

Pupil premium strategy statement – Patchway Community School 2025-26

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	707
Proportion (%) of pupil premium eligible pupils	31.8%
Academic year/years that our current pupil premium strategy plan covers	2 2024 – 2027 (This is year two of a 3 year strategy)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Steve Kneller (HT)
Pupil premium lead	Gemma Mills (AAHT)
Governor / Trustee lead	Isabel Marsden (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,555
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>	£226,555

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every learner at Patchway Community School, irrespective of their background, starting point or challenges, will achieve the very best outcome in progress and attainment.

We are dedicated to being the first choice school in our local community and strive for excellence in everything we do. Therefore we are working to ensure that all PP learners feel a tangible sense of belonging in school. We do this by supporting their wellbeing and personal development with a range of enrichment opportunities within the classroom, in the wider school and in our local area by forming strong links with the community around us. Through cultivating this sense of belonging, we believe we can improve both PP attendance and attainment. We want every learner and their family to feel valued and truly part of the school with a culture of belonging and high ambition where we *work hard, be kind and take part*, as outlined in our school vision:

We are a hardworking and inclusive school, proud to be serve our community, where we aim for all our learners to become:

- Happy and resilient individuals, who are able to fulfil their dreams, learn from mistakes and live safe and healthy lives
- Successful and confident learners, who are determined to make excellent progress in school and beyond through a passion and curiosity for learning
- Responsible, respectful and well-informed citizens, who develop the characteristics needed to be kind and make a positive contribution to the world

Our core values of being ambitious, respectful and excellent are shown in our actions every day and form the basis of our strategy and approaches. Through ongoing CPD for staff, we will develop positive relationships and strong routines for learning.

High expectations and ambition will be the core of our approach to learning. To achieve this aim, our pupil premium strategy plan works towards improving outcomes for PP learners through the following:

- Delivering high quality CPD to ensure that pupils access effective quality first teaching
- Achieve high levels of attendance through effective monitoring, our newly developed *First Day Calling* policy and close working relationship of our Assistant Head, his team and the EWO to encourage the persistent non-attenders back into school.
- Provide targeted intervention and support to quickly address identified gaps in learning, specifically those which address literacy deficits. We also provide wider support for mental health, self-regulation and self-motivation, and effective careers guidance.
- Ensure there is targeted funding to ensure that all pupils have access to trips, residential to build their cultural capital.

We are a school where the success of every child, no matter their background or barriers to learning, will be celebrated by all no matter how disadvantaged their home life.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and persistent absence</p> <p>The attendance of our PP learners is improving due to the steps we have taken as outlined in our strategy. The attendance of too many of our PP pupils is below national average. Our target is to close this gap.</p>
2	<p>Literacy</p> <p>A disproportionate amount of our PP learners arrive in Year 7 with reading ages significantly below their chronological age. This affects their ability to access, participate fully and make good progress in all subjects.</p> <p>This can also include limited English language acquisition, making it difficult for children to access the curriculum on entry to school. Many pupils do not have access to books at home and are not surrounded by books to immerse them in language exposure.</p>
3	<p>Mental health/ SEMH additional learning needs</p> <p>A significant number of our PP learners have one or more adverse childhood experiences and have experienced trauma. This makes engagement with the curriculum more difficult and for many, continues to place barriers in their way.</p>
4	<p>Suspensions and exclusions</p> <p>PP learners remain disproportionately represented in the figures for suspensions, exclusions and amended pathways.</p>
5	<p>In Year Admissions</p> <p>We are seeing an increase of mid-year transfers with 78 students joining the school during the school year 2024/25, with 29 of them (38%) as PP learners, 25 EAL (32%) and 11 double disadvantaged learners (PP and EAL - 14%). Aside from these statistics, many of these learners have come with extremely complex backgrounds and needs.</p>
6	<p>Belonging</p> <p>We have made great strides in the last year to create a culture in our school of belonging and feeling part of our community. Learners thrive in a nurturing environment where they feel safe.</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
To sustain and build on the increases in attendance rates we have seen	Attendance of the whole school is above national average.

recently and reduce absenteeism amongst disadvantaged learners.	Attendance for disadvantaged is at least equal to their non-disadvantaged peers. Persistent absence from pupil premium children is improved.
To improve reading ability and speech and language capabilities for all pupils and close the literacy gap between disadvantaged learners and their non-disadvantaged peers.	Learning walks across the curriculum show disciplinary reading approaches in action in the classroom as seen in Steplab (Developmental Drop Ins). Assessment data in the form of reading age tests will demonstrate accelerated progress being made by our PP learners and PP learners reading at functional reading age.
PP learners are more resilient and have better mental health	Pupil and parent voice, plus any additional data through external agency support shows impact of actions taken to support PP learners with their Mental Health.
Reduce the number of suspensions and exclusions of our PP learners, enabling them to be present and learning in lessons.	A reduction of PP learners in our Internal Inclusion Room and a reduction of FTSS within these learners. A reduction in the number of repeat incidents once a learner has been through an intervention process.
Create a culture of belonging in the school so that all learners feel supported and safe to achieve to their full potential.	All staff will be aware of who is PP and how best to meet their needs Learners will feel empowered and inspired to be in lessons. Additional interventions are put in place and PP learners are prioritised. Student voice shows that PP learners have good relationships with staff. Purple folders across the school show that PP learners are easily identified through annotated seating plans. PP learners feel safe and happy in school

