

Pupil premium strategy statement – Fairmeadows Foundation 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	209 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	36% 75 pupils (excluding nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	Oct 2025
Date on which it will be reviewed	Oct 2026
Statement authorised by	Andrew Reeves Headteacher
Pupil premium lead	Toby Boulter Assistant Headteacher
Governor / Trustee lead	Sadie Jordan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127560
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>	£127560

Part A: Pupil premium strategy plan

Statement of intent

At Fairmeadows Foundation Primary School we have an ethos of equity, providing tailored support of the precise type required to enable academic success for all pupils. Every child has the right to learn so we apply evidence informed practice through robust diagnostic assessment to break down and overcome barriers as part of the learning journey. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve their potential.

As leaders we have carefully considered the context and make up of our school community and recognise that in our setting many pupils that are not eligible for Pupil Premium are experiencing disadvantage. This includes children who have experienced a potentially traumatic event (ACEs), those who come from larger families with multiple siblings and are therefore not necessarily economically disadvantaged but face challenges around parental time, technology and those who are awaiting or already have a SEN diagnosis. The activities we have outlined in this statement aim to increase attainment, improve progress and reduce the gap between our disadvantaged pupils and their peers.

Our approach emphasises 'high quality teaching' supplemented by targeted academic support, securing high standards by setting challenging targets for all and rigorously monitoring performance whilst sharing best practice. All staff have a robust CPD to enhance their understanding of attainment and progress for pupils in their group, and use regular and standardised assessments alongside evidence-based approaches to make a significant impact on attainment. Targeted teaching connected to assessment information, links future learning to need, and the cycle of teaching is dedicated to addressing specific foci. This strategy is designed to have the highest impact on the disadvantaged attainment gap whilst benefitting non-disadvantaged pupils also.

Through specific identification of need and targeted, timely support from both teacher and teaching assistant, it is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside accelerated progress for their disadvantaged peers. To aid this, coaching approaches and mentoring of staff are deemed essential elements of our high-quality teaching approach, including the use of ICT and adaptive technology to meet the needs of all.

We also implement wider strategies relating to the most significant external challenges to academic, social and emotional success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Our family liaison, attendance lead and SENCO work closely with all families to provide the most appropriate level of support internally and externally. Strategies include referrals to the Early Help Team, on site Nurture groups, Lego Therapy and high-quality talk-based interventions all designed to support emotional wellbeing, build resilience and self-confidence.

Students have varying needs; they learn at different rates and in various ways across the academic year. Therefore, the most effective way to support them is through flexibility. The individual child is always at the centre of our approach, and we are keen not to overload pupils ensuring that SEMH and academic support are balanced and complement one another to have the greatest impact. We respond to challenges using robust, diagnostic assessments, rather than theories about the impact of disadvantage. Wider opportunities are key to meeting these needs in a range of after school clubs and access to breakfast and after school provision as needed.

To ensure that our approach is effective we:

- Developed a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure that disadvantaged pupils are provided with an appropriate level of challenge as well as being supported and scaffolded when required including through the use of adaptive technologies. .
- Attend regular CPD and staff meetings to overcome pastoral and academic challenges as well as discussing the effectiveness of the provision that is in place and refining where necessary. Focused flexibility is key to addressing and acting promptly when unexpected issues arise.

Challenges

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

Challenge number	Detail of challenge
1	<p align="center">Pupils enter school below ARE in English including Speaking and Listening</p> <p>On entry assessments, observations and discussions with pupils indicates that they enter school significantly below age related expectations in all areas of English including Speaking and Listening.</p> <p>Reception: CLL Disadvantaged 38% ARE</p> <p>Disadvantaged pupils already at Reception show a greater gap between them and their peers particularly demonstrating underdeveloped oral language skills and limited level of vocabulary, speaking, and listening.</p>
2	<p align="center">Whole school consistent average deficit of 4 scaled score points between disadvantaged and non-disadvantaged in NTS assessments.</p> <p>Assessments, observation, and professional judgment show that disadvantaged pupils are on average 4 scaled score points off non-disadvantaged average scaled scores.</p>
3	<p align="center">Whole School writing assessment shows that 52% of disadvantaged pupils are at ARE for writing compared with 60% of non-disadvantaged.</p> <p>Assessments, observation, and professional judgment show indications that disadvantaged pupils generally require additional support in written communication.</p>
4	<p align="center">49% of Disadvantaged pupils are referred for behaviour support, nurture or SEMH interventions vs 10% of non-disadvantaged.</p> <p>Observations show that attitudes to learning need further strengthening by developing emotional resilience and raising self-esteem along with meta cognition strategies.</p>
5	<p align="center">Whole School disadvantaged attendance at 92.9% compared non-disadvantaged at 96%.</p> <p>A proportion of pupils have low attendance and 48% of our Pupil Premium children have lower than 95% attendance at present. Over the year Pupil premium pupils' attendance averages at 92.9% with non-pupil premium pupils averaging 96%.</p>

