



Westgate Primary School

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 | Westgate Primary School |
| Number of pupils in school | 207 + 27 nursery |
| Proportion (%) of pupil premium eligible pupils | 12.0% (inc EYFS/ EYPP) |
| Academic years that our current pupil premium strategy plan covers | 2021-2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Ms Helen Carpenter |
| Governor lead | Dr Andrew Ross |

Funding overview

| Detail 2021-22 | Amount |
|--|--------------------------------|
| Pupil premium funding allocation this academic year | £ 44,770 |
| Recovery premium funding allocation this academic year | £ 3,335 (+ £2,801 SLT) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this financial year | £ 48,105 (+ £2,801 SLT) |
| Detail 2022-23 | Amount |
| Pupil premium funding allocation this academic year | £ 45,720 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this financial year | £ 45,720 |

| Detail 2023-24 | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £ 44,170 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this financial year | £ 44,170 |

Part A: Pupil premium strategy plan

Statement of intent

Our disadvantaged pupils present in a range of ways with different needs and are not a homogenous group. They include children who have been adopted from care, who may have experienced early childhood trauma, and children from economically disadvantaged backgrounds. Some have SEND, others do not. Some face long-term challenges; for others, challenges are short-term or intermittent.

Our overriding objectives for all disadvantaged pupils are:

- For all to make good progress and achieve their academic potential, taking into account any additional needs, by removing/ addressing barriers to learning
- For all to develop self-esteem and positive self-image
- For all to develop resilience, confidence, self-regulation and self-efficacy
- For all to develop good social and inter-personal skills

These objectives are in line with our school ethos, which is summed up in our school aims:



Our School Aims

Striving For Excellence, Caring For Children

Westgate Primary School is a happy, nurturing place to be, where everyone is committed to providing a high quality, rounded and inclusive education that enables all children to thrive and achieve.

We aim for everyone in our school:

- To show kindness, tolerance and respect to everyone around them, celebrating our differences and the things we have in common, and standing up against injustice;
- To develop the skills and qualities they need to become lifelong learners: enthusiasm, perseverance, resilience, independence and teamwork;
- To challenge themselves, learning with and from others;
- To ask questions and think for themselves;
- To be creative and find positive ways to fully express themselves;
- To behave responsibly and to make healthy choices;
- To look after the world around us, for ourselves and future generations;
- To develop a sense of belonging to Westgate and the wider community, so that they can make a difference to the world in which they live.

All of Westgate's policies and actions are designed to support these aims.

Our strategy is also a key part of wider school plans for education recovery, notably in our targeted support including school-led tutoring and the National Tutoring Programme, for pupils whose education has been worst affected, including non-disadvantaged pupils.

To ensure our approach is effective we will:

- ensure disadvantaged pupils are challenged, set high expectations in the work that they engage in;
- act early to intervene in a timely manner to close gaps, and address SEMH needs;
- engage children in their community, building self-efficacy, self-esteem, confidence, cultural capital and a growth mindset;

- develop strong and productive relationships between school and home which support children in crisis;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attendance is lower on average for disadvantaged pupils than for other pupils. |
| 2 | Attainment for disadvantaged pupils is lower on average than for other pupils. |
| 3 | There are higher proportions of SEMH needs amongst disadvantaged pupils than amongst other pupils. This in turn impacts on academic progress and achievement. |
| 4 | Disadvantaged pupils have lower levels of resilience and self-efficacy on average than other pupils, which impacts on the way they engage with learning. |
| 5 | The incidence of SEND is higher amongst disadvantaged pupils than other pupils. |
| 6 | Some disadvantaged families find it harder than other families to access extra-curricular/ enrichment/ cultural activities, for example due to financial or logistical issues. |
| 7 | Lockdowns, self-isolation periods and bubble collapses in 2020 & 2021 have led to gaps in learning for many pupils. This was particularly the case for some disadvantaged pupils, who found it more challenging to engage regularly in remote learning due to the barriers outlined above. |
| 8 | Some children are prevented from accessing effective home learning due to lack of access to technology. |

