



Featherstone All Saints C of E Academy

Pupil Premium Strategy

2022 - 2023

Before completing this template, you should read the guidance on [using pupil premium](#).

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This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year’s spending of pupil premium had within our school.

| SCHOOL OVERVIEW | |
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| DETAIL | DATA |
| SCHOOL NAME | Featherstone All Saints C of E Academy |
| NUMBER OF PUPILS IN SCHOOL | 203 |
| PROPORTION OF PUPIL PREMIUM ELIBILBLE PUPILS | 49 (24.14%) |
| PUPIL PREMIUM ALLOCATION THIS ACADEMIC YEAR | £73,975 |
| ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED) | 2021/2022 – 2024/2025 |
| DATE THIS STATEMENT WAS PUBLISHED | 31 st December 2023 |
| DATE ON WHICH IT WILL BE REVIEWED | July 23 |
| STATEMENT AUTHORISED BY | Matthew Jones |
| PUPIL PREMIUM LEAD | Katherine Meek |
| GOVERNOR / TRUSTEE LEAD | Linsey Boyle |

| FUNDING OVERVIEW | |
|---|---------|
| DETAIL | AMOUNT |
| PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR | £73,975 |
| RECOVERY PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR | £6960 |
| 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> | £80.935 |

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

At Featherstone All Saints C of E Academy we set high expectations for all pupils in our school and believe that, with high quality teaching, targeted small group and 1to1 support, social and emotional development, effective engagement with parents and a personalised approach to meeting children’s needs, every child can fulfil their individual academic, social and emotional potential.

Strong leadership ensures that the Pupil Premium funding is allocated effectively each year to have the necessary impact across school to support pupils to achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, reducing educational inequity. Our strategy supports these aims by ensuring pupils receive high-quality teaching in all subjects, but with a specific focus on reading, writing, maths and phonics.

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We aim to embed the importance of cultural and arts opportunities in supporting the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. Our personalised curriculum led by strong subject leaders provides children in receipt of Pupil Premium, with opportunities to develop their confidence, independence and enables them to be successful learners who will thrive in later life and make a positive contribution to society.

Leaders also use the funding to create opportunities for children to develop skills including resilience, perseverance, self-esteem through quality, targeted care for children and families. We work closely with external agencies, for example, Future in Minds, the Children’s First Hub, Educational Psychologist to support pupils socially and emotionally alongside developing pupils own metacognition and self-regulation.

The strategies we employ at Featherstone All Saints CoE Academy are evidence-informed using recommendations outlined by Education Endowment Foundation and the DFE.

CHALLENGES

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

| Challenge Number | Detail of Challenge |
|------------------|---|
| 1 | Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils . Writing scrutiny and grammar checks evidence that disadvantaged pupils have reduced oral communication and range of vocabulary. |

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| | The Yorkshire dialect has a negative impact on standard English particularly in writing. It has been identified pupils often struggle with using grammar correctly and this impacts on their writing particularly for disadvantaged boys. |
| 2 | Evidence from staff discussions, pupil voice and reading records show that reading for disadvantaged pupils is limited due to their infrequent reading at home, particularly during lockdowns. Pupils often struggle with their fluency and their comprehension. Although many children achieve age expected they remain slightly below NA. No children achieved greater depth reading in the SATS 2019. |
| 3 | Entry assessments and observations identify disadvantaged children typically enter Featherstone All Saints with lower levels of communication and language skills than non-disadvantaged. This includes speech difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities. |
| 4 | Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc). |
| 5 | Parental engagement of disadvantaged pupils is often below non-disadvantaged. This is evidenced through parents who attend parents' evenings, parental engagement on class dojo and parents who attend support sessions led by EWO, FIM, CFH, EP etc. |
| 6 | Attendance of disadvantaged children is below non disadvantaged. In addition, the % of disadvantaged pupils who were persistently absent over the past 3 years has remained below national average. |
| 7 | Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. A small number of disadvantaged children arrive in school not ready to learn due to issues at home. |

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 Outcomes | Success Criteria |
|---|---|
| Narrow the attainment gap between disadvantaged and non-disadvantaged pupils in writing. | KS2 outcomes in 2024/25 show that the gap has significantly narrowed to in line with NA. 100% of non-sen pupils meet the standard in phonics screening in Year 1 in 2024/25. |
| Increase the % of pupils achieving the higher standard in reading, writing and maths at the end of KS2. | KS2 outcomes in 2024/25 show the % meeting the higher standard in reading, writing and math is at least in line with NA. |
| Oral language and development of vocabulary improved across all disadvantaged pupils | EYFS, KS1 and KS2 outcomes in 2024/25 show that the gap has significantly narrowed to in line with NA. |
| The gap in cultural capital will be addressed supporting children to have high aspirations for themselves and others. | Experiences and visitors planned for all pupils. Ensure that these provide opportunities for improving language, imagination and communication as well as impacting on children's social and emotional wellbeing. |

