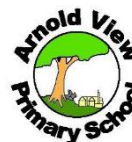


Pupil premium strategy statement: Arnold View Primary



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	306
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (2 nd year)
Date this statement was published	21.12.2022
Date on which it will be reviewed	December 2022
Statement authorised by	Caroline Otterburn (HT)
Pupil premium lead	Emma Bowler
Governor	Steve McNichol

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,795
Recovery premium funding allocation this academic year	£10,005
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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.	£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>	£102,800

Part A: Pupil premium strategy plan

Statement of intent

At Arnold View Primary and Nursery school we strive to provide the best education for all of our children regardless of their background. We want them to build the aspiration and belief that they can achieve whatever they want to. Our Pupil Premium Strategy has been written to identify the challenges that our disadvantaged pupils face and ways in which we can use the allocated funding to support us to overcome these challenges and maximise potential.

Research tells us that, following the COVID 19 pandemic, our disadvantaged pupils have been widely impacted. The DfE findings from the Autumn 2021 document states “Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers”. We are also aware our families in the community may now access Pupil Premium where they didn’t before due to the impact of the pandemic. As a school, in the last 2 years we have seen an increase in the number of families accessing Pupil Premium funding. The challenges faced by our Pupil Premium pupils include gaps in their academic learning, attendance, mental health and wellbeing and the expectations of standards within the school setting, including the presentation of work. These challenges have been identified by using a range of information including research information from the DfE and Education Endowment Fund, in school data, professional conversations with teachers/SENCO and liaising with children and families.

We aim to ensure that disadvantaged children have access to a wide and full curriculum and are given the opportunity to succeed in line with their peers. This is not only in the core subjects but throughout the whole curriculum. We want to give them life experiences, skills and knowledge that will benefit them as they move through their education and further on into their adult lives. We want them to develop as life-long learners so that they can succeed.

We are passionate in our determination to ensure that the provision in our school enables our Pupil Premium pupils to overcome any barriers and maximise their potential. As a school, we strive to support and work with our families to increase engagement so that we can be the champion our Pupil Premium pupils and their families deserve. We will always go above and beyond to ensure we increase attainment, provide strategies to support pupils socially and emotionally, achieve high levels of attendance, provide cultural capital and prepare our pupils for life in modern day Britain.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have a greater difficulty with phonics than peers. This negatively impacts their development as readers.
2	Assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Some of our children have not had the level of exposure to reading as a result of partial school closure due to COVID 19. As a result, fluency and comprehension with a particular focus on inference need to be targeted in school.
3	Assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Some of our children have not had the opportunity for extended writing and the presentation of handwriting has been limited as a result of partial school closure due to COVID 19. As a result, handwriting, composition and the application of punctuation in their writing need to be targeted in school.
4	Assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Some of our children have not had the level of exposure to reading as a result of partial school closure due to COVID 19. As a result, fluency and arithmetic skills, which are having an impact on the children's mathematical reasoning need to be targeted in school.
5	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, including a lack of enrichment opportunities during school closure, due to COVID 19. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data for our disadvantaged pupils is below that of non-disadvantaged.

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
To improve phonics attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Attainment in children passing the phonics screener for PP pupils is in line with National.
To improve reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Attainment in reading for PP pupils is in line with National. • PP pupils are reading a book at least 5x a week.
To improve writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Attainment in writing for PP pupils is in line with National.
To improve maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Attainment in maths for PP pupils is in line with National.
To achieve and sustain improved wellbeing for all our pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> ○ Qualitative data from pupil voice, parent surveys and teacher observations. ○ Boxall data, for those pupils who have participated in interventions e.g. Funky Fun, Lego Therapy and ELSA shows a positive impact. ○ A significant increase in participation in enrichment activities, particularly among PP pupils.
To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Attendance for PP pupils improves to be in line with National expectations and there is no gap between PP and non-PP pupils.

