

Pupil premium strategy statement – Lincoln Gardens Primary School

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	33%
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
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Andrea Nuttall Headteacher
Pupil premium lead	Craig Jackson
Governor lead	Emma Doyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,600
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£183,330

Part A: Pupil premium strategy plan

Statement of intent

We love to **LEARN** and every experience is a learning opportunity
We **GROW** by unlocking our potential
We **PARTICIPATE** fully in all aspects of school life
We **SUCCEED** through determination and effort

Our Pupil premium strategy is based on what we know is best for our pupils. Every pupil matters regardless of vulnerability, background or starting point and all are afforded the opportunity to learn, grow, participate and succeed. Our curriculum is coherently planned to meet the unique & differing needs of all our learners; academically and personally. Through well-planned targeted support, we aim to diminish gaps in attainment to ensure that disadvantage does not impact on pupil achievement; we want all our pupils to succeed. We strive to ensure our pupils are equipped with the necessary knowledge and provided with opportunities to enhance their skills to progress in all aspects of school life. Through promoting emotional well-being and positive attendance, we ensure equality of opportunity for all our pupils. Commitment to our pupils is fulfilled through our high aspiration, passion and drive to ensure all our pupils participate in varied rich learning experiences within the school community and beyond through trips, visits and first-hand experiences.

Our ultimate objectives are:

- To continue to narrow the attainment gap between disadvantaged and all pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress levels.
- To improve attendance of disadvantaged pupils so that it is at least in line with all pupils nationally.
- To further provide aspirations for all children by promoting opportunities within and beyond the local community.
- To provide targeted pastoral care to support children's emotional health and well-being to ensure they can access our whole school curriculum.
- To provide a high level of care, through the One Family Approach, ensuring our families are in receipt of swift informal and formal support.

We will achieve this by:

- Ensuring quality first teaching is at least good or better.
- Providing continuous pastoral support through 1:1 sessions and small group GROW sessions.
- Creatively designing a timetable that maximises adult support for targeted children to ensure learning is maximised.
- Provide access to a full range of extra-curricular clubs and enrichment opportunities.
- Rigorous management of a graduated attendance system to support all families.
- Provide access for all pupils to high-quality literature, as part of the taught curriculum or during reading for pleasure activities

Challenges

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

Challenge number	Detail of challenge
1	<i>Children enter Reception with low starting points in the prime goals of physical development and communication and language as well as the specific goals of literacy. This severely impacted the DV outcomes for GLD at the end of the academic year 2022-23 compared to National and Local Benchmarks.</i>
2	<i>2022/2023 outcomes for reading in years 4,5 and 6 were below national benchmarks for all children, including PPG children.</i>
3	<i>2022/2023 outcomes for writing in years 3 and 4 (current 4 and 5) were significantly below targets, national and local benchmarks for all children, including PPG children.</i>
4	<i>Parental engagement with early reading at home to support the teaching and progression of phonics in school is lower than we would expect; some parents do not support reading with their child at home.</i>
5	<i>For many pupils, poor emotional wellbeing and home circumstance present a barrier to learning in school</i>
6	<i>For many pupils, including PPG children, access to additional opportunities and wider experiences are limited.</i>
7	<i>For many pupils, including PPG children, aspiration for lifelong learning and employment within the family and the wider community are low.</i>
8	<i>Punctuality and attendance for all children, including disadvantaged pupils is below national and persistent absence is higher than national.</i>

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
Targeted children to achieve GLD at the end of the academic year	GLD outcomes for all pupils including PPG to be in line or exceed local and national benchmarks.
Increase parental engagement in early reading and for them to support their child in phonics.	To at least meet national benchmarks for phonics both Y1 and Y2 retakes.
Ensure that all children, including disadvantaged children, in years 4,5 and 6 maximise their learning potential in reading	To at least meet national benchmarks in reading for all pupils including PPG.
Ensure that all children, including disadvantaged children, in year 3 and 4 maximise their learning potential in writing.	To at least meet national benchmarks in writing for all pupils including PPG.
Raise aspirations and opportunities for all children, including disadvantaged children, by promoting experiences and careers within school and the local community and beyond.	All children, including disadvantaged pupils, are afforded a variety of experiences and access different events and careers opportunities.

