

Pupil premium strategy statement – St Joseph’s Roman Catholic Primary School, Stacksteads 2025-26

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
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| Number of pupils in school | 123 |
| Proportion (%) of pupil premium eligible pupils | 56.1% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2023-2026 Strategy Plan 2025-26 Updated Statement |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | June 2026 |
| Statement authorised by | Michelle Scott, Headteacher |
| Pupil premium lead | Rachel Birtwistle, Year 5/6 Class Teacher |
| Governor / Trustee lead | Jacque Williams |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £112,110 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £112,110 |

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's RC Primary School, our main objective is to ensure that all disadvantaged pupils, including those with special educational needs and disabilities (SEND), are supported to achieve their full potential academically, socially, and spiritually. We aim to close the attainment gap between disadvantaged pupils and their peers, ensuring that all children meet or exceed age-related expectations in reading, writing, and mathematics. Equally, we seek to nurture pupils' emotional well-being, fostering resilience, self-confidence, and positive relationships, so that every child can thrive within the school community.

Our Pupil Premium strategy is designed to provide targeted and evidence-based support that addresses the specific needs of our disadvantaged pupils. Academic interventions focus on closing gaps in literacy and numeracy through small-group or one-to-one support, with particular attention given to pupils with SEND. Progress is closely monitored, and interventions are adapted to ensure maximum impact. In addition, we provide specialist pastoral and wellbeing support to help pupils manage social and emotional challenges, including nurture groups and bespoke programmes that build confidence and resilience.

Attendance and engagement are key components of our strategy. We actively monitor pupil attendance and implement early intervention strategies where barriers to regular attendance exist. Individual support is put in place for pupils facing challenges that affect their ability to attend school consistently, ensuring that all pupils can fully access the curriculum and enrichment opportunities.

For pupils with SEND, our strategy emphasises personalised support and tailored teaching approaches. We work closely with external specialists and agencies to ensure that provision meets individual needs, and we review support regularly to maintain effectiveness. This ensures that every pupil receives the resources and guidance required to make sustained progress.

Parental engagement is a vital part of our approach. We provide workshops, resources, and guidance to help families support their children's learning at home, and we maintain regular communication to build strong partnerships between school and home. Opportunities for parents to engage with school life further strengthen these partnerships and enhance pupil outcomes.

The key principles underpinning our Pupil Premium strategy are equity of opportunity, targeted and evidence-based intervention, holistic development, collaboration, continuous monitoring and adaptation, and alignment with our Catholic values. We are committed to ensuring that every pupil, regardless of background, has access to high-quality teaching, support, and enrichment, enabling them to flourish both academically and personally.

The effectiveness of our Pupil Premium strategy will be measured through improved academic outcomes, including attainment and progress in literacy and numeracy, for disadvantaged pupils. We will also monitor attendance, engagement, and participation in enrichment opportunities, as well as improvements in emotional well-being and social development. Success will be evident when disadvantaged pupils make at least expected progress, achieve age-related expectations, and demonstrate confidence, resilience, and positive engagement in school life. By regularly reviewing the impact of interventions and adapting provision accordingly, we aim to ensure that all pupils, including those with SEND, are able to thrive in line with their potential and our school's values.

Challenges

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

| Challenge number | Detail of challenge |
|--------------------------|--|
| 1 Pastoral | Some pupils require additional support to manage social and emotional needs, including developing resilience, self-confidence, and positive relationships with peers and adults. Ensuring pupils feel safe, supported, and able to access learning is a priority. |
| 2 Attainment | A number of Pupil Premium pupils enter school with attainment below age-related expectations. This includes literacy and numeracy skills, which can impact progress across the curriculum. Focused interventions are needed to close gaps and ensure all pupils make good or accelerated progress. |
| 3 Attendance | Regular attendance is a key factor in achieving academic success. Some Pupil Premium pupils face barriers to consistent attendance, including family circumstances, health, or social issues, which can lead to missed learning opportunities. |
| 4 SEND | 47.8% of Pupil Premium pupils have identified SEND needs. These may affect access to the curriculum and require targeted support, differentiated teaching, or specialist interventions to ensure progress is maximised. |
| 5 Parental Engagement | Engaging families in pupils' learning is essential for progress. Some parents or carers face barriers to involvement, such as work commitments, language difficulties, or confidence in supporting learning at home. Strengthening home-school partnerships is key to supporting pupils' achievement and well-being. |

