

Pupil premium strategy statement – Grove 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	670
Proportion (%) of pupil premium eligible pupils	270 (41%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024 to 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Justine Baker Head teacher
Pupil premium lead	Jonathan Bentley Deputy Headteacher
Governor / Trustee lead	Ingrid Hines, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 353,175
Recovery premium funding allocation this academic year	£ 36,975 (Sept received £9244) (Dec received £9244)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£390,150

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
 - adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, learning walks and pupil discussions suggest that disadvantaged pupils generally have greater difficulty mastering phonics which impacts negatively on their reading development.
2	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and

	in general, are more prevalent among our disadvantaged pupils than their peers.
3	A high proportion of disadvantaged pupils do not access a wide range of learning opportunities beyond school experiences to enhance their knowledge of history, geography, science and the arts.
4	Some disadvantaged pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn and can lack self-motivation and confidence to improve.
5	Attendance of some disadvantaged children can be higher than non-disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of the academic year 2022 - 2023** and how we will measure whether they have been achieved.

Intended outcome	Success criteria- PPG targets for July 2023												
Improve outcomes for disadvantaged pupils in EYFS	Targets 2023 <table border="1"> <thead> <tr> <th>GLD</th> <th>All 89</th> <th>PPG 38</th> </tr> </thead> <tbody> <tr> <td>89</td> <td>66/89</td> <td>28/38</td> </tr> <tr> <td></td> <td>74%</td> <td>74%</td> </tr> </tbody> </table>	GLD	All 89	PPG 38	89	66/89	28/38		74%	74%			
GLD	All 89	PPG 38											
89	66/89	28/38											
	74%	74%											
Improve attainment for disadvantaged pupils in phonics at the end of Year 1	Targets 2023 <table border="1"> <thead> <tr> <th>Phonics</th> <th>All</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td></td> <td>90</td> <td>30</td> </tr> <tr> <td></td> <td>79/90</td> <td>22/30</td> </tr> <tr> <td></td> <td>88%</td> <td>73%</td> </tr> </tbody> </table>	Phonics	All	PPG		90	30		79/90	22/30		88%	73%
Phonics	All	PPG											
	90	30											
	79/90	22/30											
	88%	73%											
Improve attainment for disadvantaged pupils in Year 2 who did not meet the expected standard in phonics in July 2022 (end of year 1)	Targets 2023 – current Year 2												

	<table border="1"> <tr> <td>Number of pupils who did not meet the PSC in Year 1</td> <td>All 25</td> <td>PPG 11</td> </tr> <tr> <td>Phonics</td> <td>20 80%</td> <td>9 82%</td> </tr> </table>	Number of pupils who did not meet the PSC in Year 1	All 25	PPG 11	Phonics	20 80%	9 82%			
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Improve attainment for disadvantaged pupils in reading at the end of Key Stage One	<table border="1"> <tr> <td colspan="3">Targets 2023</td> </tr> <tr> <td>Reading</td> <td>All 89</td> <td>PPG 44</td> </tr> <tr> <td></td> <td>71/89 80%</td> <td>35/44 80%</td> </tr> </table>	Targets 2023			Reading	All 89	PPG 44		71/89 80%	35/44 80%
Targets 2023										
Reading	All 89	PPG 44								
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Improve attainment for disadvantaged pupils in writing at the end of Key Stage One	<table border="1"> <tr> <td colspan="3">Targets 2023</td> </tr> <tr> <td>Writing</td> <td>All 89</td> <td>PPG 44</td> </tr> <tr> <td></td> <td>70/89 79%</td> <td>35/44 80%</td> </tr> </table>	Targets 2023			Writing	All 89	PPG 44		70/89 79%	35/44 80%
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Improve attainment for disadvantaged pupils in mathematics at the end of Key Stage One	<table border="1"> <tr> <td colspan="3">Targets 2023</td> </tr> <tr> <td>Mathematics</td> <td>All 89</td> <td>PPG 44</td> </tr> <tr> <td></td> <td>68/89 76%</td> <td>35/44 80%</td> </tr> </table>	Targets 2023			Mathematics	All 89	PPG 44		68/89 76%	35/44 80%
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Improve attainment for disadvantaged pupils in reading, writing and maths (combined) at the end of Key Stage Two	<table border="1"> <tr> <td>Combined</td> <td>All ARE+ 86</td> <td>PPG 39</td> </tr> <tr> <td></td> <td>59/86 67%</td> <td>28/39 72%</td> </tr> </table>	Combined	All ARE+ 86	PPG 39		59/86 67%	28/39 72%			
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Reading	All ARE+ 86	PPG 39								