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 |
|--|--|
| <ul style="list-style-type: none"> • Increased overall attendance rates for disadvantaged pupils in line with national averages/ other pupils • Reduction in persistent absence in line with national averages/ other pupils | <ul style="list-style-type: none"> • Individual attendance for most disadvantaged pupils is in line with overall school attendance data • Most disadvantaged pupils are rarely late for school |

| Intended outcome | Success criteria |
|---|--|
| <ul style="list-style-type: none"> Disadvantaged pupils become confident writers within or beyond the expected standard for their age, narrowing the attainment gap between disadvantaged and other pupils | <ul style="list-style-type: none"> Most disadvantaged pupils apply their phonic knowledge accurately to attempt to spell unfamiliar words in their writing in EYFS/ KS1, as assessed by class teachers Most disadvantaged pupils develop secure spelling skills, consistently applying learned spelling rules and national curriculum word lists in their writing, as assessed by class teachers. Most disadvantaged pupils construct sentences and texts accurately, choosing vocabulary appropriately, as assessed by class teachers. |
| <ul style="list-style-type: none"> Disadvantaged pupils become confident readers within or beyond the expected standard for their age, narrowing the attainment gap between disadvantaged and other pupils | <ul style="list-style-type: none"> Most disadvantaged pupils achieve the expected standard in the KS1 phonics check by the end of Y2. Most disadvantaged pupils develop accurate phonic knowledge and apply this to decode age-appropriate texts fluently by Y3. Most disadvantaged pupils read regularly at home. Most disadvantaged pupils read for pleasure and develop favourite genres/ authors. Most disadvantaged pupils demonstrate age-appropriate comprehension skills, retrieving information and inferring meaning. |
| <ul style="list-style-type: none"> Disadvantaged pupils learn, retain and apply key number facts in mathematics, narrowing the attainment gap between disadvantaged and other pupils | <ul style="list-style-type: none"> Most disadvantaged pupils use TT Rockstars/ Numbots regularly each week at home to practise quick recall of addition and subtraction pairs within 20 and multiplication facts up to 12 x 12. Most disadvantaged pupils achieve at least 23/25 in the Y4 multiplication tables check. Most disadvantaged pupils achieve the expected standard in mathematics by the end of KS2, through the identification of the correct calculation and accurate recall and application of key number facts. |
| <ul style="list-style-type: none"> Disadvantaged pupils demonstrate increased confidence, resilience and independence in learning | <ul style="list-style-type: none"> Most disadvantaged pupils are able to follow direction, engage in independent tasks and respond positively to challenge in lessons, as observed by class teachers. All disadvantaged pupils engage well with teachers and teaching assistants in lessons and interventions so that they participate fully in learning activities. |
| <ul style="list-style-type: none"> The impact of social, emotional and mental health needs of disadvantaged pupils upon their learning is reduced | <ul style="list-style-type: none"> Most disadvantaged pupils develop positive peer relationships by the end of KS2. The incidence of meltdowns or other episodes of distress is significantly reduced for disadvantaged pupils by the end of KS2. Most disadvantaged pupils develop and use strategies to manage stress, anxiety and conflict by the end of KS2. Most disadvantaged pupils are able to identify and talk about their emotions by the end of KS2. |
| <ul style="list-style-type: none"> The impact of the pandemic on children's learning is reduced | <ul style="list-style-type: none"> By the end of their current key stage, children whose progress has been adversely affected by lockdowns, self-isolation and bubble collapses have regained lost ground and met end of key stage targets in English and mathematics. |

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: £ 5,170

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Investment in a DfE validated systematic synthetic phonics scheme/resources to secure the best phonics teaching for all pupils | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 2 |
| Purchase of standardised assessments in mathematics, reading, grammar, punctuation & spelling | 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 Blog | 2 |
| Purchase of new spelling scheme resources | The active teaching of spelling plays a decisive role in children's spelling development. CLPE Understanding spelling | 2 |
| Collaborative work on curriculum planning KS1-2 to ensure a broad, balanced, knowledge-rich curriculum | It is a risk to social mobility if pupils miss out on opportunities to study subjects and gain knowledge that could be valuable in subsequent stages of education or in later life. Restricted subject choice for low-attaining pupils disproportionately affects pupils from low income backgrounds. Ofsted curriculum research HMCI commentary | 2 |
| Collaborative work to rewrite the EYFS curriculum in light of the new framework | Less advantaged children continue to underachieve in EYFS and this perpetuates the gap as they progress into primary schooling. Given this context, a closer examination of the recent evidence reveals that with some modifications, particularly in relation to the guidance on Communication and Language Development, and giving greater prominence to the Characteristics of Effective Teaching and Learning, these children might be better served. Early Education Getting it Right in the Early Years Literature Review | 2 |
| Subscriptions to TT Rockstars and Numbots | The EEF guidance report on mathematics in KS2/3 highlights the importance of emphasising the many connections between mathematical facts, procedures, and concepts, ensuring that pupils develop fluent recall of facts and are taught to understand procedures. EEF Guidance Report Mathematics KS2/3 | 2 |