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| All disadvantaged pupils will meet at least national expectations for attendance and persistent absence. | Attendance sustained as in line with national average for disadvantaged pupils. PA reduced to inline with NA for all disadvantaged pupils. |
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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: | £7,000 | |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| <p>Further embed dialogic activities across all subject areas.</p> <p>CPD training to support teaching staff to extend vocabulary across the curriculum.</p> <p>Plan clear opportunities across the curriculum for high quality class discussions.</p> <p>Embed and develop the teaching of VIPERs through quality CPD, release time for English lead</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 EEF: Oral Language +6 months</p> <p>There is strong evidence that lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text EEF: Comprehension +6months</p> | 1, 2, 3 |
| <p>Purchase Little Wandle (validated systematic synthetic phonics programme) to secure better outcomes for all pupils in phonics.</p> <p>Training for all staff throughout school to secure outstanding practise.</p> <p>New staff to complete training for Little Wandle</p> <p>Work with the English Hub to further develop early reading – half termly observations,</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF: phonics +5 months</p> | 1, 2, 3 |

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| <p>meetings with the early reading lead</p> | | |
| <p>Develop the teaching of writing across school through focused CPD training for all staff.</p> <p>Develop a clear progression of grammar and writing genre across the school.</p> <p>Writing feedback policy to be written and shared with all staff.</p> | <p>Strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility</p> <p>EEF: Feedback +6months</p> | <p>1</p> |
| <p>Develop a teaching for mastery approach with a focus on maths. 2 teachers to attend the maths hub working groups.</p> <p>Lead staff meetings to develop teaching for mastery across the school. Link approach to other subjects including writing and reading</p> <p>Staff training to support the use of manipulatives develop higher ability children.</p> | <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic</p> <p>EEF: mastery +5 months</p> | <p>1, 2, 3</p> |
| <p>Purchase NFER standardised assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF: Feedback +6 months</p> | <p>1, 2, 3</p> |
| <p>Develop metacognition and self regulation approaches of pupils.</p> <p>CPD training to develop strategies for staff to improve pupils' ability to develop their metacognition and self-regularly strategies. Craig Batley – October 2021</p> <p>Learning walks and pupils voice to identify strategies in place to</p> | <p>Strong evidence shows explicit teaching of metacognitive and self-regulatory strategies could encourage disadvantaged pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome</p> | <p>1, 2, 3, 7</p> |

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| improve metacognition and self-regulation strategies. | challenges themselves in the future. EEF: metacognition and self-regulation + 7 months | |
| Refine the quality of social and emotional (SEL) learning. Improve SEL approaches for all staff through CPD training Further embedding of the SCARF programme throughout school. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF: SEL +4months | 4, 5, 6, 7 |

TARGETED ACADEMIC SUPPORT

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

Budgeted cost: £54,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional support for children requiring intervention (1:1 and smallgroup support) led by skilled TAs Teachers to monitor teaching assistant interventions to ensure they are well delivered. See PP provision maps – autumn, spring, summer | Moderate impact Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils. EEF: Teaching assistants +4months | 1, 2, 3 |
| Targeted Feedback session planned to support pupils writing in Key Stage 2. English leader (AN) to work alongside KS2 staff to develop the editing strategy to enable children to become more independent when writing. | Strong evidence shows that done well, feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. EEF: Feedback +6 months | 1 |
| Purchase age-appropriate programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills | Oral language approaches have a high impact on pupil outcomes. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF: Oral language +6 months | 1, 2, 3 |

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| Welcomm delivery for select EYFS children to develop their language and communication. | | |
| Appointment of an early reading leader to provide high quality training for reading intervention across the school Teaching assistants to lead 1:1 and small group sessions. | Targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one EEF: Oral language +6 months | 2, 3 |
| Additional phonics sessions led by the trained staff targeting disadvantaged pupils. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: | 1, 2, 3 |
| Engaging with the National Tutoring Programme (White Rose maths) to provide a tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF: one to one tuition + 5months Small group tuition + 4 months | 1, 2, 3 |

WIDER STRATEGIES

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

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| Budgeted cost: | £19,935 | |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding principles of good practice set out in the DfE's | The DfE guidance has been informed by engagement with schools that have | 4, 5 |