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: £51,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of 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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2, 4</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Training for staff to ensure a consistent approach to the teaching of phonics (RWI).</p> <p>We will fund release time for the phonics lead to provide ongoing support for staff.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Enhancement of our maths teaching and</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in</p>	<p>4</p>

<p>curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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 Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Enhancement of our teaching of reading and curriculum planning.</p> <p>We will purchase reading training for staff to ensure a consistent approach to the teaching of reading (FFT).</p> <p>We will fund release time for the English lead to provide</p>	<p>Refining the teaching and learning of reading across school so that there is a consistent approach, with improved reading comprehension outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2

ongoing support for staff.		
Times Table Rock Stars to support pupils with multiplication fluency.	The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.	4
Training for staff to ensure a consistent approach to teaching and learning.	Use Rosenshine's Principles of Instruction to develop a consistent approach to the model of teaching and learning.	1, 2, 3, 4
Accessing professional learning – CPD and Networks are enabling staff to stay up to date with the latest research allowing the school to remain outward facing.	DFE 2016 - Effective professional development for teachers is a core part of securing effective teaching. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom.	1, 2, 3, 4

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

Budgeted cost: £25,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-	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:	1, 2, 3, 4

<p>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.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Small group reading, writing, maths and SEMH interventions</p>	<p>EEF – Small group tuition - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3, 4, 5</p>
<p>Responding to marking and pre and post teaching in place for identified groups and 1:1 with a view to children 'keeping up' rather than 'catching up'.</p>	<p>Providing feedback is well evidenced and has high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Feedback can be effective during, immediately after and sometime after learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3, 4</p>
<p>1:1 tuition for identified children to accelerate progress and address gaps in learning in reading, writing and maths</p>	<p>EEF – One to One Tuition - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £25,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Attendance officer to monitor absences followed up daily with first response provision</p> <p>Attendance rewards in place for all classes.</p> <p>Packs of work sent home for extended absences.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Workshops for parents</p>	<p>Parental engagement has a positive impact on average 4months+ additional progress. It is crucial to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2, 3, 4
<p>Provide a range of before and after school clubs, trips and residentials to enrich pupils' experiences</p>	<p>Improve the range of activities and experiences for PP children (subsidised)</p> <p>https://onlinelibrary.wiley.com/doi/abs/10.1111/1468-4446.12711</p> <p>https://culturallearningalliance.org.uk/what-is-cultural-capital/</p>	5, 6

Total budgeted cost: £102,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To improve phonics attainment among disadvantaged pupils.

- The whole school received RWI training (INSET day in October 2021) and the phonics lead has received termly support. The phonics lead coached the staff who deliver RWI weekly. Following the INSET day, F2 and KS1 changed their approach to the teaching of English to use RWI for phonics as well as the teaching of reading and writing.
- Monitoring showed that staff's confidence with teaching RWI has increased. Staff are consistently using the RWI delivery approach.
- RWI groups are altered each half term following assessments to match the needs of the children.

Y1 phonics data:

	AVPS	LA	National
All (42)	81%	77% 4%	75% 6%
FSM6 (7)	58%	64% -6%	
Non-FSM6 (27)	90%	80% 10%	

- Our school were above LA and National.
- Our PP chn were slightly below LA and our Non-PP were slightly above LA.

Y2 re-check data:

	AVPS	LA	National
All (7)	86%	42% 44%	
FSM6 (2)	100%	37% 63%	
Non-FSM6 (5)	80%	45% 35%	

- Our school were significantly above LA.
- Our PP chn and our Non-PP were significantly above LA.

To improve reading attainment among disadvantaged pupils.

- Whole school Fischer Family trust training took place in February 2022. This approach to guided reading is less skills based and more around the exploration of a text.
- Y2 and KS2 staff have implemented some of these ideas and are using different types of texts.
- There was a follow up staff meeting which focused on the effectiveness of the Fischer Family Trust training and how it is being implemented across school to ensure consistency.
- Reading at home is a lot more evident and is spoken about in class regularly. Teachers and TAs are checking planners regularly.
- A new library has been set up for KS2 and reading is part of the school ethos. This is regularly spoken about and celebrated.

F2 PP children – AVPS v LA/National (2022):

	Literacy								
	Comprehension			World Reading			Writing		
	AVPS	LA	Nat	AVPS	LA	Nat	AVPS	LA	Nat
F2 (5) 21	60%	67% -7%	68% -8%	60%	57% 3%	59% 1%	60%	54% 6%	53% 7%

- Our PP children outperformed LA and National

Year 2 PP & NPP children – AVPS v LA (2022):

ARE+	Reading							
	PP			NPP			PP/NPP Gap	
	AVPS	LA	Gap	AVPS	LA	Gap	AVPS	LA
Year 2 (4) 41	60%	51%	9%	80%	72%	8%	-20%	-21%

- Our PP and non-PP children outperformed LA.

GD	Reading							
	PP			NPP			PP/NPP Gap	
	AVPS	LA	Gap	AVPS	LA	Gap	AVPS	LA
Year 2 (4) 41	0%	7%	-7%	17%	20%	-3%	-17%	-17%

- Our PP and non-PP children didn't perform as well as the LA.