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

Budgeted cost: £ **25,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| In class support | <p>EEF research suggests that effective deployment of TAs in the classroom has a positive impact on pupils' attention, confidence, independence & motivation.</p> <p>EEF Projects Evaluation MITA</p> | 2,3,4,5,7 |
| Targeted same day intervention | <p>EEF research suggests there is good evidence that small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. These tuition groups can have an average impact of four months' additional progress over the course of a year.</p> <p>EEF Teaching and Learning Toolkit small group focused tuition</p> | 2,3,4,5,7 |
| School-led tutoring | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling be-hind, both one-to-one:</p> <p>One to one tuition EEF</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 2,4,5,7 |
| National Tutoring Programme | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling be-hind, both one-to-one:</p> <p>One to one tuition EEF</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 2,4,5,7 |
| Fischer Family Trust Wave 3 Reading Inference intervention | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling be-hind, both one-to-one:</p> <p>One to one tuition EEF</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Fischer Family Trust Wave 3 research REF impact case study teaching reading comprehension</p> | 2,4,5,7 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------|---|-------------------------------|
| Plus 1 & Power of 2 | <p>An independent study carried out by Nottingham Trent University suggests that those schools using Power of 2 show higher levels of maths attainment than those which do not, in 6 key school performance measures:</p> <ul style="list-style-type: none"> • percentage reaching expected standard in reading, writing, maths • percentage achieving high score in reading, writing, maths • percentage reaching expected standard in maths • percentage achieving high score in maths • average scaled score in maths • percentage reaching expected standard in maths: Teacher Assessment <p>NTU Investigating Impact Plus 1 Power of 2</p> | 2,4,5,7 |

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

Budgeted cost: £ 14,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Learning mentor to work with individual pupils and their families to improve attendance. | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE Improving School Attendance</p> | 1 |
| <p>Targeted intervention with the learning mentor to improve SEMH needs, including:</p> <ul style="list-style-type: none"> • Self-regulation • Self-confidence • Resilience • Social relationships • Executive function | <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over an academic year. EEF Teachers Toolkit SEL</p> | 3,4 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Contribution to Otley, Pool & Bramhope extended services cluster, in order to jointly access: <ul style="list-style-type: none"> • TaMHS counselling • Parent Support Adviser • Speech & Language Therapy | Government funded and researched based TAMHs counselling shows research backed positive impact from Wave 3 therapeutic intervention to support children and families with or at risk of experiencing problems Department for Children Schools and Families Targeted Mental Health in Schools Project Also, Parental engagement has a positive impact on average of 4 months' additional progress and EEF state that it is crucial to consider how to engage with all parents to avoid widening attainment gaps. School should consider how to tailor school communications to encourage positive dialogue about learning. EEF Teaching and learning toolkit Parental Engagement | 1,3,4 |
| Work with families to facilitate take up of subsidised holiday/ extra-curricular enrichment activities | Participation in arts activities can lead to increases in attainment in English & mathematics; increases in participation and wellbeing are also widely reported. EEF Teaching and Learning toolkit Arts Participation | 6 |
| Work to subsidise instrumental lessons and residential for disadvantaged families | It is a risk to social mobility if pupils miss out on opportunities to study subjects and gain knowledge that could be valuable in subsequent stages of education or in later life. Restricted subject choice for low-attaining pupils disproportionately affects pupils from low income backgrounds. Ofsted curriculum research HMCI commentary Participation in arts activities can lead to increases in attainment in English & mathematics; increases in participation and wellbeing are also widely reported. EEF Teaching and Learning toolkit Arts Participation | 6 |
| Establishing a Senior Mental Health lead, including access to DfE approved training | Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment. PHE Promoting CYP Mental Health and Wellbeing | 1,3,4 |
| Ensuring access to technology for all pupils- DfE laptop scheme | Pupils without connection to the internet or the ability to access it using suitable hardware face barriers to home learning. https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=13409&context=libphilprac | 8 |

Total budgeted cost: £ 44,170

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 2023 to 2024 academic year.

