

Pupil Premium Strategy

This statement details our school's use of pupil premium for 2025/26. The 2024/25 review covers Pupil Premium.

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	North Walsall Primary Academy 
Number of pupils in school	236 (of which 26 Nursery)
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sabrina Khera (Head of Academy)
Governor / Trustee lead	Rachel Paskin (Governor) Natalie Deen (Trust lead)

Funding overview

Detail	
Pupil premium funding allocation this academic year	£154,530

Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£154,530

Part A: Pupil Premium Strategy Plan

Statement of intent

Our aim at North Walsall is to use Pupil Premium & Recovery funding to help us improve and sustain higher attainment for disadvantaged pupils, through rapid progress, attainment that is comparable with that of non-disadvantaged pupils nationally. This strategy represents a three-year plan, during this period of time the strategy will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary, speech & language, gaps in curriculum, knowledge, attendance & punctuality and social-emotional concerns manifesting as behaviour.

Our approach will be responsive to both everyday challenges as well as individual pupil needs, rooted in robust diagnostic assessment, underpinned by educational research to inform planned intervention.

The North Walsall Way exemplifies the highest of expectations of all pupils, irrespective of background or the challenges they face, through our No Opt Out philosophy. At North Walsall we ensure that high levels of disadvantage do not impede any pupil from exposure to a broad, balanced and enriched curriculum. A curriculum enriched with opportunities to learn beyond the classroom, broaden their horizons and to gain cultural capital experiences that go beyond their everyday demographic.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their work, and are immersed in new life experiences outside of the academy
- act early to intervene at the point when a need is identified & engage with outside agencies where needed
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes

Challenges

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

Challenge number	Detail of challenge
1	PHONICS Low levels of language acquisition upon entry to the academy, continuing throughout the academy. Our baseline assessments on entry to Reception class demonstrate that 81% of our disadvantaged pupils scored below on the 2025 Reception baseline. This then leads to disadvantaged pupils attaining less well in the Y1 phonics check, impacting on their development as readers. Phonics baseline in Y1 indicate that 0% of our disadvantaged children are on track to pass the phonics screening.
2	LANGUAGE DEVELOPMENT High % of pupils with underlying developmental language disorders, impacting on speech language and communication. Of the current 2025 Nursery intake will be screened in Jan 2026 to assess S&L concerns. Of the 2025 Reception intake 45% of our disadvantaged pupils have been identified as having speech and language difficulties.
3	ATTENDANCE AND PUNCTUALITY Low levels of attendance & punctuality (PA) PA for 24-25 was 13.7% of which PP were 63%. Overall attendance for 24-25 was 95.6%, PP attendance ended on 94.6%, Non-PP 96.2%.
4	WIDER OPPORTUNITIES Historical Socio-cultural & economic deprivation, leading to limited opportunities to widen a pupil's cultural capital without academy intervention.
5	S.E.M.H Our internal tracking in Autumn 1 2025 shows an increased number of disadvantaged pupils with complex needs finding it difficult to regulate their emotions, have poor self-confidence and behavioural issues leading to an increase in Mental Health needs and support required.

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
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Improved spoken language with a wider vocabulary bank that emphasis the use of Standard English. Leading to improved Reading, Writing and SPAG. (1&2)	Teacher assessment of pupils' oral language will demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school. This is within a context of high attainment for all. External school improvement support will verify these findings in pupils' day to day learning.
Targeted support at the earliest stage for pupils identified with language difficulties. Leading to improved spoken language and oracy. (1&2)	Teacher, and S&L assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move through the school.
Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas. (3)	PA for disadvantaged children will reduce so the gap between PP and non-PP for attendance will reduce.
Pupils are able to see past the socio-cultural cycle they are in and have the ability, means & support approach things differently. Leading to higher aspirations and an improved attitude to learning, resulting in better outcomes. Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life. Pupils engage in extracurricular support and tutoring to support improved outcomes. (4)	Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers. This includes Tutoring, Afterschool clubs, Breakfast club, trips & residential. Discussions with pupils, teachers & support staff indicate that these experiences are supporting improved outcomes across the curriculum. Discussions with pupils, parents, teachers & support staff indicate that pupils have higher expectations of themselves, with higher aspirations and an improved attitude towards learning.
Pupils are able to communicate clearly and express their emotions and feelings in a calm and restorative manner. Leading to reduced behaviour incidents, and better outcomes across all subjects. (5)	Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support. Assessment data for these identified pupils shows improved attainment, comparable to that of non-disadvantaged pupils

