2 3

**Total budgeted cost: £ 37,830**

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

# Pupil premium strategy outcomes

## 2021-2022

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

Partial or fully subsidised breakfast club offered to our vulnerable families- This ensured a good start to the day and opportunities to do homework and additional reading. Children participated in offsite school trips to extend their life experiences e.g. trips to Flag Fen, Shepreth Wildlife park, Standalone Farm and British Museum. Aspirations week was organised to raise aspirations in children and expose them to a range of jobs and careers that children.

### Disadvantaged pupil progress for last academic year

Measure	Score
Reading	5.7%
Writing	6.0%
Maths	-1.5%

### Disadvantaged pupil performance overview for last academic year (28 children)

Measure	Score
Meeting expected standard +	Reading: <b>46.4%</b> Writing: <b>39.3%</b> Maths: <b>39.3%</b>
Achieving high standard (GD)	Reading: <b>7.1%</b> Maths: <b>4.0%</b>

Slight increase in attainment data for PPG over the year. Although during lockdown (Spring term 2021) the children accessed structured learning, there was a dependency on limited online reading books. Writing activities were limited although children could access a word processing type of programme. The habits picked up during this time e.g. inappropriate use of capital letters, lack of basic punctuation and spelling rules had to be addressed on return to full time education. On return to school, reading groups were targeted for frequent reading and tasks to address writing gaps (SPAG) took place in early morning work. Children accessed one live maths session daily during lockdown. Lessons were structured and parents/carers informed the teachers of challenges. Laptops/lpads were provided for remote learning and work packs provided for the few children who didn't engage with remote learning. Assessments identified the need for the development of maths fluency and mastery. Maths activities in Early Morning Work focused on the areas that most children found challenging

Based on the 2019 Phonics screening materials, 77% the Y1 cohort scored of 32+. For Y2, 4 out of 5 children who took the screening scored 32+ (who failed in the autumn term).

Most children accessed daily phonics during lockdown.

Additional phonics lessons took place when the children returned to full time education.

The NELI intervention impacted on the pupil's confidence in speaking putting words into full sentences. These pupils were able to answer questions and express their needs in more than just one or two words. This also enabled them to fully participate in lessons and with peers in social events.

### Data for vulnerable groups KS1 & 2

#### Autumn 2021

	PP 16 chn	Non PP 102 chn	SEN 19 chn	Non SEN 99 chn
<b>RWM (combined)</b>	7 43.8%	62 60.8%	3 15.8%	66 66.7%
<b>Reading</b>	9 56.3%	77 75.5%	6 31.6%	80 80.8%
<b>Writing</b>	7 43.8%	66 64.7%	3 15.8%	70 70.7%
<b>Maths</b>	10 62.5%	82 80.4%	7 36.8%	85 85.9%

#### Spring 2022

	PP 19 chn	Non PP 102chn	SEN 24chn	Non SEN 97chn
<b>RWM (combined)</b>	9 47.3%	67 65.6%	6 25%	70 72.1%
<b>Reading</b>	11 57.8%	79 77.4%	9 37.5%	81 83.5%
<b>Writing</b>	9 47.3%	69 67.6%	6 25%	72 74.2%
<b>Maths</b>	13 68.4%	85 83.3%	11 45.8%	87 89.6%

#### Summer 2022

	PP 23 chn	Non PP 100 chn	SEN 26 chn	Non SEN 97chn
<b>RWM</b>	10 43.4%	71 71%	5 19.2%	76 78.3%
<b>R</b>	13 56.5%	81 81%	8 30.7%	86 88.6%
<b>W</b>	10 43.4%	73 73%	5 19.2%	78 80.4%
<b>M</b>	15 65.2%	82 82%	10 38.4%	87 89.6%

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

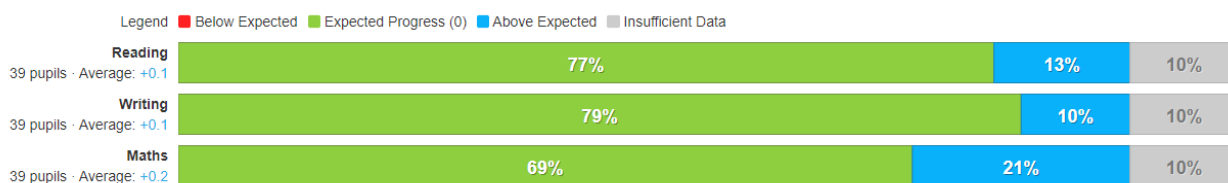
#### 2022-2023

Partial or fully subsidised breakfast club offered to our vulnerable families- This ensured a good start to the day and opportunities to do homework and additional reading. It also supported school refusers and improved attendance and punctuality of vulnerable children and persistent absentees. Reading and homework continues to be prioritised in breakfast club.

Children participated in enrichment activities like Science Fair, scooter and skateboard workshops, drama and music for all workshops, skipping workshops and school trips. These enabled the most vulnerable children to build self-esteem and self-belief in trying new activities. PPG funding has been used where required so all PPG pupils attended any extracurricular events and trips. Finance has not been a barrier. The woodland area opened on May 2023. This is now utilised by the pupils attending the popular woodland club. A large number of families reside in houses with no direct access to outdoors and therefore this provision will continue to impact positively for the most disadvantaged pupils.

Mastery approach to maths and bite size CPD to upskill staff in reading and phonics has improved attainment and progress in the PPG pupils. The gap in maths has been narrowed slightly between PPG and non-PPG pupils. Investing in phonic and reading resources and CPD for all staff has enabled 83% of children to pass their PSC this year.

### Disadvantaged pupil progress for last academic year



### Disadvantaged pupil performance overview for last academic year (28 children)

Measure	Score
Meeting expected standard +	Reading: <b>54%</b> Writing: <b>44%</b> Maths: <b>67%</b>
Achieving high standard (GD)	Reading: <b>21%</b> Maths: <b>13%</b> Writing: <b>8%</b>

Increase in attainment and progress data for PPG from previous year (2021-2022). Catch up and keep up interventions from Little Wandle phonic scheme supported outcomes for PPG.

Phonic screening check for year 1- 83% pupils scored 32 and above.

Year 1 Phonics 83% (Exceeded the target set at 75% at the start of the year. Two children scored 0. One joined in March and has not been in the education system before. The other joined in May2023 and was a managed move with a significantly reduced timetable.

Year 2 retake PSC Phonics 83% (13/15 children)



Attendance of persistent absentees has dropped significantly and is lower than national. The school continues to have a clear plan of action for all children with poor attendance to rapidly improve attendance. These pupils are monitored closely by Leaders and meetings are scheduled with parents/ carers. Where required, a plan of action with targets will be drawn and reviewed until attendance improves. The Trust attendance officer attends invited meetings and works closely with the attendance team in school. This year there have been noticeable improvements for particular pupils. Currently the school's persistence absence is lower than national. In September 2023, persistence absence was reported as 6%.

## 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*

<b>Programme</b>	<b>Provider</b>
N/A	