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
By the end of Key Stage 2 disadvantaged pupils achieve in line with non-disadvantaged peers in reading and writing at a national level.	Assessments and observations show that 75% of Non- SEN pupils meet the expected standard in all areas. Through lesson observation and learning walks, SLT see evidence of pupils being appropriately challenged appropriately. Lesson observations, work scrutiny and monitoring opportunities show evidence that the majority of Non-SEN pupils are working at the age appropriate level
Majority of Disadvantaged pupils make accelerated progress in Reading and Writing from their starting points at a rate in line with or greater than non-disadvantaged peers.	Assessment and observations show that the points progress that disadvantaged pupils are making exceeds that of non-disadvantaged pupils. Pupils requiring additional support are highlighted and take part in interventions to accelerate progress and close the gap.
Disadvantaged attendance is in line with national non-disadvantaged attendance.	Disadvantaged attendance equal to or greater than national non-disadvantaged attendance.
Improve disadvantaged pupils SEMH through access to evidence informed, proven in school and external interventions.	Boxall profile outcomes exceed +3pts per pupil. Fewer recorded behaviour incidents. Exclusions and suspensions below 2023 levels. End of Year reports show effort scores of 3+ pts.
Equal access to educational, personal, social, and additional opportunities for all PP pupils.	100% of disadvantaged pupils invited on visits, to clubs and with access to Breakfast and ASC.

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for Reading and Maths</p> <p>Training for staff to ensure that assessments are interpreted and administered correctly recorded on Insight and through this tracking system.</p>	<p>The use of standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>These tests provide us with an age in years and months and allows us to see more accurately where they are working in relation to their chronological age.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1 and 2</p> <p>1, 2, and 3</p>
<p>Staff CPD AND RESOURCES:- Reading, Commando Jo, Technology, Maths, SEND approaches/ barriers etc. Literacy, REAL PE.</p> <p>Mentoring and coaching to support teachers in effective high-quality teaching.</p>	<p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>4 and 5</p>
<p>Additional TA hours for interventions including CPD as required and regular supervision.</p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 2</p>

Recruitment and Retention – TLR for Literacy and Maths leaders and TLR outdoor learning opportunities leader.	Performance pay EEF (educationendowmentfoundation.org.uk)	1, 2 and 3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £27725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Phonics sessions targeted at pupils who require further phonics support.</p> <p>Shine Maths interventions targeted at Disadvantaged pupils progress.</p> <p>Lightning Squad reading interventions used throughout KS1/KS2.</p>	<p>Phonics has a positive impact overall (+5 months extensive evidence and is an important compon development of early reading skills, particularly for cf disadvantaged backgrounds. Targeted phonics in have been shown to be more effective when deliverec sessions over a period up to 12 weeks:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1 and 2

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

Budgeted cost: £37725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture, Behaviour Box, Lego Therapy, Anger/Anxiety Gremlins	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Our interventions aim to reduce a variety of behaviours, from low-level disruption to aggression, violence, bullying and school refusal. The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Behaviour interventions EEF</p>	4

	educationendowmentfoundation.org.uk	
Arts Participation -Music Tuition -Drama Club -Young Voices	We have begun to develop our Arts participation providing further opportunities for drama and music. Music occurs during curriculum time and drama is being run as an extracurricular activity. We are also try to use drama in other areas of the curriculum to increase engagement and oral language before a writing task. Research suggests the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Arts participation EEF educationendowmentfoundation.org.uk	4 and 5
Access to OSHLO'S and school visits.	Wider opportunities that enhance the children's wealth of knowledge and understanding of the world. Improves health and fitness, including cookery opportunities centred on preparing healthy meals. Travelling outside of the locality and being able to see that there are opportunities in other areas of the country and experiences beyond the immediate borough. These all link to improving confidence and attendance. EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) Essential life skills EEF educationendowmentfoundation.org.uk Outdoor adventure learning EEF educationendowmentfoundation.org.uk	4 and 5
Attendance promoted and highlighted for families by Attendance Lead and Family Support Worker.	Family Support Worker appointed Attendance Team and Subcommittee formed Attendance promoted widely using social media, newsletters and assemblies with clear information shared for parents. Working with Parents to Support Children's Learning EEF educationendowmentfoundation.org.uk Parental engagement EEF educationendowmentfoundation.org.uk	1, 2, 3, 4 and 5

