School Funding and Pupil Premium 2025

1. Has your school had to cut back on any of the following for financial reasons?

	Primary			Secondary			All		
	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)
Teaching staff	31	24	27	51	35	39	34	27	29
Teaching assistants	76	77	77	50	51	50	74	72	73
Support staff	53	49	50	55	53	53	53	50	51
Subject choices at GCSE				33	33	33	33	33	33
Subject choices at A level				29	27	28	29	27	28
IT equipment	56	44	48	48	37	39	55	42	47
Trips and outings	55	50	52	33	38	37	53	48	50
Sport and other extracurricular activities	34	27	29	18	16	16	33	25	28
Other	11	11	11	12	14	13	11	12	12
N=	232	398	630	138	440	578	370	838	1208

2. Is pupil premium funding being used to plug gaps elsewhere in your school's budget?

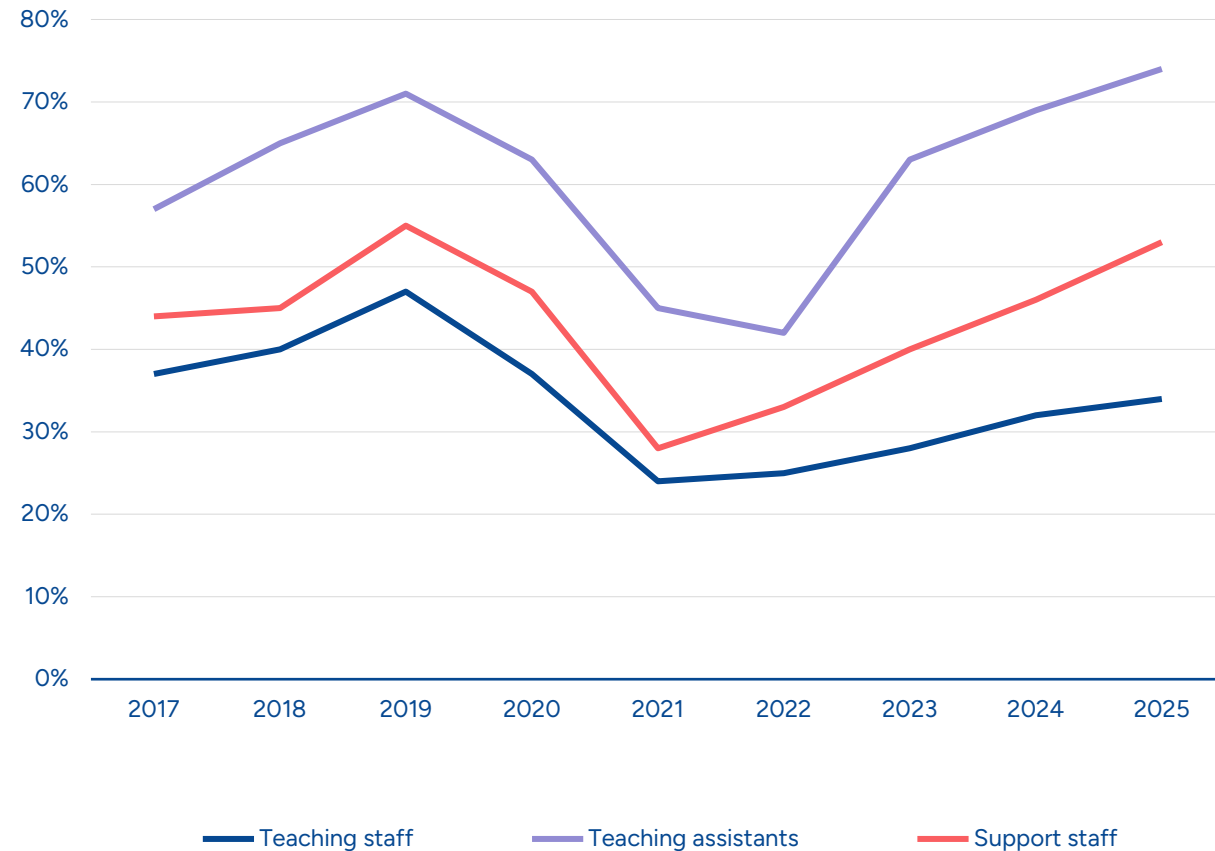|	Primary			Secondary			All		
	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)
Yes	46	21	30	45	16	23	46	20	29
No	46	17	28	36	15	20	44	17	27
Don't Know	9	61	42	19	68	56	10	63	44
N=	232	396	628	138	440	578	370	836	1206

More than one answer could be given so percentages may sum to more than 100.
The percentages in this table are weighted separately by FSM rates. Reported base sizes (N) are unweighted.