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| <p>Improving School Attendance advice.</p> <ul style="list-style-type: none"> Weekly meetings to track attendance particular focus on PA, DH and LM Monthly meetings with the EWO. Regular meetings with parents on Fasttrack Attendance leader and Deputy Headteacher released <p>Strategies to improve attendance through a focused action plan targeting pupils and parents – prizes, weekly updates</p> | <p>significantly reduced levels of absence and persistent absence.</p> | |
| <p>Monthly drop in sessions / coffee morning for parents led by the Learning Mentor, early reading, phonics lead. Plus, external agencies where appropriate.</p> | <p>Strong evidence shows by designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading</p> <p>EEf: Parental engagement +4 months</p> | <p>2, 3, 4, 5, 6, 7</p> |
| <p>Learning mentor to lead weekly sessions with pupils to support their social and emotional learning.</p> <p>Termly meeting with Future in Mind and the Children First Hub to support pupils needs.</p> | <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEf: SEL +4 months</p> | <p>1, 2, 3, 4, 5, 6, 7</p> |
| <p>Provide pupils with opportunities to develop their cultural capital needs.</p> <p>Including support for school trips, after school clubs.</p> <p>Forest school and outdoor adventure learning on a regular basis.</p> <p>Peripatetic music lessons for</p> | <p>Moderate evidence that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>EEf: Arts +4 months</p> <p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as</p> | <p>4, 7</p> |

| | | |
|--|---|---------------------|
| all disadvantaged pupils in years 3, 4, 5, 6 | resilience, self-confidence and motivation. | |
| Contingency fund for acute issues. | We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. For example school uniform, food vouchers, breakfast club | 1, 2, 3, 4, 5, 6, 7 |

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| TOTAL BUDGETED COST: | £ 80,935 |
|-----------------------------|-----------------|

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

PUPIL PREMIUM STRATEGY OUTCOMES

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. Our internal and external assessments during 2021/22 suggested that the performance of disadvantaged pupils was in line and above previous years in reading, writing and maths at the end of key stages. The impact of Covid-19 was mitigated by our resolution to maintain and develop a high-quality curriculum. This is reflected in the progress most children made. Termly provision maps are used to identify current progress of all PP pupils and the impact of intervention.

EYFS GLD

| 2 pupils PP | PP | Non-PP | NA |
|-------------|----------|----------|----------|
| | Expected | Expected | Expected |
| EYFS GLD | 100% | 75% | 63% |

The implementation of Little Wandle phonics has improved outcomes in the EYFS with 100% of PP children achieving the expected levels in reading, writing, C&L and maths.

Through creating a hierarchy of vocabulary across the eyfs setting the children are accessing a wider range of vocabulary. Lesson drop ins and termly moderation have supported these outcomes. Pupils and staff are using the vocabulary to support learning across the eyfs setting. Language and communication continue to be an area to develop. In 2022/23 we will continue to embed current practice alongside implementing more focused language support for specific children.

Year 1 Phonics Screening Check

| 3 pupils PP (2 sen) | PP | Non-PP | NA |
|----------------------|--------------------|----------|----------|
| | Expected | Expected | Expected |
| Phonics Screening | 67% (100% non-sen) | 85% | 76% |

Through high quality training of all staff the Little Wandle synthetic phonics programme the progress in phonics has been supported. 100% of non-sen children achieved the appropriate standard in the phonics screening. Daily keep-up targeting identified pupils and extra support from the phonics lead 2 days a week

achieved these outcomes. Keep up sessions in Year 2 will continue to support the progress of the pupil (sen) who has not achieved the desired standard in year 1.

Year 2 Phonics Screening Check (pupils passing in either Year 1 or Year 2)

| 10 pupils PP (1 sen) | PP | | Non-PP | | NA | |
|-----------------------|----------|--|----------|--|----------|--|
| | Expected | | Expected | | Expected | |
| Phonics Screening | 100% | | 95% | | 87% | |

In 2021/22 we achieved 100% of all PP children reaching the expected standard in phonics at the end of Year 2. This 100% included a child with sen. Continuing the teaching of phonics through Little Wandle in year 2 further embed phonics to achieve these outcomes. The impact of the Little Wandle training for all staff is evident across phonics, reading and writing work.

Year 2 Sats Tests

| 10 – (10 dis,1 sen) | PP | | Non-PP | | NA | |
|----------------------|-------|----|--------|-----|-----|-----|
| | Exp + | Ex | Exp + | Ex | | |
| Reading | 70% | 0% | 75% | 40% | 67% | 18% |
| Writing | 60% | 0% | 75% | 30% | 58% | 8% |
| Maths | 70% | 0% | 85% | 25% | 68% | 15% |

Our end of KS1 data indicated that the gap between disadvantaged and none disadvantaged reaching the expected standard has narrowed further. Disadvantaged pupils remain inline with NA at expected level. We had no pupils are reaching the higher standard. This area will be further developed in 22/23 through developing high-quality teaching and rigorous moderation to meet the higher standard.