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing model in EYFS to ensure smaller ratios enhancing quality first provision, alongside a Mastery model.	£14,808	All of these methods will be deployed across EYFS as a result of increased teaching capacity within the room. Reduction in class size +2 months progress. Reducing class size EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions +4 months progress. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Within class attainment grouping +2 months progress. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Mastery Teaching model in class +5 months progress https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning	1 & 2
Additional staffing in Y6, to support both academic outcomes through accelerated progress and pastoral outcomes.	£26,600	All of these methods will be deployed across Y6 as a result of increased teaching capacity within the room. Reduction in class size +2 months progress. Reducing class size EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions +4 months progress. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Within class attainment grouping +2 months progress. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Mastery Teaching model in class +5 months progress https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning	1, 2 & 5

Targeted academic support

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
S&L interventions in EYFS in the to be delivered by	£5000	Oral language interventions can provide progress of +6 months Oral language interventions EEF	1 & 2

Tas (Talkboost and Welcomm)		Small group tutoring proves highly effective progress +3 months Small group tuition EEF Wellcom internal data at NWPA over a 2-year period on average provides +9 months in just 3 months of intervention. Speech and language toolkit Early communication skills Early communication and language interventions can provide +6 months progress Communication and language approaches EEF	
Use of digital platforms to set HL and projects such as Purple Mash, Nessy, First News, National Geographic, TTR, Shine for targeted English support for home reading and comprehension development. All can be used as intervention programs to supplement in class teaching and for home learning.	£4500	Home Learning provision can provide +6 months of progress Homework EEF Individual instruction in through various mediums including digital can provide +4 months progress Individualised instruction EEF Digital technology use in EYFS can provide +4 months progress Education Endowment Foundation EEF	1, 2 & 4
SALT targets set by the S&L Therapist, to be delivered by upskilled TAs.	£6000	Oral language interventions can provide progress of +6 months Oral language interventions EEF Small group tutoring proves highly effective progress +3 months Small group tuition EEF Wellcom internal data at NWPA over a 2-year period on average provides +9 months in just 3 months of intervention.	1 & 2

		Speech and language toolkit Early communication skills	
Tutoring internally for Phonics, targeted pupils' afterschool across Y1& Y2. Tutoring internally for Reading, Maths and SPAG, targeted pupils' before and after school across Y6. MTC tutoring for Y3/4.	£1500	1:1 tutoring proves highly effective progress +5 months One to one tuition EEF Small group tutoring proves highly effective progress +3 months Summer schools EEF Extending the school day for things such as tutoring or boosters +3 months Extending school time EEF Early Phonic intervention provides +5 months progress Phonics EEF	1, 2 & 4
Dyslexic friendly books to help aid the removal of barriers to early reading.	£550	Dyslexia Books: What Makes Them "Dyslexia-Friendly"? What makes a book Dyslexia Friendly - Books for Bugs	1 & 2

Wider Strategies

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Attendance, Behaviour & parent liaison lead in school to work with families on reducing PA and improve Whole school attendance. Additional, attendance interventions.	£21,000	Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). Keeping children safe in education outlines supporting children to come into school regularly. Keeping children safe in education 2024	3

Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA. Deputy Attendance lead, supporting the attendance lead in school to support children and families to improve their attendance. Deputy behaviour lead, holding parent meetings and organising in-house sanctions and rewards		The DFE published a report on the links between attendance and attainment in 2014. Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK	
Pastoral Mentor, leading intervention afternoons.	£8450	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. Estimated progress +4 months Social and emotional learning EEF	5
Breakfast and Afterschool club. Food and fruit for all pupils at snack time. Magic breakfast membership	£4000	Improve punctuality, to ensure all children are in school and ready to learn on time. Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation & concentration. Evidence suggests hungry children are unable to sustain concentration over sustained periods of time.	3, 4 & 5

Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward such as bouncy castle for 100%. Yearly reward for 100% is a trip and a raffle for a new bike.	£2500	Working together to improve school attendance - GOV.UK Keeping children safe in education outlines supporting children to come into school regularly. Keeping children safe in education 2024 The DFE published a report on the links between attendance and attainment in 2014. Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK	5
All pupils are exposed to first hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits.	£23,000	Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations. Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience. Arts participation EEF	4
Provision of uniform bank to be kept on site and offered to families of children who are impacted by cost-of-living crisis and unable to afford it.	£300	Ensuring that uniform will not be a hindrance to children attending school. Cost of school uniforms - GOV.UK	4
Music Hub	£1500	Clarinet Lessons for PP children. One hour per week throughout the year. Includes hire of instruments. Providing a range of experiences for children who qualify for PP funding	4
Prizes to encourage	£500	Parental engagement through things such as home work projects particularly in EYFS can provide +4 months progress.	1, 4 & 5

pupils to take part in home learning projects and competitions. Supporting the consolidation of in-school learning. As well as building stronger links with parents, getting them involved is school projects alongside their children.		Parental engagement EEF Engagement in home-learning can offer +5 months progress Homework EEF	
Development of high-quality books and furniture in classrooms to promote a love of language.	£3000	2017 06 30 free research - school library review XxR5qcv.pdf The reading framework	1, 2 & 4
Development of physical activity which refers to approaches that engage pupils in sports, dance, or any kind of physical exercise.	£21,000	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. Physical activity EEF +2 months progress 1 in 4 children are overweight or obese by the start of primary school. This rises to over 1 in 3 by Year 6. Microsoft Word - Obesity, healthy eating and physical activity in primary schools FINAL Childhood Obesity Plan for Action highlights that children from deprived areas are up to 3x more likely to be obese by age 11. Physical activity is linked to better academic performance, mental health, and long-term health outcomes. Childhood obesity: a plan for action - GOV.UK	
Revision guides and resources	£400	Revision resources for students to give all students equal access to resources that can be used at home to support collaboration between home and school. NEAT Academy Trust's strategy (DfE blog) highlights that disadvantaged pupils face complex barriers, including socio-	

		economic disadvantage, which directly affects access to learning materials like revision guides, stationery, and digital tools.	
Development of high-quality books and resources focussing on Mental Health.	£3000	The reading framework Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK 77 Children's Books About Mental Health - Child Mind Institute	5

Total budgeted cost: £154,530

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 2024to 2025 academic year. Income of £134,680 for PP.

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
Additional staffing model in EYFS&KS1 to ensure smaller ratios enhancing quality first provision, alongside a Mastery model.	The introduction of additional staffing in EYFS and KS1 significantly enhanced the quality of provision, particularly in early language development. Two staff members were trained in Talkboost, enabling targeted interventions. EYFS outcomes were notably strong: • Literacy (word reading) improved from 0% at baseline to 90% at year-end. • Listening, attention, and understanding rose from 38% to 90%. • Speaking increased from 48% to 90%. • Maths (numerical pattern) progressed from 0% to 83%. These results demonstrate substantial gains in foundational skills, exceeding national benchmarks (EYFS data at 76% vs national average of 68%).	Forecasted spend £22,569 Actual Spend £35,656
Additional staffing in Y6, to support both academic outcomes through accelerated progress and pastoral outcomes.	The strategic investment in Year 6 staffing contributed to strong academic outcomes, with pupils exceeding national averages in Reading (77% vs 73%) and Writing (77% vs 72%), and matching the national average in Maths (73%). This reflects the effectiveness of smaller class sizes and targeted teaching in raising attainment.	Forecast £35,723 Actual £14,379