Ensure that enhanced approaches to dealing with attendance and punctuality are consistently executed with a targeted focus on improving attendance and punctuality of all pupils, including disadvantaged pupils.	Improvement in whole school attendance and in line with national benchmarks. Rates of persistent absence reduce and are in line with national benchmarks.
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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: £150,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Responsible, skilled leaders to oversee outcomes for PPG children PP lead to attend pupil premium network meetings	The Report ' Successful School Leadership ' EDT states that 'School leaders have a key role to play in setting direction and creating a positive school culture including the proactive school mindset and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances	1,2,3,4,5,6,7,8
Recruit, retain and further develop high quality teaching staff.	The Education Endowment Fund (EEF) state throughout their Improving teaching documentation that high quality, Wave 1 teaching has a high impact on children's progress and attainment.	1,2,3,4
Develop teaching and learning pedagogy through the use of a paired coaching model to enhance day to day practise.	The EEF state 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.' It also states 'promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes'	1,2,3,4
RWI approach to teaching of phonics is fully embedded and suitably resourced.	The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read. RWI evidence	1,4

<p>Use the RWI resources and portal effectively to identify gaps in learning and use this information to target coaching sessions.</p> <p>Parents are supported in understanding the scheme and provided with resources to help and support their child at home.</p>	<p>The EEF toolkit identifies:</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Writing CPD for the writing lead and whole staff.</p> <p>Review writing curriculum across the school and continue to embed / further refine the WOW writing events.</p> <p>Change writing sequence to include a greater emphasis on and skill development of revising and editing written work</p>	<p>Writing is a very challenging skill to learn and access to effective writing instruction is important, as writing enables pupils to communicate, express their ideas and views, as well as opening up opportunities for success in school across the curriculum. Encouraging children to manage and monitor aspects of their writing is a key step.</p> <p>Modelling is also important as pupils progress from constructing simple sentences to being able to combine sentences with more complex grammatical structures.</p>	<p>1,3</p>

<p>Continue to embed the MH writing scheme across the school</p>	<p>To support children with writing composition in the classroom, teachers need to consider appropriate scaffolds</p> <p>Approaches like considering the audience/reader appear much later.³ However, children may only be able to apply these strategies when spelling and handwriting require less of the child's working memory capacity.</p> <p>EEF Improving literacy in key stage 2 report Literacy KS1 Guidance Report</p>	
<p>To foster a love of reading for pleasure across classes and the whole school.</p> <p>To incorporate the library into the school timetable to increase children's love for reading.</p> <p>Review the reading sequencing to allow children to be better equipped to tackle 'cold' reading comprehensions through greater emphasis on teaching a variety of comprehension skills.</p>	<p>Reading for Pleasure (DFE 2012) illustrates the importance of reading for pleasure for educational purposes and educational development and is more important than families' socio-economic status.</p> <p>The National Literacy Trust found that there was evidence of an association between school library use and reading attainment. Overall, children and young people who used the school library had better levels of reading enjoyment, reading for pleasure, reading confidence, writing for pleasure, writing confidence, and reading attainment than those who did not.</p> <p>The EEF state that reading comprehensions have a very high impact (+6months) for very low cost. It also states lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p>	<p>1,2,4</p>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop in class groups based on attainment from regular summative and formative assessments</p>	<p>EEF identify that within class attainment grouping has a positive impact, on average, or 2 months additional progress.</p> <p>Within-class attainment grouping may also have an impact on wider outcomes such as confidence.</p>	<p>1,2,3,4</p>