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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| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <ul style="list-style-type: none"> • Positive pupil voice or wellbeing questionnaires, reflecting higher levels of happiness, confidence, and emotional resilience. • Pupils reporting that they feel safe, supported, and valued at school. • Reduction in behaviour incidents, including those linked to social or emotional challenges. • Higher levels of participation in school activities, clubs, and enrichment opportunities. • Disadvantaged pupils actively engaging in class discussions, group work, and school events. • Consistent evidence from teachers and support staff that pupils demonstrate improved self-regulation, resilience, and positive relationships with peers. • Staff confidence in identifying and supporting pupils' emotional needs effectively. |

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| | <ul style="list-style-type: none"> • Positive feedback from parents and carers regarding their child’s emotional well-being and happiness at school. |
| <p>To improve reading, writing, mathematics and language development among disadvantaged pupils.</p> | <ul style="list-style-type: none"> • Disadvantaged pupils make at least expected progress in reading, writing, mathematics, and language development over the academic year. • Gaps between disadvantaged pupils and their peers in attainment are reduced in each key stage. • Disadvantaged pupils achieve age-related expectations in reading, writing, and mathematics, where appropriate, and evidence of accelerated progress for those below age-related expectations. • Regular formative and summative assessments indicate sustained improvement in literacy and numeracy skills. • Targeted interventions are reviewed and adapted based on data to ensure maximum impact. • Improved vocabulary acquisition and oral language skills among disadvantaged pupils, measured through teacher assessments and observations. • Pupils demonstrate increasing confidence in expressing ideas, participating in discussions, and using language across the curriculum. • Disadvantaged pupils actively engage in reading, writing, and mathematics activities both in class and independently. • Increased participation in targeted intervention sessions and enrichment activities that support literacy and numeracy. • Pupils with SEND make measurable progress in line with their individual education plans (IEPs) and targeted academic goals. • Adjusted learning and support strategies lead to improved access to the curriculum for all disadvantaged pupils. • Parents report increased confidence in supporting reading, writing, and mathematics at home. • Increased engagement in school-led workshops and home learning initiatives that support academic progress. • Improvement in national or standardised assessment results for disadvantaged pupils, where applicable, demonstrating measurable progress against broader benchmarks. |
| <p>To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.</p> | <ul style="list-style-type: none"> • Attendance for pupils in receipt of Pupil Premium matches or exceeds national averages and is in line with the attendance of their peers. • Year-on-year improvement in overall attendance rates for disadvantaged pupils. • A measurable decrease in the proportion of Pupil Premium pupils classed as persistent absentees (below 90% attendance). • Early identification and support for pupils at risk of persistent absence to prevent escalation. • Regular tracking of attendance data with timely follow-up for pupils with attendance below expected thresholds. • Effective implementation of targeted support strategies, such as mentoring, pastoral support, or home visits, to address barriers to attendance. • Improved attendance contributes to greater engagement in learning, participation in school life, and overall wellbeing. |