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

Activity	Impact of this approach	Actual Spend
S&L interventions in EYFS in the afternoon (Talkboost) to be delivered by S&L TA	32 children in EYFS received Talkboost intervention. All children made progress. 26 moved from red/orange to green/blue. Remaining 6 children were on red and moved to orange.	Forecast £5926 Actual £ 5926
Use of digital platforms to set HL and projects such Purple Mash, First News, TTR, Shine for targeted English support for home reading and comprehension development. All can be used as intervention programs to supplement in class teaching and for home learning.	Digital platforms such as Purple Mash, First News, Times Tables Rock Stars (TTRS), and Shine Interventions were selected to enhance both in-class learning and home engagement for disadvantaged pupils. These tools provide accessible, engaging, and differentiated content that supports literacy, numeracy, and comprehension. Purple Mash encourages creativity and cross-curricular learning, while First News develops critical reading skills through real-world content. TTRS boosts maths fluency through gamified practice, and Shine offers targeted English interventions based on diagnostic assessments. The key benefit to pupils is the personalised and consistent support these platforms offer beyond the classroom. They help close attainment gaps by reinforcing core skills at home, increasing motivation, and building confidence. Pupils are able to access learning in a way that suits their needs and interests, which contributes to improved outcomes in reading, writing, and maths.	Forecast £6000 Actual Total £2509
SALT targets set by the S&L Therapist, to be delivered by upskilled TAs.		Forecast: £2300 Actual: £2000

Tutoring internally for Phonics, targeted pupils' afterschool across Y1& Y2. Tutoring internally for Reading, Maths and SPAG, targeted pupils' before and after school across Y6. MTC tutoring for Y3/4.	86% of Year 1 children passed their phonics screening. 84% of Year 4 children passed their MTC. Children in Year 6. KS2 data: Reading: 77% Writing: 77% Maths 73% Combined: 60% SPAG: 67%	Forecast £3000 Actual £821
Dyslexic friendly books to help aid the removal of barriers to early reading.	For disadvantaged pupils, these books are particularly valuable because they help foster a positive relationship with reading, reducing frustration and increasing engagement. By removing technical barriers, children are more likely to access stories, build vocabulary, and develop comprehension skills. This not only supports literacy development but also boosts self-esteem and motivation, helping pupils feel successful and included in classroom learning.	Forecast £500 Actual £500

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

Activity	Impact of this approach	Actual Spend
Attendance, Behaviour & parent liaison lead in school to work with families on reducing PA and improve Whole school attendance. Additional, attendance interventions. Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA. Deputy Attendance	Attendance at the end of the academic year was 95.6% and PA 13.7% which were both above the local authority figures. Attendance, Behaviour & parent liaison lead has worked with our families and built strong relationships. Parent workshops were held throughout the whole academic year to ensure the culture of attendance is strong at NWPA. Our recent Ofsted (June 2024) inspection says: 'Pupils speak very highly of the support and care they receive. Pupils' behaviour is exemplary. They steadfastly follow the	Forecast £30,719 Actual £15,428

lead, supporting the attendance lead in school to support children and families to improve their attendance. Deputy behaviour lead, holding parent meetings and organising in house sanctions and rewards.	behaviour rules which form part of the 'North Walsall Way'. There are high expectations for all pupils in this school. Pupils work hard to reach these expectations. Pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged achieve particularly well because of the high-quality extra support they receive'. Behaviour and culture continues to be strong. Significant reduction in number of suspensions from previous years. Zero permanent exclusions in academic year 2022/2023, 2023/2024 and 2024/2025.	
Pastoral Mentor, leading intervention afternoons, afterschool club & breakfast club daily.	Supported those facing complex emotional challenges. This role provides consistent, trusted adult support that helps children develop emotional literacy, resilience, and self-regulation skills. In the past year, the pastoral lead at North Walsall Primary Academy supported four pupils through bereavement, offering tailored interventions that addressed their individual needs. Leader identified pupils through Boxall profiling as requiring additional support with emotional literacy, a whole school project was then launched.	Forecast £ 4675 Actual £2307
Breakfast and Afterschool club. Food and fruit for all pupils at snack time. Magic breakfast membership	To give all pupils the opportunity to attend a breakfast club free of charge. To ensure every child receives a healthy breakfast, giving them a good start to the day to enhance their learning in class. Every child has access to a variety of After School Clubs, which gives them an opportunity to learn new skills and build on their social skills outside of the class room.	Forecast £1750 Actual £2418
Magic Breakfast Membership, food supply	Being a member of Magic Breakfast enables the Academy to provide breakfast to every child who attends Breakfast Club. Our Magic Breakfast membership saves the Academy hundreds of pounds by supplying a variety of breakfast items at a reduced cost. It also ensures that all items supplied meet the Healthy food regulations.	Forecast £695 Actual £625

Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward such as bouncy castle for 100%. Yearly reward for 100% is a trip and a raffle for a new bike.	Attendance YTD at the end of the academic year was 94.7%. 37 children were eligible for our 100% attendance reward trip and bike at the end of the academic year (in comparison with 22 children in 21/22 and 30 children in 22/23). In addition, 20 children received booster rewards throughout the year to support continued improvements in attendance (half termly). These 20 were from a pool of wider students who were eligible through the academic.	Forecast £2000 Actual £1724
All pupils are exposed to first hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits.	During 2024/25 every child in our Academy was given the opportunity to attend a variety of trips, offering the children a broad experience of cultural capital and enrichment. Each class got to visit a different Religious building, such as a Sikh Temple, Hindu Temple, Mosque, Cathedral, Church, or Synagogue. All of our children attended a minimum of 3 curriculum related trips, (one per term) and 2 Enrichment visits, that consisted of a visit to see Santa for our Early Years Children and a Christmas Theatre Trip for children in Years 1-6, as well as a whole school trip to the seaside in Summer term. We also offered a 2 night Residential for 30 of our Year 4/5 children and a 4 night Residential for 24 of our Year 6 children. Our Year 6 children were also lucky enough to have the opportunity to go Kayaking at the local Outdoor Water Centre. We had a broad range of trips on offer during 2024/25 and our children were lucky enough to experience trips to places such as The Black Country Living Museum, Twin Peak Zoo, National Stone Centre, Bletchley Park and many more. To ensure all of our children receive the same opportunities, we ensure our trips are affordable to all of our parents by partly subsidising all of the trips we offer.	Forecast £13,700 Actual £33,507
Provision of uniform bank to be kept on site and offered to families of children who are impacted by cost-of-living crisis and unable to afford it.	To ensure each child is treated fairly and consistently, we offer spare uniform to our underprivileged children to maintain our uniform standards across the Academy.	Forecast £300 Actual £115
Music Hub	A trained member of the music hub teaches weekly Flute and Clarinet sessions to PP children in KS2. Two children last year were awarded Silver grade awards at the end of the 2023-2024 academic year.	Forecast £1,500 Actual £1,312
Prizes to encourage pupils to take part in home learning projects and competitions. Supporting the consolidation of in-school learning. As well as building stronger links with parents, getting them involved	Home learning competitions sparked real excitement across the school-more entries, more buzz, and stronger parent engagement. Families worked together, reinforcing learning and building worldly-wise pupils in line with our core values.	Forecast £500 Actual £2199

is school projects alongside their children.		
Development of high-quality books and furniture in classrooms to promote a love of language.	Y6 Reading data increase to 77% which is above national. Phonics data was 86% which is above national. EYFS data saw an increase in children achieving GLD at 76% which is above national. Investing in high-quality books and inviting reading spaces fosters a love of language, there has been a boost in vocabulary, comprehension, and confidence,	Forecast £3000 Actual £13,524
Development of high-quality books focussing on Mental Health.	High-quality mental health books help disadvantaged pupils understand and manage emotions, build resilience, and feel seen. This supports better behaviour, wellbeing, and readiness to learn. No permanent exclusions or extreme behaviours reports during 24-25.	Forecast £500 Actual £366

Total 2024/25 Spend £ 135,316

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
NA	NA

Further information (optional)