At the end of KS1, outcomes in reading, writing and science for disadvantaged pupils are below overall outcomes for the cohort and non-disadvantaged pupils, but above them for mathematics. In the phonics screening check in Y1, outcomes for disadvantaged pupils were above non-disadvantaged pupils in terms of average score, but below non-disadvantaged pupils in terms of overall pass rate.

At the end of KS2, outcomes in reading and science for disadvantaged pupils are below overall outcomes for the cohort, in line for mathematics, above for writing & GPS, and broadly in line for reading, writing & mathematics combined. In the multiplication tables check in Y4, outcomes for disadvantaged pupils were below overall outcomes for the cohort.

For disadvantaged pupils with SEND, reviews of learning passport outcomes indicate progress made with key objectives for all pupils. Annual reviews for disadvantaged pupils also indicate progress against EHCP or Funding for Inclusion objectives.

Analysis of the impact of targeted interventions carried out by the SENCo indicate progress was made by all pupils who participated in structured intervention programmes.

Outcomes from TaMHS counselling using pre- and post-assessment strengths and difficulties questionnaires (SDQs) show positive impact for children who received counselling.

Comparisons with national data show that disadvantaged pupils at Westgate achieve in line with national disadvantaged pupil outcomes at EYFS, and above national disadvantaged pupil outcomes in all KS1 & KS2 measures.

End of EYFS outcomes 2023-24

| Item | Westgate PP | | | National PP | | | Westgate non-PP | | | National non-PP | | |
|------------------------------------|-------------|--|--|-------------|--|--------|-----------------|--|--|-----------------|--|--------|
| | Value | | | Value | | Gap | Value | | | Value | | Gap |
| Good Level of Development | 50.0% | | | 51.5% | | -1.5% | 84.6% | | | 72.0% | | +12.6% |
| Average no. ELGs at expected level | 11.0 | | | 12.3 | | -1.3 | 15.7 | | | 14.5 | | +1.2 |
| All Goals, Exp+ | 50.0% | | | 49.9% | | +0.1% | 84.6% | | | 70.6% | | +14.0% |
| Prime Goals, Exp+ | 50.0% | | | 61.8% | | -11.8% | 92.3% | | | 78.5% | | +13.8% |
| Com. & Lang. Goals, Exp+ | 50.0% | | | 68.2% | | -18.2% | 92.3% | | | 82.4% | | +9.9% |
| PSE Goals, Exp+ | 50.0% | | | 73.2% | | -23.2% | 96.2% | | | 85.5% | | +10.7% |
| Phys. Dev. Goals, Exp+ | 50.0% | | | 75.2% | | -25.2% | 96.2% | | | 87.2% | | +9.0% |
| Specific Goals, Exp+ | 50.0% | | | 51.0% | | -1.0% | 84.6% | | | 71.8% | | +12.8% |
| Literacy Goals, Exp+ | 50.0% | | | 53.7% | | -3.7% | 84.6% | | | 74.3% | | +10.3% |
| Maths Goals, Exp+ | 100.0% | | | 62.7% | | +37.3% | 88.5% | | | 80.9% | | +7.6% |
| Und. The World Goals, Exp+ | 50.0% | | | 68.1% | | -18.1% | 92.3% | | | 83.3% | | +9.0% |
| Exp. Arts & Des. Goals, Exp+ | 50.0% | | | 75.7% | | -25.7% | 92.3% | | | 87.2% | | +5.1% |

Y1 Phonics outcomes 2023-24

| Y1 Phonics 2023-24 | No Score | 0-15 | 16-23 | 24-31 | 32-36 | 37-40 | APS | Q | A | D | WT | WA |
|--------------------|----------|-------|-------|-------|-------|-------|------|------|------|------|-------|-------|
| National PP | 4.8% | 14.0% | 6.2% | 6.7% | 32.0% | 36.3% | 30.3 | 0.0% | 0.5% | 4.3% | 26.9% | 68.3% |
| Westgate PP | 0.0% | 0.0% | 0.0% | 50.0% | 0.0% | 50.0% | 34.0 | 0.0% | 0.0% | 0.0% | 50.0% | 50.0% |
| National non-PP | 2.6% | 5.9% | 3.4% | 4.8% | 31.0% | 52.3% | 34.1 | 0.0% | 0.2% | 2.4% | 14.0% | 83.3% |
| Westgate non-PP | 0.0% | 7.1% | 0.0% | 17.9% | 53.6% | 21.4% | 31.7 | 0.0% | 0.0% | 0.0% | 25.0% | 75.0% |