<p>Termly pupil progress meetings to discuss progress and attainment with a focus on test and gap analysis.</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p>	<p>1,2,3,4</p>
<p>Reshape the model of interventions across the school so appropriate adults can target specific children/year groups for additional intervention</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Targeted academic support EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>Develop provision mapping to target children, ensure the correct interventions are being used at the right time and the impact is regularly evaluated.</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>Targeted bespoke 1:1 phonic support delivered by highly skilled trained staff</p>	<p>The EEF toolkit states: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>The use of external programmes to support development in reading e.g. Lexia</p>	<p>Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.</p> <p>Previous research on Lexia in the US and UK found promising results.</p> <p>Children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of two additional months' progress in reading compared to other children eligible for FSM.</p> <p>Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)</p>	<p>2,4</p>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance lead to monitor attendance on a weekly basis, identify concerns and swiftly intervene where appropriate and liaise with external agencies</p> <p>Targeted support plans for parents of children who are persistently absent.</p> <p>Promote attendance in school through a range of different initiatives.</p>	<p>Research from the DfE points to an irrefutable link between high attendance and attainment.</p> <p>They state that Pupils with no absence are 1.3 times more likely to achieve age related expectations or above, and 3.1 times more likely to achieve greater depth, than pupils that missed 10-15% of all sessions</p> <p>Working together to improve school attendance document</p> <p>Research into Improving Attendance in School Serving Deprived Areas identified that regular school attendance and educational attainment are inextricably linked. Regular attendance ensures that pupils get the best possible outcomes from their period in compulsory education</p>	8
<p>Provide careers opportunities and experiences for all children across the school to raise understanding of the knowledge, skills and characteristics required to achieve aspirations.</p>	<p>Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	6,7
<p>Provide a wide range of enrichment opportunities outside of the teaching timetable for all children</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation EEF</p> <p>Physical Activity – EEF</p> <p>EEF physical-activity Nuffield foundation</p> <p>=</p> <p>The value of after school clubs for disadvantaged children</p>	6

	<p>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.</p>	
<p>Engage with With Me in Mind to support emotional resilience through a range of activities/intervention and workshops.</p>	<p>With Me in Mind is the name of one of the national Mental Health Support Teams (MHSTs) The service was identified following the release of the Government Green Paper (2017), "Transforming Children and Young People's Mental Health"</p> <p>The service focuses on early prevention and intervention; ensuring children and young people, their families/ carers are able to access appropriate support to improve and maintain positive emotional wellbeing, to expand and widen positive self-esteem and to increase their self-efficacy in order to create resilience.</p>	5
<p>Continue individual support provided for social and emotional needs as identified through boxall profiles</p> <p>GROW sessions to support children through targeting emotional well-being</p>	<p>EEF report 'Social and Emotional Learning' states that: 'There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>It also identifies that effective Social and emotional learning can lead to learning gains of +4 months over the course of a year.</p> <p>Improving Social and Emotional Learning in Primary Schools</p>	5,8
<p>Continue to ensure the support for children and families in need are timely and robust through early helps and assessment processes.</p>	<p>NSPCC identify that Early help and early intervention are forms of support aimed at improving outcomes for children or preventing escalating need or risk.</p> <p>They also identify that providing timely support is vital. Identifying and addressing a child or family's needs early on can increase protective factors that positively influence a child's wellbeing, and decrease risk factors that may be impacting a child's life negatively.</p> <p>The importance of helping families early is highlighted in National Safeguarding Guidance.</p>	5

<p>GROW sessions to support attendance through targeting emotional well-being</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year.</p> <p>Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)</p> <p><u>Improving Social and Emotional Learning in Primary Schools EEF</u> (educationendowmentfoundation.org.uk)</p>	<p>5,8</p>
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Total budgeted cost: £ 183,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of the previous 3 year strategy

Phonics – partially met

Phonics delivery has continued to strengthen across the school (Positive OFSTED endorsement- May 23). The outcomes for phonics in year 1 and year 2 are below local authority and national outcomes. However, PPG children in year have exceeded their non DV peers by 10% as well as the DV average score being 31.1 which exceeded local and national (29.8 and 29.9)