		64/86 74%	30/39 77%
Improve attainment for disadvantaged pupils in writing at the end of Key Stage Two	Targets 2023		
	Writing	All ARE+ 86	PPG 39
		62/86 72%	31/39 79%
Improve attainment for disadvantaged pupils in mathematics at the end of Key Stage Two	Targets 2023		
	Maths	All ARE+ 86	PPG 39
		63/86 73%	29/39 74%
Improve attainment for disadvantaged pupils in science at the end of Key Stage Two	Targets 2023		
	Science	All ARE+ 86	PPG 39
		63/86 73%	29/39 74%
To provide a wide range of experiences beyond the classroom for all pupils and particularly our disadvantaged pupils that broaden experiences and help pupils contextualise their learning	<ul style="list-style-type: none"> • Qualitative data from pupil surveys • Data on participation in after school enrichment activities and clubs • Data on participation in residential visits • Data on participation in the citizenship project 		
To prepare all pupils, particularly our disadvantaged pupils for life in the community and the 21 st century	<ul style="list-style-type: none"> • RECRE8 drama programme report • Welsh National Opera performance • The progress of pupils in computing and online safety • Data on pupils who have participated in the citizenship project at Grove 		
To improve the attendance of all pupils at Grove, particularly our disadvantaged pupils	<p>The overall absence rate for all pupils and disadvantaged pupils is no more than 5%</p> <p>The absence gap between all pupils and disadvantaged pupils is closed</p> <p>The percentage of all pupils who are persistently absent is below 10% and the figure among disadvantaged pupils being no more than 1% lower than their peers</p>		

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: £84,409

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Little Wandle Letters and Sounds resources to secure stronger teaching of phonics for all pupils Annual subscription to LWLSR	Phonics EEF (educationendowmentfoundation.org.uk) 77.5% of pupils achieved the Early Learning Goal in word reading in July 2022. This was a significant improvement from 66.3% in 2019 and demonstrates the continued investment in LWLSR	1, 2
Purchase Big Cat Collins reading scheme books for all pupils to read in lessons and to take home to read	Big cat Collins books are used in reading practice so that pupils can apply what they have learnt in phonics in reading. Pupils can take their reading books home	2, 3
An additional, part-time teacher in Year 3.	This will strengthen the attainment of pupils in the current Year 3 cohort in reading, writing and mathematics whose attainment at the end of Key Stage One was significantly below national (IDSR October 2022)	2
Deputy Headteacher/ Level 3 Teaching assistant to teach phonics in Year 3 and Year 4 with the 25 pupils who did not meet the expected	Phonics EEF (educationendowmentfoundation.org.uk) Intervention is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil.	1, 2

standard at the end of Year 2		
<p>The DHT for English to work with an external consultant in autumn 2022 and spring 2023 to review and rewrite the sequence and expected end points for each theme in writing.</p> <p>The DHT for English to train all staff on the writing curriculum</p> <p>Leaders to monitor the quality of teaching of writing through learning walks, book looks and pupils conversations with a focus on the progress of disadvantaged pupils</p>	<p>Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>The review, sequencing and development of our writing curriculum and subsequent CPD with teachers and leaders to enhance and develop the teaching and learning of all learners.</p> <p>Quality /at least good teaching in all classes every day.</p> <p>Monitoring of provision of teaching and learning/interventions for children identified as needing to catch-up – see www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1, 2
Recruitment of a teacher for year 5 and 6 to teach core subjects to target pupils	<p>Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	2, 3
Curriculum leader mathematics development: Review and revise the curriculum for mathematics and develop the use of CPA (concrete, pictorial abstract)	<p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>The review, sequencing and development of our writing curriculum and subsequent CPD with teachers and leaders to enhance and develop the teaching and learning of all learners.</p>	4

strategy to help learners		
Leaders to monitor the quality of teaching of mathematics through learning walks, book looks and pupils conversations with a focus on the progress of disadvantaged pupils	Monitoring of provision of teaching and learning/interventions for children identified as needing to catch-up – https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	2
Purchase of diagnostic tests	Standardised tests can provide insight into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf	2,
Pupil progress meetings each term	Year group leader meets with the leader for mathematics and the leader for English to track and monitor pupil progress in core subjects. Interventions and support are identified for all pupils and disadvantaged pupils. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1, 2, 3