Total budgeted cost: £127560

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

Outcomes for disadvantaged pupils

Overall picture of Disadvantaged.

Disadvantaged

81 of your school's 209 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 38.8% of your cohort.

This is 5.8% higher than the national average of 33.0%.

38.9% (37) of your female pupils are disadvantaged, 5.9% higher than the national of 33.0%. 38.6% (44) of your male pupils are disadvantaged, 5.7% higher than the national of 32.9%.

Disadvantaged pupils contribute £123,830 to the budget of your school in disadvantaged funding.

You can find more information on disadvantaged (Pupil Premium) funding [here](#)

DISADVANTAGED: NC YEAR BREAKDOWNS

NC Year	Female	Male	Total (PP & Census)	Finance	Total (PP only)
R	4	4	8	£12,120	8
1	5	4	9	£13,635	9
2	4	7	11	£16,665	11
3	2	9	11	£16,665	11
4	6	6	12	£19,295	12
5	8	7	15	£23,075	16
6	8	7	15	£23,075	16
Other	0	0	0	£0	0
Unknown	0	2	2	£3,030	2
Total	37	46	83	£127,560	85

Strengths of Pupil Premium.



Disadvantaged Pupils - Data Summary July 2025 (Emerging National %)



5208
Fairmeadows Foundation Primary School
Disadvantaged

Disadvantaged: NC Year Breakdown

Total
8
9
11
11
12
15
15
81

Key

- Top 20% of schools nationally
- Top 40% of schools nationally
- Average performance
- Bottom 40% of schools nationally
- Bottom 20% of schools nationally

39% of your school's 209* pupils considered for pupil premium are disadvantaged
This is 14 percentage points higher than the national average of **24.8% ****

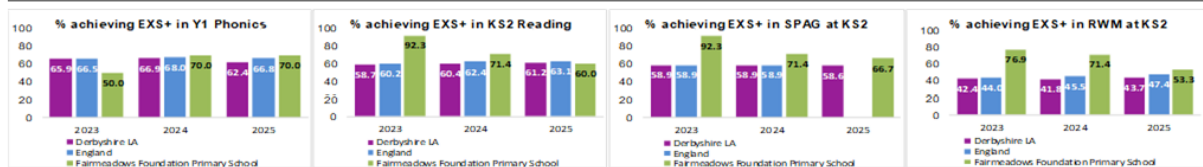
Disadvantaged	2023			2024			2025		
	School	Percentile	National %	School	Percentile	National %	School	Percentile	Emerging National
EYFS									
No. Pupils	9			7			8		
% GLD	55.6	43	52	100.0	1	51.4	25.0	79	51.4
Year 1 Phonics									
No. Pupils	8			10			10		
%EXS+	50.0	69	66.5	70.0	50	68	70.0	47	66.8
Phonics at end of KS1									
%EXS+	66.7	77	80.6	na	0	81.5			
KS1									
No. Pupils	12			9			11		
%EXS+ Reading	58.3	44	53.7	55.6	0	Low Response	54.5		Low Response
%EXS+ Writing	58.3	26	44.3	44.4	0	Low Response	45.5		Low Response
%EXS+ Maths	75.0	10	55.6	66.7	0	Low Response	63.6		Low Response

Disadvantaged Pupils - Data Summary July 2025 (Emerging National %)

Year 4 MTC									
No. Pupils	14			14					
APS	18.71	na	18.3	21.1	na	18.9			Low Response
% Full Marks	35.7	na	20.8	50.0	na	24.6			Low Response
KS2									
No. Pupils	13			7			15		
%EXS+ RWM	76.9	9	44.0	71.4	13	45.5	53.3	38	47.4
%EXS+ Reading	92.3	13	60.2	71.4	39	62.4	60.0	61	63.1
%EXS+ Writing	84.6	13	57.9	85.7	12	58.5	66.7	36	59.4
%EXS+ Maths	84.6	16	58.8	71.4	32	59.1	73.3	32	60.5
%EXS+ SPAG	92.3	11	58.9	71.4	32	58.9	66.7	38	59.7
Reading APS	106.1	17	102.4	103.0	49	102.7	101.9	63	103.0
Maths APS	109.1	3	101.3	103.3	30	101.5	103.5	32	101.8