School Funding and Pupil Premium 2025

1a. Has your school had to cut back on any of the following for financial reasons? (all senior leaders 2017-2025)

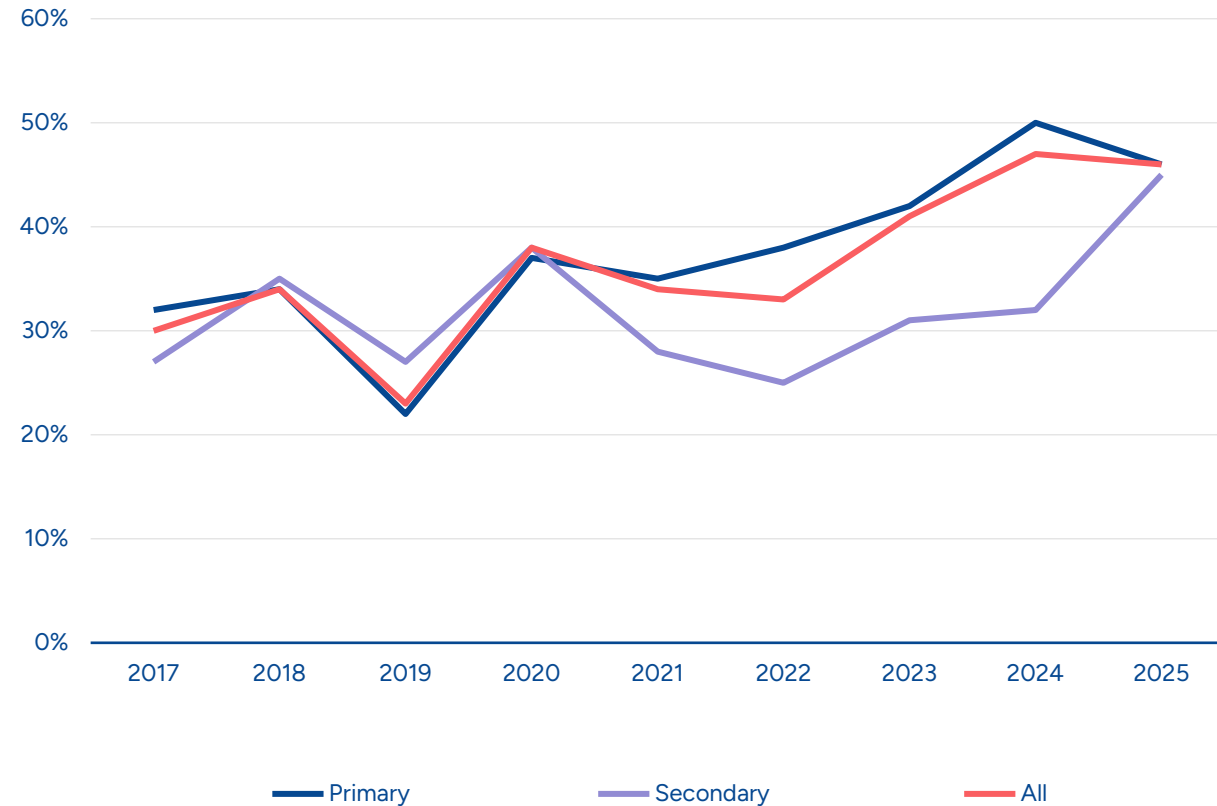| Year	Teaching staff	Teaching assistants	Support staff
2017	37%	57%	44%
2018	40%	65%	45%
2019	47%	71%	55%
2020	37%	63%	47%
2021	24%	45%	28%
2022	25%	42%	33%
2023	28%	63%	40%
2024	32%	69%	46%
2025	34%	74%	53%

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School Funding and Pupil Premium 2025

2a. Is pupil premium funding being used to plug gaps elsewhere in your school's budget? (senior leaders 2017-2025)

Year	Primary	Secondary	All
2017	32%	27%	30%
2018	34%	35%	34%
2019	22%	27%	23%
2020	37%	38%	38%
2021	35%	28%	34%
2022	38%	25%	33%
2023	42%	31%	41%
2024	50%	32%	47%
2025	46%	45%	46%

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School Funding and Pupil Premium 2025

3. Which budget gaps is your pupil premium funding being used to fill?

	Primary			Secondary			All		
	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)
Staff salaries	43	35	39	66	25	44	46	33	40
Teaching assistant salaries	81	61	72	66	33	48	79	56	68
Core building costs or repairs	5	12	8	6	13	9	4	13	8
Extracurricular activities/trips for non-pupil premium pupils	32	19	26	30	20	25	33	18	26
Academic interventions (e.g. tutoring) for non-pupil premium pupils	40	35	37	55	43	48	41	35	38
Sports equipment	10	6	8	6	5	5	10	6	8
Heating/utility costs	5	5	5	10	9	10	5	6	5
Canteen/catering costs	8		4	10	14	12	8	2	6
Other costs not listed	8	10	8	6	11	9	7	10	8
Don't know/can't answer	3	13	7	4	34	20	4	17	10
No response									
N=	106	84	190	62	74	136	168	158	326

Due to rounding, percentages may not sum to 100.
The percentages in this table are weighted separately by FSM rates. Reported base sizes (N) are unweighted.