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

Budgeted cost: £ 254,973

Activity	Evidence that supports this approach	Challenge number(s) addressed
Baseline assessment of all nursery pupils and new to Grove reception pupils using the WELLCOMM screening tool	<p>Delayed language skills lead to under-performance later in life, yet many primary school children have unidentified speech and language difficulties.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Early language EEF (educationendowmentfoundation.org.uk)</p> <p>Protocols on rapid language assessment:</p>	1,2

	https://d2tic4wvo1iusb.cloudfront.net/documents/EY-peer-to-peer-search-protocol.pdf?v=1669908819	
Interventions to support the development of communication and language skills are planned as part of the curriculum for EYFS. The AHT for EYFS to monitor the impact of these interventions.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2, 4
Additional keep up to catch up sessions for reception pupils in word reading, reading comprehension and number.	Tuition targeted at specific needs and knowledge gaps can be an effective meth-od to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants See also One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,4
Additional keep up to catch up sessions for year 1 and year 2 pupils in reading, writing and mathematics	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Phonics EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Tuition targeted at specific needs and knowledge gaps can be an effective meth-od to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,4
SEN teacher to teach in Year 4 for x3 afternoons a week with a focus on reading fluency	To bring a focus on reading fluency and reading comprehension. Literacy EEF (educationendowmentfoundation.org.uk)	1,2, 4

and reading comprehension		
Recruitment of a teacher for year 5 and 6 to improve the attainment of pupils in mathematics and writing at the end of Key Stage Two	To improve the attainment of pupils in mathematics and writing at the end of Key Stage Two Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	4
Target support from a class teacher in reading and mathematics	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	2,3,4
Assistant Head Teachers monitor and track the progress of disadvantaged pupils in leadership time	Monitoring of provision of teaching and learning/interventions for children identified as needing to catch-up – https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	2,3,4

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

Budgeted cost: £50,768

Activity	Evidence that supports this approach	Challenge number(s) addressed
A 5 week participatory programme which uses drama in education	Following the five key strands of the Prevent strategy (2011) and framework (2014) the project aims to understand how the human mind can be shaped by misinformed ideologies and enables the children to safely speculate on the nature of this contentious issue providing them with both a better understanding and increased resilience	3

techniques and psychology exercises to explore extremism and radicalisation of CYP		
Year 5 work with Welsh National Opera for 39 weeks After school choir club for Key Stage One pupils for 39 weeks with WNO	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation Toolkit Strand Education Endowment Foundation EEF	3,4
Residential visits for Year 4,5 and 6 pupils.	PPG funding is used to subsidise the costs of residential visits for disadvantaged pupils. We believe that these visits support classroom learning through high-quality first-hand experiences to develop oracy, vocabulary development, personal and social skills and basic skills in numeracy and literacy.	3
After school clubs for all pupils with disadvantaged pupils a focus	In autumn 2022 clubs for pupils in the following in music, art and crafts and physical education. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation Toolkit Strand Education Endowment Foundation EEF	3,4
To improve the attendance of all pupils at Grove, particularly our disadvantaged pupils through incentives and prizes	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	5
All pupils in Year 3 and Year 4 have a weekly swimming lesson	https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study	3, 4

	2 terms swimming funding is taken from the sports premium grant 1 term is taken from PPG funding.	
Emotion coaching/play therapy for pupils with social emotional needs	Emotion coaching/play therapy to support children with social and emotional needs. https://www.tandfonline.com/doi/abs/10.1080/13632752.2018.1452590	4, 5
Contingency fund for acute issues	Based on previous experience and similar schools to ours we have identified the need to set aside some funds to respond quickly to needs.	All
Opportunities for all pupils to learn outside the classroom	PPG is used to subsidise these visits for disadvantaged pupils. We believe that these visits support classroom learning through high-quality first-hand experiences to develop oracy, vocabulary development, personal and social skills and basic skills in numeracy and literacy. They also develop the cultural capital as a high proportion of disadvantaged pupils do not access a wide range of learning opportunities beyond school experiences to enhance their knowledge of history, geography, science and the arts.	3,4

Total budgeted cost: £ £84,409 + £254,973 + £50,768 = £390,150

Part B: Grove School Review of pupil premium strategy 2021-2022

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

In 2021-2022 Grove school received £344,190 PPG funding. The Pupil Premium Statement Strategy for 2021-2022 identified the following as intended outcomes:

Improved outcomes for disadvantaged pupils in EYFS

Reception 2021-2022

28/31% PPG

Results 2022	GLD	Boys GLD	Girls GLD	SEND	PPG
				21 pupils	28 pupils
Reception all	65.2%	60.8%	71%	14.3%	64.3%

There is no gap between the outcomes of all pupils and disadvantaged pupils (PPG). The gap between all pupils and disadvantaged pupils has closed since 2019.