Attendance	2023			2024 (Insight)			2025 (WONDE) FSM ONLY		
	School	Percentile	NCER National	School	Percentile	NCER National	School	Percentile	NCER National
Overall Absence	10.7	89	8.3	6.7	32	7.9	7.8		7.9
Persistent Absence	36.1	80	28.2	19.4	28	26.0	25.3		25.9

Suspensions	2023			2024 (Insight)			2025 TBC		
	School	Percentile	NCER National	School	Percentile	NCER National	School	Percentile	NCER National
Suspension Rate	8.64	na	3.41	3.85	na	5.10			
1+ Suspensions	4.94	na	1.57	3.85	na	2.13			
Permanent Exclusions	0.00	na	0.04	0.00	na	0.08			



*Pupils in NC Years R-6 as at January School Census
 ** National average is for primary phase schools only.

SEN PROVISION (K/E)

DIFFERENCE +22.4%



SEN Support: 40.7%, 23.8%
 SEN EHC Plan: 11.1%, 5.7%

51.9% (42) of your disadvantaged pupils have a SEN provision, 22.4% higher than the national of 29.5%.

STRENGTHS

You have no significant indicators for the selected options.

CHALLENGES

SEVERE PERSISTENT ABSENCE

Gap-to-National +3.4%

AUTHORISED ABSENCE

Gap-to-National +4.2%

STRENGTHS

You have no significant indicators for the selected options.

CHALLENGES

OVERALL ABSENCE

Year-on-Year Trend +1.9%

PERSISTENT ABSENCE

Year-on-Year Trend +7.1%

SEVERE PERSISTENT ABSENCE

Gap-to-National +4.7%

AUTHORISED ABSENCE

Gap-to-National +3.7%

Year-on-Year Trend +1.4%

Overall Absence

Your school's Disadvantaged cohort of 75 enrolments have an **Overall Absence** of **8.6%**.

This is **4.4%** higher than the **national Non-Disadvantaged** cohort at **4.2%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **increased by 1.4%** from +3.0% in 2023/24, to +4.4% in 2024/25.

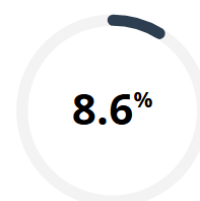
Your Disadvantaged cohort's **Overall Absence** has **increased by 1.2%** from 7.4% in 2023/24, to 8.6% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 74** for **Overall Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+4.4%
National: Disadvantaged	+1.3%
School: Non-Disadvantaged	+4.3%

SCHOOL: VALUE



Persistent Absence

22.7% of your school's Disadvantaged cohort are **persistently absent**, 17 pupils out of 75.

This is 12.4% higher than the **national Non-Disadvantaged** cohort at 10.3%.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **increased by 7.2%** from +5.2% in 2023/24, to +12.4% in 2024/25.

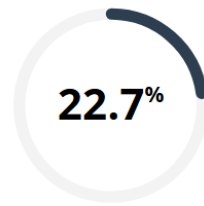
Your Disadvantaged cohort's **persistent absence** has **increased by 6.0%** from 16.7% in 2023/24, to 22.7% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 47** for **persistent absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+12.4%
National: Disadvantaged	-1.5%
School: Non-Disadvantaged	+16.1%

SCHOOL: VALUE



Severe Persistent Absence

4.0% of your school's Disadvantaged cohort are **severely persistently absent**, 3 pupils out of 75.

This is 3.4% higher than the **national Non-Disadvantaged** cohort at 0.6%.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **increased by 1.0%** from +2.4% in 2023/24, to +3.4% in 2024/25.

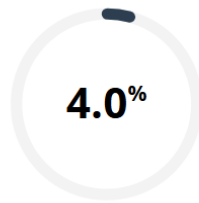
Your Disadvantaged cohort's **severe persistent absence** has **increased by 1.0%** from 3.0% in 2023/24, to 4.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 88** for **severe persistent absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+3.4%
National: Disadvantaged	+2.4%
School: Non-Disadvantaged	+2.1%

SCHOOL: VALUE



Authorised Absence

Your school's Disadvantaged cohort of 75 enrolments have an **Authorised Absence** of 7.4%.