	Y1 (49)	Y2 (15)
Target	76%	77%
Outcome	69%	53%
Local Authority - 2023	76%	62%
National (PL) - 2023	79%	59%
DV	75% (9/12)	50% (4/8)
Non DV	65% (24/37)	57% (4/7)
SEND	29% (2/7)	100% (1/1)
Non SEND	76% (32/42)	50% (7/14)

Reading – partially met

End of year outcomes

Year 1

ARE 61% (68%) ARE PPG – 50% (54% national)

GDS 16% (19%) GDS PPG – 6% (9% national)

Year 2

ARE 68% (68%) ARE PPG – 49% (54% national)

GDS 31% (19%) GDS PPG – 10% (9% national)

Key stage one shows positive reading outcomes for both all children and PPG children. Year 1 children are broadly in line with national outcomes. Year 2 shows real strength with all children being at national for ARE and the PPG children being broadly in line with national. The GDS outcomes exceed national for all children as well as the PPG children.

Year 3

ARE 67% (73%) ARE PPG – 57% (59% national)

GDS 29% (29%) GDS PPG – 24% (17% national)

Year 4

ARE 57% (73%)

ARE PPG – 52% (59% national)

GDS 13% (29%)

GDS PPG – 12% (17% national)

Year 5

ARE 53% (73%)

ARE PPG – 50% (59% national)

GDS 15% (29%)

GDS PPG – 15% (17% national)

Year 6

ARE 63% (73%)

ARE PPG – 37% (59% national)

GDS 22% (29%)

GDS PPG – 5% (17% national)

End of year 3 results show positive outcomes for all children and PPG children. Years 4 and 5 outcomes identify that the PPG children are broadly in line with national benchmarks for ARE and GDS. All children in years 4, 5 and 6 (except year 6 GDS) all fell below national benchmarks as well as the PPG children for both ARE and GDS

Year 6 – partially met

Contextual Overview

- One child was not able to access the reading or SPAG SAT papers due to their limited English (arrived in England during Spring Y6). This child did complete the x3 maths papers.
- Two children were disapplied from sitting their SATs due to working significantly below the Y6 curriculum. Both have EHCPs.
- X6 children had SLD- high dyslexic tendencies which impacted on their progress.
- X2 more children had EHCPs – both for ASD and other barriers to their learning. One of these children has recently returned from Alternative Provision and was not targeted to be ARE in any subjects.

Throughout the academic year, many different strategies are used to maximise the learning of the children, and these are reviewed and developed during half termly pupil progress meetings. Some of the strategies are well embedded but others are new to meet the needs of the cohort. Some strategies include:

- PE coach time to free up teachers to carry out bespoke targeted support.
- Rewards half- termly. This gave the children a sense of motivation throughout the year and made sure that they always had something to work towards and gave them recognition that their hard work was being recognised.
- Bespoke writing targets for each child.
- Maths booster groups every Tuesday after school to focus on arithmetic.
- Dinnertime homework sessions

Year Outcomes

	ARE				GDS			
	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined
Targets	83	81	81	75	40	28	33	20
School Outcomes	63	80	80	57	22	17	23	7
LA Outcomes	70	74	74	61	27	17	22	8
National Outcomes	73	71	73	59	-	-	-	-
School Outcomes	63	80	80	57	22	17	23	7

PP Children (19 children)	ARE				GDS			
	R	W	M	RWM	R	W	M	RWM
Target	53	53	53	47	12	6	12	6
End of Key Stage Outcomes – LA	55	59	59	45	18	8	12	4
End of Key Stage Outcomes – National	59	57	58	43	17	6	13	3
Summer Term	37	58	58	32	5	5	5	5

The year 6 outcomes were strong in maths and writing for all children in both ARE and GDS. The PPG children met national for ARE writing and maths as well as GDS writing.