The implementation of the Little Wandle reading groups lead by skilled by both teaching staff and teaching assistants alongside the whole class teaching of VIPERs has supported the children to develop their decoding, vocabulary and comprehension skills.

Continuing to receive support from the English Hub in 22/23 with further support early reaching across the eyfs and KS1.

| Year 6 6 (6 dis, 4sen) | PP | | Non-PP | | NA | |
|---------------------------|-------|-----|--------|-----|------|-----|
| | Exp + | Ex | Exp + | Ex | Exp+ | Ex |
| Reading | 80% | 40% | 76% | 30% | 74% | 28% |
| Writing | 100% | 0% | 81% | 15% | 69% | 13% |
| Maths | 100% | 0% | 96% | 26% | 71% | 22% |

Our end of KS2 data indicates that disadvantaged pupils achieved above non disadvantaged across all subjects at the expected level in 2021/22.

Pupils achieved above NA at both expected and the higher standard in reading through the high-quality teaching of VIPERs, supporting pupils through 1 to 1 reading and targeted individual and group support. Half termly gap analysis taken from previous sats papers helped to inform teacher and intervention specialist supporting children to achieve.

Across school, staff have developed a writing curriculum that supports children to explore a range of genres. This had a particular impact in the progress made in year 6 through providing engaging texts for all abilities.

Targeted feedback and the development of pupils editing their own work has supported pupils ability to recognise and identify mistakes in their work to reach the expected standard. In 2022/23 we will further develop this approach across KS2 with a particular emphasis on children reaching the greater depth standard. Teaching key vocabulary in all subjects has developed the range of vocabulary used in pupils writing. This was reflected in the positive outcomes at both internal and external writing moderation.

Maths has been supported throughout the year through high quality teaching, small group intervention and tutoring from White Rose Maths. The end of KS2 results ?? 100% of pupils achieved the expected standard. Through the development of mastery maths, 2 teachers attended the maths hub. The focus was using manipulatives throughout school, we used often in KS1 but neglected in KS2 particularly with the more able pupils. In 2022/23 we will embed this training using resources purchased to support disadvantaged pupils to achieve the higher standard.

Across subjects, it was recognised that the children’s ability to persevere when in academic difficulty was developing through strategies as a results of all staff attending the cpd training by Craig Batley on meta-cognition and self regulation. In 22/23 we will continue to embed and monitor this through drops ins and pupil voice.

Although overall attendance in 2021/22 was lower than previous years at 93.3%, slightly lower than our non-disadvantaged at 93.93%. It was above National average. This was a result of a consistent approach to the attendance policy. Daily monitoring of pupil’s attendance enabled action to be taken quickly to support disadvantaged pupils attending school. Pupils identified as PA were fast tracked to emphasise the importance of them attending school and meetings arranged with the EWO. In 22/23 we aim to further embed the new attendance strategy by targeting parents through a range of activities including weekly and termly prizes for 100%. This is a result of feedback from pupils suggesting it is parents not bringing them in rather than the child being genuinely ill.

Our assessments and observations indicated wellbeing and mental health were significantly impacted over the past two years, primarily due to COVID-19. The impact was particularly acute for disadvantaged pupils. The learning mentor provided daily support to pupils identified as particularly struggling. These children received small group and individual intervention by the learning mentor and external agencies such as FIM, the educational psychologist and the Children’s First Hub.

We supported parents through providing drop in sessions. These sessions included supporting children with sleep difficulties, anxieties and self regulation.

Due to the current economic issues, we identified a number of families needing financial support – uniform, school residential trips, basic food supplies. We envisage that this will increase over the next year and for this reason have allocated more funding to this area in 2022/23.

EXTERNALLY PROVIDED PROGRAMMES

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|--|--------------------|
| TT Rockstars | Maths Circle |
| Literacy Shed | Literacy Shed |
| Learning by Questions - maths | LBQ |
| Little Wandle Synthetic Phonics Scheme | Wandle Partnership |

| | |
|-----------------|-----------------|
| Kapow | Kapow |
| Grammarsaurus | Grammarsaurus |
| Rising Stars | Hachette UK |
| Whiterose Maths | Whiterose Maths |

SERVICE PUPIL PREMIUM FUNDING (OPTIONAL)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.