This is 4.2% higher than the **national Non-Disadvantaged** cohort at 3.2%.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **increased by 1.2%** from +3.0% in 2023/24, to +4.2% in 2024/25.

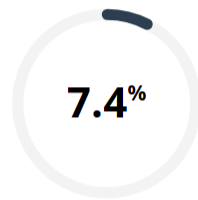
Your Disadvantaged cohort's **Authorised Absence** has **increased by 1.1%** from 6.3% in 2023/24, to 7.4% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 88** for **Authorised Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+4.2%
National: Disadvantaged	+2.5%
School: Non-Disadvantaged	+3.7%

SCHOOL: VALUE



Unauthorised Absence

Your school's Disadvantaged cohort of 75 enrolments have an **Unauthorised Absence** of **1.2%**.

This is **0.2%** higher than the **national Non-Disadvantaged** cohort at **1.0%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **remained the same** from +0.2% in 2023/24, to +0.2% in 2024/25.

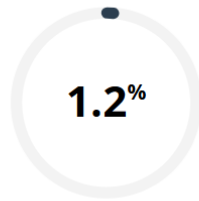
Your Disadvantaged cohort's **Unauthorised Absence** has **remained the same** from 1.2% in 2023/24, to 1.2% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 28** for **Unauthorised Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+0.2%
National: Disadvantaged	-1.2%
School: Non-Disadvantaged	+0.6%

SCHOOL: VALUE



Writing Expected Standard

44.4% of your school's Disadvantaged cohort achieved the expected standard in Writing. **4 pupils** out of 9.

This is **23.3%** lower than the **national Non-Disadvantaged** cohort at **67.7%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 16.5%** from -6.8% in 2022/23, to -23.3% in 2023/24.

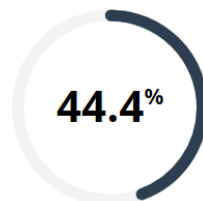
Your Disadvantaged cohort's **Writing Expected Standard** has **decreased by 13.9%** from 58.3% in 2022/23, to 44.4% in 2023/24.

The Disadvantaged pupil(s) in your school are in **percentile 57** for **Writing Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-23.3%
National: Disadvantaged	-4.1%
School: Non-Disadvantaged	-17.5%

SCHOOL: VALUE



KS2 SATS 2024-5

Attainment Overview for Pupils (from 2024-2025) in Year 6, who are disadvantaged - 2024-2025 Summer Print



Combined attainment



Part B: Review of the previous academic year 2021-2022

Outcomes for disadvantaged pupils



Dream it. Believe it. Achieve it.



SUPPORTED BY THE NATIONAL FOREST

Predicted School Academic Performance

KS2 SATS	EXS	GDS	Progress	National EXS
Reading	74%* 81%	19%	+3	74%
Maths	81%	16%* 19%	+2.5	73%
GPS	77%	29%	+3	72%
Writing	78%	16%		72%
Combined	70%	9%	+2.8	61%

KS2 SATS: SEND and DISADVANTAGED

SEND (19)	EXS	GDS	Progress	National EXS (EHCP)
Reading	68% (50%)	11%	+5	41% (19%)
Maths	73% (33%)	6%	+4.4	38% (17%)
GPS	68% (33%)	6%	+5.8	34% (17%)
Writing	68% (33%)	6%		30% (12%)
Combined	61% (33%)	0%	+5	22% (9%)

DISADVANTAGED (15)	EXS	GDS	Progress	National EXS (GDS)
Reading	67%	20%	+3.4	62% (18%)
Maths	81%	13%	+3.33	59% (13%)
GPS	67%	20%	+2.85	59% (20%)
Writing	67%	20%		58% (6%)
Combined	67%	7%	+3.18	46% (3%)

	School	National	Difference
Reception GLD	45%	68%	-23%
Phonics Year 1	72%	80%	-8%
Phonics Year 2	93%	89%	+4%
MTC Year 4	73%	34%	+39%

KS1 SATS Y2	EXS	National EXS	Difference
Reading	57%	67%	-10%
Maths	60%	68%	-8%
GPS	57%	58%	-1%
Writing	57%	58%	-1%
Combined	57%	53%	+4%

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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.