Year 6 PP & NPP children – AVPS v LA (2022):

	Reading							
	PP			NPP			PP/NPP Gap	
	AVPS	LA	Gap	AVPS	LA	Gap	AVPS	LA
Year 6 (10) 35	70%	61%	9%	80%	79%	1%	-10%	-18%

- Our PP and non-PP children outperformed LA.

To improve writing attainment among disadvantaged pupils.

- The new writing lesson cycle is embedded, and teachers are no longer using talk 4 writing.
- Moderation for Y6 showed that we were above national results for our ARE and above writing %. There is lots of opportunity for fantastic writing, linked to the wider curriculum.
- Staff have received a staff meeting and handbook on how the new writing cycles will be rolled out. As a staff we have moved to a 10-lesson writing cycle and have stopped using talk 4 writing. This has led to greater consistency and improved attainment. Through moderation with another primary school, the school was able to see this was having an impact, as the children believed to be ARE were.
- Year 6 were moderated for writing. They were praised for the level of writing seen in the English books, which were done after the implementation of writing cycles. Moderators were impressed by the opportunities for writing and we ended with 79% ARE and above in writing which was above national.
- Book looks showed that writing was being moderated once a term in line with the writing policy.

F2 PP children – AVPS v LA/National (2022):

	Literacy								
	Comprehension			World Reading			Writing		
	AVPS	LA	Nat	AVPS	LA	Nat	AVPS	LA	Nat
F2 (5) 21	60%	67% -7%	68% -8%	60%	57% 3%	59% 1%	60%	54% 6%	53% 7%

- Our PP children outperformed LA and National.

Year 2 PP & NPP children – AVPS v LA (2022):

ARE+	Writing							
	PP			NPP			PP/NPP Gap	
	AVPS	LA	Gap	AVPS	LA	Gap	AVPS	LA
Year 2 (4) 41	50%	41%	9%	74%	64%	10%	-24%	-23%

- Our PP and non-PP children outperformed LA.

GD	Writing							
	PP			NPP			PP/NPP Gap	
	AVPS	LA	Gap	AVPS	LA	Gap	AVPS	LA
Year 2 (4) 41	0%	3%	-3%	14%	9%	5%	-14%	-6%

- Our PP didn't perform as well as the LA but our non-PP outperformed the LA.

Year 6 PP & NPP children – AVPS v LA (2022):

	Writing							
	PP			NPP			PP/NPP Gap	
	AVPS	LA	Gap	AVPS	LA	Gap	AVPS	LA
Year 6 (10) 35	80%	56%	24%	77%	76%	2%	3%	-20%

- Our PP and non-PP children outperformed LA.

To improve maths attainment among disadvantaged pupils.

- The maths curriculum and scheme of work is embedded in KS1 and KS2 with a developmental approach being taken this year in the EYFS. KS1 and KS2 are following the curriculum set and teachers have a good knowledge of the curriculum intent and outcomes. EYFS have started a new mastery maths curriculum approach this year and this is being developed.
- Key concepts, skills and knowledge are taught explicitly via a well-structured curriculum. Each lesson is developmental therefore building on previous skills, concepts and knowledge, as well as developing new concepts and challenging deeper understanding.
- Teachers have good subject knowledge and most are confident or very confident when teaching mathematical concepts. Mastery maths pedagogy is being developed across the school with 8 out of 10 classes using a mastery structure in their maths lessons and have a good working understanding of the strategy. Two new members of staff are developing their understanding of the approach. Further training is scheduled for later this academic year to develop the mastery approach further.

- Teachers present subject matter clearly. With the introduction of mastery maths there is an increased emphasis on deepening the children's knowledge. Children have increased opportunity to work collaboratively and discuss their reasoning and understanding of the content being taught.
- The curriculum is demanding for pupils and builds coherently across year groups. Teaching materials are differentiated within in each lesson so that children are all exposed to fluency and reasoning questions in each lesson.
- The way in which the curriculum is taught promotes the long-term remembering of curriculum content. The mastery approach is designed to deepen understanding as well as encourage the retention of the content. This is being witnessed as increasing as the content becomes more embedded and teachers become more adept at teaching the mastery pedagogy.
- Teaching materials are well selected so that they can be easily be adapted to support the learning journey. These materials also support the work life balance of members of staff.
- The mastery approach has been developed with the East Midlands East, Maths Hub and as a school we are actively involved in a 3-year programme. We are currently in the third year of the programme and we are working at the sustaining level. At our last review the school is exceeding the implementation timeline.
- Teachers assess at the end of each topic. Most teachers use the assessment to inform their judgements and next steps. However, further development is needed with some teachers regarding the quality of post assessment intervention.