End of KS1 assessment outcomes 2022-23 (no longer reported in 2023-24)

| Subject | Level | Westgate PP | | | National PP | | | Westgate non-PP | | | National non-PP | | |
|---------|-------|-------------|--|--|-------------|--|--------|-----------------|--|--|-----------------|--|--------|
| | | Value | | | Value | | Gap | Value | | | Value | | Gap |
| Reading | ≥EXS | 66.7% | | | 54.0% | | +12.7% | 96.4% | | | 72.6% | | +23.8% |
| | GDS | 0.0% | | | 9.1% | | -9.1% | 32.1% | | | 21.7% | | +10.4% |
| Writing | ≥EXS | 66.7% | | | 44.6% | | +22.1% | 78.6% | | | 64.8% | | +13.8% |
| | GDS | 0.0% | | | 3.4% | | -3.4% | 17.9% | | | 9.7% | | +8.2% |
| Maths | ≥EXS | 66.7% | | | 55.9% | | +10.8% | 92.9% | | | 74.8% | | +18.1% |
| | GDS | 0.0% | | | 7.8% | | -7.8% | 32.1% | | | 18.9% | | +13.2% |

Y4 Multiplication Tables Check outcomes 2023-24

| Year 4 2022 | 23+ | 25 | Average score /25 |
|-----------------|-------|-------|-------------------|
| Westgate non-PP | 40.0% | 20.0% | 19.6 |
| Westgate PP | 80.0% | 44.0% | 22.1 |

Y4 Multiplication Tables Check outcomes 2022-23 (latest national data available)

| Estab. Name | Score | | | | | | Average Score ^a (out of 25) |
|-----------------|-----------------------|------|-------|-------|-------|-------|---|
| | No Score ² | 0-5 | 6-10 | 11-15 | 16-20 | 21-25 | |
| National PP | 6.5% | 3.9% | 10.1% | 15.7% | 18.2% | 45.6% | 18.3 |
| Westgate PP | 0.0% | 0.0% | 0.0% | 0.0% | 14.3% | 85.7% | 23.0 |
| National non-PP | 2.8% | 1.3% | 4.6% | 10.4% | 16.7% | 64.2% | 20.8 |
| Westgate non-PP | 0.0% | 0.0% | 0.0% | 0.0% | 8.7% | 91.3% | 24.0 |

Y6 End of KS2 Assessment

| Subject | Level | Westgate PP | | National PP | | Westgate non-PP | | National non-PP | |
|---|----------------|-------------|--------|-------------|--------|-----------------|--------|-----------------|--------|
| | | Value | Gap | Value | Gap | Value | Gap | Value | Gap |
| Reading (test), Writing (TA) & Maths (test) | ≥EXS/Exp.Std. | 80.0% | +34.2% | 45.8% | +34.2% | 69.2% | +2.4% | 66.8% | +2.4% |
| | GDS/High Score | 0.0% | -3.1% | 3.1% | -3.1% | 15.4% | +5.8% | 9.6% | +5.8% |
| Reading | ≥Exp.Std. | 80.0% | +17.4% | 62.6% | +17.4% | 92.3% | +13.2% | 79.1% | +13.2% |
| | High Score | 40.0% | +21.8% | 18.2% | +21.8% | 42.3% | +9.4% | 32.9% | +9.4% |
| Writing (TA) | ≥EXS | 80.0% | +21.2% | 58.8% | +21.2% | 73.1% | -4.0% | 77.1% | -4.0% |
| | GDS | 20.0% | +13.6% | 6.4% | +13.6% | 15.4% | -0.2% | 15.6% | -0.2% |
| Maths (test) | ≥Exp.Std. | 80.0% | +20.6% | 59.4% | +20.6% | 80.8% | +2.0% | 78.8% | +2.0% |
| | High Score | 0.0% | -13.0% | 13.0% | -13.0% | 42.3% | +13.8% | 28.5% | +13.8% |

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

Not applicable.

Further information (optional)

Not applicable.