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| | <ul style="list-style-type: none"> • Disadvantaged pupils are able to access the full curriculum and enrichment opportunities consistently. • School leadership and pastoral staff can demonstrate consistent monitoring and proactive intervention to support attendance for disadvantaged pupils. • Attendance policies and strategies are embedded and effectively applied across the school. |
| <p>To ensure all pupils in receipt of pupil premium with SEND, make expected progress from their starting points. PIVATS to be used to measure progress.</p> | <ul style="list-style-type: none"> • All Pupil Premium pupils with SEND demonstrate measurable progress from their individual starting points, as tracked using PIVATS (Performance Indicators for Value Added Target Setting). • Pupils meet or exceed their individual targets within agreed timeframes, showing consistent growth across areas of learning. • Regular PIVATS assessments are completed and reviewed termly to ensure accurate tracking of progress. • Intervention plans are adjusted based on PIVATS data to address specific areas of need promptly. • Pupils have personalised learning targets and receive tailored support to enable progress, including small-group or one-to-one teaching. • Access to appropriate resources and specialist interventions supports pupils in achieving their learning goals. • Pupils actively participate in learning activities and interventions designed to support their SEND needs. • Increased independence and confidence in learning, measured through teacher observations and PIVATS evidence. • Evidence that teaching is adapted effectively to meet the needs of Pupil Premium pupils with SEND |
| <p>To continue to establish strong, supportive partnerships between the school and families of disadvantaged pupils.</p> | <ul style="list-style-type: none"> • Increased participation of parents/carers in workshops, events, and school-led initiatives designed to support learning at home. • Greater engagement in supporting literacy, numeracy, and broader curriculum activities at home. • Parents/carers report improved communication with the school regarding their child's progress, needs, and achievements. • Regular, effective two-way communication between school and families is maintained and documented. • Evidence of trusting, supportive relationships between families and school staff, as reflected in parent surveys or feedback. • Parents feel welcomed and empowered to participate in their child's education. • Parents actively support consistent attendance, punctuality, and participation in school life. • A reduction in barriers to engagement for disadvantaged families. • The school monitors levels of parental engagement and adapts strategies to increase participation where needed. • Evidence of sustained engagement over time, not just short-term involvement. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38055

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Purchase of standardised diagnostic assessments from NFER for use across school.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p> | 2 |
| <p>Continued use of Read, Write Inc Phonics Scheme (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</p> <p>Small group support and 1:1 tuition.</p> <p>Ongoing CPD for all staff delivering this programme.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> | 2, 4 |
| <p>CPD from Maths Subject Leader in the implementation of Red Rose Maths planning in Y1-6.</p> | <p>Mathematics guidance: key stages 1 and 2</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | 2, 4 |
| <p>Maths for Life intervention programme for SEND pupils who are more than two years behind.</p> | <p>Mathematics guidance: key stages 1 and 2</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | 2, 4 |
| <p>Use of the sequential and highly effective 'Write Stuff' program for writing which will help to narrow the cultural capital gap for our children and enhance their independent writing.</p> <p>Purchase of Nelson Grammar and Comprehension schemes to provide a clear curriculum and</p> | <p>This scheme clearly follows the guidance as it allows pupils time to clearly develop their ideas for writing through extensive and supportive practice.</p> <p>Improving Literacy in KS2</p> <p>Improving Literacy in KS1</p> | 2, 4 |

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| resources to narrow the gap for disadvantaged pupils. | Reading and grammar are also taught through modelling and supported practice. | |
| Effective deployment of staff, Teaching Assistants and HLTA to support key children and year groups in High quality Maths and English lessons with teachers. | Effective Deployment of Teaching Assistants - EEF | 1, 2, 4 |
| CPD for staff in EYFS and KS1 in use of the SHREC approach to improving oracy and vocabulary acquisition. Staff deliver Wellcomm in the EYFS (SENCO to deliver training) | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF | 1, 2, 4 |
| Review current provision alongside the guidance 'Special Educational Needs in Mainstream' for the teaching of Maths and English for SEND pupils. Staff to adapt their curriculum to meet the needs of everyone. CPD and monitoring by SEND Lead and Headteacher. | See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. | 4 |

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

Budgeted cost: £48055

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p> <p>First Class at Number IDL Words First Spelling 1:1 Reading (daily for targeted pupils)</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF</p> | 2, 4 |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics</p> | 2, 4 |

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| line with our Phonics scheme Read, Write Inc. | interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF | |
| Times Tables Rock Stars Intervention to ensure fluent recall of number facts. | Enable pupils to develop a rich network of mathematical knowledge. Improving Mathematics in Key Stages 2 and 3 | 2, 4 |
| Early Talk Boost led by a trained TA. Sessions 2 times per week – children will be assessed at the beginning at end of the 7-week programme. | The Early Talk Boost intervention has been designed by Speech and Language UK specialist teachers and speech and language therapists, with the help of early years practitioners and parents. https://educationendowmentfoundation.org.uk/early-years/evidence-informed-programmes | 1, 2, 4 |