F2 PP children – AVPS v LA/National (2022):

	Mathematics					
	Number			Numerical Patterns		
	AVPS	LA	Nat	AVPS	LA	Nat
F2 (5) 21	60%	62% -2%	64% -4%	60%	61% -1%	63% -3%

- Our PP children were slightly below LA and National.

Year 2 PP & NPP children – AVPS v LA (2022):

ARE+	Maths							
	PP			NPP			PP/NPP Gap	
	AVPS	LA	Gap	AVPS	LA	Gap	AVPS	LA
Year 2 (4) 41	60%	53%	7%	74%	74%	0%	-14%	-21%

GD	Maths							
	PP			NPP			PP/NPP Gap	
	AVPS	LA	Gap	AVPS	LA	Gap	AVPS	LA
Year 2 (4) 41	20%	6%	14%	17%	17%	0%	3%	-11%

- Our PP children outperformed the LA and our non-PP children were in line.

Year 6 PP & NPP children – AVPS v LA (2022):

ARE+	Maths							
	PP			NPP			PP/NPP Gap	
	AVPS	LA	Gap	AVPS	LA	Gap	AVPS	LA
Year 6 (10) 35	60%	55%	5%	74%	78%	-4%	-14%	-23%

- Our PP children outperformed the LA and our non-PP children were slightly below LA.

To achieve and sustain improved wellbeing for all our pupils, particularly our disadvantaged pupils.

- There were a range of SEMH interventions being delivered across the school:
 - Funky Fun (KS1)
 - Lego Therapy (LKS2)
 - ELSA (UKS2)
- The impact of these interventions was measured with Boxall (pre and post).
- Funky Fun:
 - 4 children engaged in this intervention.
 - The Boxall assessments showed that impact ranged from between 9-30 Development Strands and between 22-55 Diagnostic Profile.
- Lego Therapy:
 - 12 children engaged in this intervention.
 - The Boxall assessments showed that impact ranged from between 2-10 Development Strands and between 1-56 Diagnostic Profile.
- ELSA:
 - 6 children engaged in this intervention.
 - The Boxall assessments showed that impact ranged from between 3-15 Development Strands and between 3-12 Diagnostic Profile.
- Engagement in clubs:
 - 32 (46%) of our PP children engaged in clubs last academic year.
 - We ran a range of clubs throughout the year. These included sports, art, choir, French and Maths:
 - Aut 1: 4
 - Aut 2: 5
 - Spr 1: 5
 - Spr 2: 9
 - Sum 1: 9
 - Sum 2: 6

To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils.

We have a range of systems in place to encourage good attendance:

- Attendance is reviewed daily and first response phone calls are made.
- Weekly class attendance certificates and rewards are given to those classes whose attendance are 99+%. These rewards can be banked or exchanged for class treats. Certificates are handed out in assembly.
- The HT and attendance officer meet bi-weekly to discuss concerns and patterns of absence.
- At the end of each term, letters are sent where attendance has dropped below 90%.
- Attendance concerns are shared with teachers to discuss at Parents Evening.
- Attendance is high-lighted in school newsletters.

National attendance is 95%

Year Group	Whole School	PP	Non-PP
Foundation (6)	91%	80%	94%
		-15%	-1%
Year 1 (11)	95%	95%	95%

			0%	0%
Year 2 (10)	94%	92%	-3%	95%
Year 3 (11)	94%	91%	-4%	95%
Year 4 (10)	94%	93%	-2%	95%
Year 5 (10)	93%	90%	-5%	94%
Year 6 (13)	93%	92%	-3%	94%

- Attendance for our PP chn was significantly below National 95% in Foundation, in line in Y1 and slightly below National in Y2-6.
- Attendance for our non-PP was in line with National in Y1-4 and slightly below in Foundation and Y5-6.

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
NELI	Nuffield Foundation
DARE	Notts. Police
Drawing & Talking Therapy	GAP counsellor
ELSA	Led by School Staff
Lego Therapy	Led by School Staff
Times Table Rockstars	Maths Circle

Service pupil premium funding (optional)

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

The school does not receive any service pupil premium funding.

Further information (optional)

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