School Funding and Pupil Premium 2025

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4. In your opinion, is the current level of pupil premium funding enough to allow you to fully support eligible pupils in your school/classroom?

	Primary			Secondary			All		
	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)
Yes, it's much more than is needed	2	1	2	4	1	2	2	1	2
Yes, it's slightly more than is needed	1		0	1	2	2	2	0	1
Yes, it's the exact level that is needed	6	5	5	3	9	8	5	6	6
No, it's slightly less than is needed	21	18	19	29	19	21	22	18	19
No, it's much less than is needed	68	58	61	60	45	48	66	56	59
Don't know/can't answer	3	19	13	4	24	19	3	19	14
N=	232	398	630	138	440	578	370	838	1208

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School Funding and Pupil Premium 2025

5. This academic year (2024/2025), has the level of one to one or small group tutoring provided to pupils by your school changed when compared to the previous academic year (2023/2024)?

	Primary			Secondary			All		
	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)
Yes, we are providing much less tutoring	37	30	33	36	24	27	37	29	32
Yes, we are providing slightly less tutoring	22	19	20	25	17	19	21	18	19
No, we are providing the same level of tutoring	13	14	13	16	18	18	13	15	14
Yes, we are providing slightly more tutoring	3	3	3	8	6	7	4	4	4
Yes, we are providing much more tutoring	1	3	2	2	1	1	1	2	2
Not applicable – we do not offer tutoring	23	20	21	9	10	10	22	18	19
Don't know/can't answer	1	12	8	3	24	19	2	14	10
N=	232	397	629	138	440	578	370	837	1207

More than one answer could be given so percentages may sum to more than 100.
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School Funding and Pupil Premium 2025

6. In your school, has there been any impact from the withdrawal of NTP funding this year?

	Primary			Secondary			All		
	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)
Yes, we have had to stop offering tutoring	37	28	31	29	16	20	37	25	29
Yes, we have had to offer tutoring to fewer pupils	22	13	16	35	18	22	23	14	17
Yes, we have had to increase the number of pupils per tutor	4	5	5	7	4	5	5	5	5
No, we have been able to fund the same amount of tutoring from other sources	7	4	5	8	6	6	7	4	5
Not applicable – we did not use NTP funding	27	15	19	8	10	10	25	14	18
Don't know/can't answer	6	38	26	14	48	40	7	40	28
No response									
N=	232	396	628	138	440	578	370	836	1206

More than one answer could be given so percentages may sum to more than 100.
The percentages in this table are weighted separately by FSM rates. Reported base sizes (N) are unweighted.

School Funding and Pupil Premium 2025

7. How does your school decide which approaches and programmes to adopt to improve pupil learning?

	Primary			Secondary			All		
	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)
Using past experience of what works	66	53	58	67	49	53	66	52	57
Considering research evidence on the impact of different approaches and programmes	63	47	53	77	56	61	64	49	54
Evaluating different approaches and programmes then deciding which to adopt	51	41	45	53	37	41	52	40	44
Considering which approaches and programmes are the most cost effective	66	51	56	50	35	39	64	48	54
Reading the Sutton Trust/EEF toolkit	67	28	42	72	34	43	67	29	42
Learning from what works in other schools	64	65	65	75	54	59	66	63	64
Consulting the school's governing body	12	17	15	12	15	14	11	16	15
Consulting the Local Authority	17	20	19	6	11	10	16	18	17
Other, please specify	4	6	5	8	4	5	4	6	5
Don't know.	0	9	6	1	19	15	1	11	7
No response									
N=	232	398	630	138	440	578	370	838	1208

More than one answer could be given so percentages may sum to more than 100.
The percentages in this table are weighted separately by FSM rates. Reported base sizes (N) are unweighted.

School Funding and Pupil Premium 2025

Methodological note

How was the survey conducted?
NFER surveyed a panel of 1,208 practising teachers from 1,044 schools in the publicly funded sector in England. Teachers completed the survey online during the period 7th to 12th March 2025.

What was the composition of the respondents on the panel?
The panel included teachers from the full range of roles in primary and secondary schools, from headteachers to class teachers. Out of the respondents 630 (52%) were teaching in primary schools and 578 (48%) were teaching in secondary schools.

How representative of schools nationally were the schools corresponding to the teachers' panel?
Both primary and secondary samples presented good levels of representation across key school level factors including school type, performance and local authority type. To ensure representativeness on levels of disadvantage, weights were calculated using free school meals eligibility data on the primary school, secondary school and combined samples and then applied to create a more representative sample of all schools.