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

Budgeted cost: £26000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Teaching Assistant timetable re-evaluated to deliver positive play at playtimes, out-door learning, sensory circuits and SEMH groups. | Clearly structured times and tasks to help support our most disadvantaged pupils. Making The Best Use of Teaching Assistants | 1, 3, 4 |
| Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school. Support to be put in place for pupils identified as vulnerable. Supported transition for pupils who enter school in different year groups. | EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. EEF Wider Strategies | 1, 2, 3, 4, 5 |
| Pastoral support from Teaching Assistants across school where needed. TA staff have had trauma informed practice training and will use this to support pupils through daily check ins and bespoke sessions as and when required. | EEF Wider Strategies | 1, 2, 3, 4, 5 |
| DSLs in school: Offer parents support through the CAF process and signpost parents to the local offers of support through the multi-agency approaches in Rossendale. This will | EEF Wider Strategies | 1, 2, 3, 4, 5 |

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| enable vulnerable families to access key services. Early help assessment process with vulnerable families - allowing them to access key services Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions. | | |
| EBSA delivered to individual pupils and families. | EBSA-This resource explores the risk factors for emotionally-based school avoidance, and looks at universal and targeted approaches that school staff can take to tackle the issue in their setting. Supporting with EBSA | 1, 2, 3, 4, 5 |
| Engage the relevant support professionals in line with the Attendance Policy and Medical Conditions Policy to encourage good attendance. Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings. Increased links with PAST team, SEND team and health professionals. Fines for unauthorised absence, home visits and phone calls. New reward system launched with pupils and families. Staffing of free breakfast club to positively influence children to attend school on time and attend morning intervention sessions. | EEF Supporting Attendance | 1, 3, 5 |
| Use of outdoor learning to support key groups of pupils Ensure sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver. Staff training to increase access for all pupils to outdoor learning opportunities. | Forest School: Impact on Young Children | 1, 2, 3, 4 |
| Events for parents planned and delivered by FSO which allow for opportunities to work directly with trained staff and their children to build more positive relationships and calm engagement. | Parental Engagement EEF Working With Parents | 1, 3, 4, 5 |

Total budgeted cost: £112110

Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

Impact of Pupil Premium Funding 2024-2025

Impact Statement: Pupil Premium Attendance and Progress 2024-25

Context and Objective

This impact statement outlines the actions and outcomes related to the Pupil Premium strategy at our school during the academic year 2024-25. The primary objective has been to ensure that the attendance and academic outcomes of pupils in receipt of Pupil Premium funding are in line with their peers, reducing the proportion of pupils classed as persistent absentees. Additionally, the focus has been on securing expected progress for all Pupil Premium children, including those with SEND, through high-quality teaching, targeted interventions, and tailored curriculum adaptations.

These objectives align closely with our vision to provide equitable education opportunities and meet the diverse needs of all children, supporting their well-being and academic success as highlighted in our school improvement priorities. Some classes have a higher number of pupils eligible for PPG and some classes have higher SEND numbers of pupils

Actions Taken

- **Attendance Initiatives**

- Close monitoring and analysis of attendance data for Pupil Premium children via daily attendance registers.
- Targeted support including Emotional Based School Avoidance (EBSA) interventions delivered by trained staff to improve attendance for key pupils.
- Regular pastoral support through ELSA sessions and well-being groups led by the pastoral lead and young mental health champions.
- Introduction of class-based well-being strategies including daily worry monster checks and “Ask it” baskets monitored by teaching assistants.
- Engagement with families through adult learning opportunities and a community toddler group to strengthen relationships and support home-school links.
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- **Curriculum and Progress Monitoring**

- Implementation of the Autism Education Trust (AET) curriculum for Year 3, 4, 5 and 6 pupils with autism and communication difficulties in English and Maths, adapting the curriculum to meet their needs effectively.
- Use of PIVATS to measure progress for SEND pupils across the curriculum.
- Ongoing Pupil Progress meetings involving Senior Leadership Team (SLT) to discuss Pupil Premium children's outcomes and plan research-based, targeted interventions.
- Staff professional development focused on dysregulation to enhance support for pupils' well-being and readiness to learn.

Impact and Outcomes

- **Attendance**

- The gap between whole school attendance and that of pupils in receipt of Pupil Premium funding has narrowed, reflecting improved engagement and reduced persistent absenteeism among this group.
- Pupils receiving EBSA support have shown demonstrable gains in attendance, contributing positively to their access to learning.