Reading was the limiting factor which ultimately affected the overall combined. From the analysis of the tests, 5 children failed to reach ARE by one mark and this was due to the increased number of inference style questions and the challenges in finishing the test due to the increased number of words in both the reading texts and answer booklet.

Year 2 – met

Contextual Overview

- This academic year we lost four children, x3 to relocation and x1 to home schooling. Of these, x3 were targeted to be ARE in all subjects.
- We gained 5 children; one was a return from being home schooled who was away from us for a term and this pupil achieved ARE across the board; all these children joined at February half term or later. The other four children who we received are all working below in all subjects.

	ARE				GDS			
	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined
2022/2023								
Targets	70	68	75	68	23	18	29	17
School Outcomes	68	63	65	63	31	19	27	17
LA Outcomes	65	59	68	54	18	10	15	7
National Outcomes	68	60	70	56	19	8	17	6

PP Children (22 children)	ARE				GDS			
	R	W	M	RWM	R	W	M	RWM
Target	58	53	68	53	16	18	29	17
End of Key Stage Outcomes – LA	50	43	54	37	10	4	9	3
End of Key Stage Outcomes – National	54	45	56	40	9	3	8	2
Summer Term	49	41	52	37	10	4	9	3

The end of year group outcomes for all children are positive as they are in line, or exceed national and local benchmarks at both ARE and GDS. This is the same for PPG children in all subjects as they are broadly in line with national benchmarks for ARE and exceed national benchmarks for GDS.

Year 4 – PPG pupils; Not Met

39% of the cohort are identified as PPG which is the highest in the school. At the beginning of the academic year, aspirational targets are set for each child. This year group has a high vulnerable profile due to the high number of PPG and SEND.

PP Children (25 children)	ARE				GDS			
	R	W	M	RWM	R	W	M	RWM
Target	68	59	64	64	18	14	18	14
End of Key Stage Outcomes – LA	55	59	59	45	18	8	12	4
End of Key Stage Outcomes – National	59	57	58	43	17	6	13	3
Summer Term	52	36	64	32	12	12	20	4

From the PPG outcomes, maths was a real strength with the aspirational target being met for ARE and exceeded for GDS. These maths outcomes also exceed local and national benchmarks. Reading, writing and combined for ARE was significantly below target and national and local benchmarks.

Raise aspirations and provision of opportunities for all children, including disadvantaged children, by promoting experiences within school and the local community and beyond. – Partially Met

Enrichment opportunities during lunch time and after school.

Clubs 2022-23	Attendance
Ks1 Choir	13 children 5 PPG children
KS2 choir	27 children 13 PPG children
Year 6 Football	13 children 6 PPG children
Year 2 Football	16 children 4 PPG Children
Dance – KS2	15 children 4 PPG children
Mindfulness – Y5	24 children 9 PPG children
Computer Club – Y4	17 children 11 PPG children

• Completion and implementation of whole school annual plotter identifying trips, visitors, enterprise and community

Each year group completed their annual plotters. Every child in every year group experienced either a school trip or wow event in school.

• Provide leadership opportunities for children e.g. whole school ambassadors, class champions, sport leaders.

2 Whole School Pupil Ambassadors were elected
 8 class champions
 10 house captains
 26 Sports Leaders
 Subject Ambassadors

- **Personalised bespoke well being strategies for identified pupils. E.g. well being hub, gardening, breathing, walk and talk, mindfulness colouring, lego etc.**

Attendance – Partially met
 Attendance is rigorously monitored on a weekly basis by the attendance team and any identified concerns are swiftly dealt with.

Academic Year 21/22 Headline Figures

- Whole School Attendance -92.9%
- FFT National Attendance - 93.8
- School PPG Attendance – 91.7%
- FFT National PPG Attendance – 91.3.6%
- **Whole School Persistent Absence – 23%**
- FFT National Persistent Absence – 19%

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils

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 or recovery premium funding.