Improved phonics screening check outcomes for disadvantaged pupils.

37/42% PPG

Phonics Y1 Results	Phonics	Girls (35)	Boys (54)	PPG (37)	SEN (20)
Year 1	62/70%	74%	69%	68%	30%

There are no significant gaps between all pupils and disadvantaged pupils.

Improved KS1 outcomes for disadvantaged pupils.

Year 2

35/42% PPG

Cumulative phonics Year 2

	Results 2022 Cohort 80
All	81%
PPG	94%

Year 2

Results all	Reading	Writing	Maths	Science	R/W/M combined
Year 2 ARE	54.8%	51%	52.4%	53.6%	47.6%
	57.5% (out of 80)	53.8% (out of 80)	55% (out of 80)	56.3% (out of 80)	50% (out of 80)
Year 2 PPG	68.6%	60%	60%	62.9%	54.3%

Improved KS2 outcomes for disadvantaged pupils.

Year 6 2021-2022

48/55% PPG

ARE+	Reading	Writing	Maths	SPAG	Science	RWM Combined
All pupils	67/84 80%	56/84 67%	55/84 65%	66/84 79%	55/84 65%	48/84 57%
PPG	37/46 80%	28/46 61%	32/46 70%	37/46 80%	28/46 61%	26/46 57%

There is no significant gap between all pupils and disadvantaged pupils.

To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils.

In 2021-2022 the school commenced after school clubs in physical education. The PE leader and assistant head teacher ensure vulnerable pupils and disadvantaged pupils have the opportunity to participate in these clubs to develop team work, well being, confidence and allow other, non academic skills and talents to develop.

To improve the outcomes in reading and phonics for all pupils including PPG pupils the school invested in a new systematic, synthetic phonics scheme and a new reading scheme for Early Years Foundation Stage and Key Stage One. We invested PPG funding in an annual subscription to Little Wandle Letters and Sounds Revised (LWLSR)

and resources for teachers and teaching assistants to use when teaching groups of pupils.

PPG funding was used in KS 1 to fund teaching assistants delivering keep up to catch up in phonics and reading practice.

Teaching of phonics and reading practice improved. This is evidenced in the audit report from The Little Sutton English Hub.

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

Activity	Outcomes
<p>A five week participatory programme which uses drama in education techniques and psychology exercises to explore the notion of extremism and the radicalisation of young people.</p>	<p>All year 5 pupil took part in the 5-week, 15 hour drama programme.</p> <p>The outcomes for the project were assessed as excellent for one classes, all the aims and objectives were met and clearly understood and for two classes outcomes were good, the majority of aims and objectives were met.</p> <p>More information about the impact of this project please refer to the post programme standard report.</p>
<p>Emotion coaching interventions for pupils who have been identified by school as requiring additional support with their social, emotional, mental health needs.</p>	<p>In 2021-2022 there was one permanent exclusion and 6 fixed term exclusions.</p> <p>17 pupils were registered as having social, emotional and mental health needs</p> <p>3 pupils were supported by a Pastoral Support Plan</p> <p>8 pupils with SEMH needs were supported with play therapy over the year.</p> <p>In July 2022 4 pupils were supported by a target card</p> <p>The school had 668 pupils on roll, the number of pupils presenting with social and emotional needs is low, they pupils are met well.</p>
<p>Year 5 participation in Welsh National Opera</p>	<p>All year 5 pupils participated in a year-long singing project with the Welsh National Opera.</p> <p>The project culminated in the performance of an opera the pupils wrote, parents participated as an audience.</p> <p>Pupil participation was high, pupils who at times lack self confidence and self-esteem gained much from this project.</p>
<p>Opportunities for all PPG pupils to learn outside the classroom.</p>	<p>PPG is used to subsidise the cost of these residential visits for disadvantaged pupils. PPG pupils in years 4, 5 and 6 attended residential visits to Whitemoor Lakes, The Brighthouse and London.</p>

	<p>We believe that these visits support classroom learning through high-quality first-hand experiences to develop oracy, vocabulary development, personal and social skills and basic skills in numeracy and literacy.</p> <p><u>Whitemoor Lakes</u> 51 children attended 18 PPG 35% of children attended were PPG</p> <p><u>Brighthouse Hostel</u> 54 children attended 15 PPG 27% of children attended were PPG</p> <p><u>London</u> 41 children attended 22 PPG 54% of children attended were PPG</p>
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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)

<p><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></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

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