- **Academic Progress**

- Close tracking and targeted intervention have led to increased progress in reading, writing, and maths for Pupil Premium pupils, aligned with their identified baselines.
- The delivery of the AET curriculum has ensured that Year 3, 4, 5 and 6 pupils with autism and communication needs received suitably adapted provision, supporting their academic development.
- Staff are more confident in planning next steps informed by data, resulting in more personalised and effective teaching.

- **Well-being and Inclusion**

- The embedding of well-being strategies within classrooms and across the school has fostered a supportive environment where children's emotional needs are monitored and addressed daily.
- Well-being groups and pastoral-led interventions have enhanced pupils' social and emotional resilience, contributing to improved attendance and readiness to learn.

- o Community engagement initiatives have strengthened parental involvement and supported family well-being, creating a more inclusive school community.

Conclusion and Next Steps

Overall, the strategic use of Pupil Premium funding has had a positive impact on reducing attendance disparities and enhancing academic progress for disadvantaged pupils, including those with SEND. Continued use of O'track and PIVATS for data-driven decision making, alongside ongoing staff development in supporting dysregulation, will ensure sustained progress. Future plans include further embedding of research-based interventions, extending well-being initiatives, and maintaining strong family-school partnerships to support the holistic development of all pupils.

This approach ensures the school remains focused on closing gaps, improving outcomes, and fulfilling its vision of providing an inclusive, supportive learning environment where every child can thrive.

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| <p><u>GLD 13 pupils</u></p> <p>6 out of 13 Pupils PPG 46%</p> <p>2 pupils SEND and PPG-33%</p> | <p>50% of PPG pupils achieved a GLD</p> |
| <p><u>Year 1 13 pupils</u></p> <p>5 pupils out of 13 eligible for PPG 38%</p> <p>4 pupils SEND and PPG 80%</p> | <p>Reading ARE 20%</p> <p>Non PPG ARE 50%</p> <p>Writing ARE 20%</p> <p>Non PPG ARE 88%</p> <p>Maths ARE 40%</p> <p>Non PPG 88%</p> |

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| <p><u>Year 2 16 pupils</u></p> <p>9 pupils out of 16 eligible for PPG 56%</p> <p>4 pupils SEND and PPG 44%</p> | <p>Reading ARE 13%</p> <p>Non PPG ARE 43%</p> <p>Writing ARE 33%</p> <p>Non PPG ARE 57%</p> <p>Maths ARE 33%</p> <p>Non PPG 43%</p> |
| <p><u>Year 3 18pupils</u></p> <p>9 out of 18 pupils PPG 50%</p> <p>4 Pupils SEND and PPG 44%</p> | <p>Reading ARE 33%</p> <p>Non PPG ARE 30%</p> <p>Writing ARE 33%</p> <p>Non PPG ARE 50%</p> <p>Maths ARE 33%</p> <p>Non PPG 40%</p> |
| <p><u>Year 4 18pupils</u></p> <p>15 out of 18 pupils PPG 83%</p> <p>7Pupils SEND and PPG 47%</p> | <p>Reading ARE 53%</p> <p>Non PPG ARE 0% (All SEND)</p> <p>Writing ARE 13%</p> <p>Non PPG ARE 0% (All SEND)</p> <p>Maths ARE 40%</p> <p>Non PPG 0%(All SEND)</p> |

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| <p><u>Year 5 20 pupils</u></p> <p>12 out of 20 pupils PPG 60%</p> <p>8 Pupils SEND and PPG 67%</p> | <p>Reading ARE 33 %</p> <p>Non PPG ARE 75%</p> <p>Writing ARE 33%</p> <p>Non PPG ARE 75%</p> <p>Maths ARE 42%</p> <p>Non PPG 63%</p> |
| <p><u>Year 6 17 pupils</u></p> <p>13 out of 17 pupils PPG 76%</p> <p>8 Pupils SEND and PPG 67 %</p> | <p>Reading ARE 46 %</p> <p>Non PPG ARE 50%</p> <p>Writing ARE 46%</p> <p>Non PPG ARE 50%</p> <p>Maths ARE 54%</p> <p>Non PPG 50%</p> |

Externally provided programmes

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

| Programme | Provider |
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Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
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| The impact of that spending on service pupil premium eligible pupils |
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.