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: £ 3,757.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Staff Internal CPD: Developing our culture through positive routines, relationships and responses.</p>	<p>Research completed by the Sutton Trust states “The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.” https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf</p> <p>“Our social brains light up when we receive a steady accumulation of almost invisible cues: we are close, we are safe, we share a future,” The Culture Code Unlock The Secrets to the Most Successful Teams (danielcoyle.com)</p> <p>When there’s a right way to do a task and it’s familiar to the point of habit, it “hacks working memory” https://teachlikeachampion.org/?books=teach-like-a-champion-3-0</p> <p>‘Adapting’ rather than ‘Differentiation’ ensures that no ceiling is put on children’s learning. Teaching and learning that uses scaffolds, manipulatives, pre teaching to support students is evidenced as ensuring that learners reach their potential. https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p>	<p>1, 3, 4, 6</p>
<p>Training for tutors to build on relationship with tutee to address early attendance issues</p>	<p>Tutors lead the first attendance conversations with PP learners when attendance drops below 95% attendance. Supportive conversations with members of staff who know their learners well can encourage them into school and help knock down barriers to attendance and create a strong sense of ‘feeling seen’ and belonging. Building Positive Teacher-Pupil relationships - PE Scholar</p>	<p>1, 3, 5, 6</p>
<p>Whole staff and trust-level CPD develops disciplinary literacy in all subjects for all learners.</p>	<p>Training for all classroom-based staff on developing and improving reading strategies within subject lessons. Reading Reconsidered Teach Like a Champion Introducing 'Closing the Reading Gap' (alexquigley.co.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1, 2</p>
<p>Whole school literacy lead</p>	<p>TLR to enable leadership of literacy across the school.</p>	<p>1, 2, 6</p>

	<p>Specialist to provide strategic direction for literacy strategy and training programme and improve quality of teaching disciplinary literacy through regular CPD sessions.</p> <p>improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>EEF: reading comprehension strategies +5 months; small group tuition +4 months</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 118,391.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Literacy Teacher	<p>Teacher appointed to lead literacy interventions to improve reading age of KS3 learners based on test data. Focus of Y7 and Y9 with a roll out to Y8 throughout the year. High percentage of these learners are PP and therefore literacy gaps between non-PP and PP will close.</p> <p>EEF: reading comprehension strategies +5 months; small group tuition +4 months</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>The National Literacy Trust commissioned research which provides evidence that Lexonik has a significant positive impact on learners' decoding skills and reading scores.</p> <p>Lexonik Advance - NLT evaluation report 2022 - Final.pdf (cdn.ngo)</p>	1, 2, 3
EAL Teaching Assistant	<p>TEFL qualified English teacher working with small groups of EAL learners on building bank of vocabulary and simple sentence structures.</p> <p>Responsibility of learner integration into the mainstream classroom.</p> <p>We have a growing EAL department which is working to build the gap in their English language learning as swiftly as possible to allow learners to join the mainstream classroom as soon as they are able in order to access the curriculum.</p> <p>EEF: small group tuition +4 months; reading comprehension strategies +5 months</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5, 6

	<p>Proficiency in English for EAL pupils explains four to six times as much variation in achievement as gender, free school meals and ethnicity combined (<i>Strand, S. and Hessel, A., 2018</i>).</p> <p>EAL pupils who arrive into the school system from key stage three onwards (i.e. late arrivals) have less time to catch up – <i>Supporting the Education of Children who use English as an Additional Language Policy recommendations summary - Bell Foundation</i> EAL-policy-recs-summary-2025-2.pdf</p>	
Y11 English and maths small group tutoring	<p>Participating learners benefit from small group intervention which focuses on identified deficits. Identified learners are reviewed termly. The Intervention groups are skewed towards the disadvantaged learners with a higher proportion of disadvantaged learners supported by the intervention strategy.</p> <p>Attendance of PP learners at P7 sessions (after school) is compulsory. This is tracked and is monitored by our Y11 RSL.</p> <p>EEF: small group tuition +4 months; reading comprehension strategies +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 193,272.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Officer	<p>EWO works closely with key staff in schools to identify and resolve attendance problems, meeting parents and pupils at school or home to explain legal responsibilities. Helping families get benefits for school meals, transport or clothing.</p> <p>EEF: parental involvement +3 months Evidence from the EEF Teaching and Learning toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Working with Parents to Support Children's Learning EEF</p>	1, 3, 5, 6

<p>Educational psychology support</p>	<p>Educational Psychology support purchased from a private provider when necessary to meet the needs of learners (often PP) who are without SEN funding. This need has increased in recent years so the amount allocated has risen.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers</p> <p>EEF: social & emotional learning +4 months Sutton Trust: Behaviour Interventions +4 months</p> <p><u>Social and emotional learning EEF</u></p>	<p>3, 5, 6</p>
<p>Year Leaders</p>	<p>Five Year Team Leaders (7-9 non teaching, 10/11 teaching) with a key focus on PP learners, providing strategic overview for their academic progress, and tracking progress, identifying interventions and monitoring impact.</p> <p>Work with learner support team to remove barriers to learning for PP learners, including learners who join in-year.</p> <p>Termly rewards assemblies are led by the Year Leads for attendance and behaviour for learning.</p> <p>Year Leads are responsible for First Day Calling and hold regular meetings with parents to address attendance.</p> <p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment (+2 months' additional progress).</p> <p>EEF: mentoring +2 months</p> <p><u>Mentoring EEF</u></p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Provision of revision guides and exam packs for PP learners in Y11</p>	<p>Learners are well resourced and teachers can direct learners to guides as a key part of the in-class revision programme and also ensure that all the year 11 learners are equipped and not disadvantaged in terms of equipment for the examination season.</p> <p>These are used to support disadvantaged learners independent learning, especially those that might not have access to the Internet/websites at home. They can complement the online learning platforms that we use for homework.</p>	<p>2, 3, 6</p>
<p>Olympus Development Hub</p>	<p>ODH provides behaviour support and intervention for some of the most vulnerable and hard to reach PP learners who are regularly being sent to the RTL room. Small group work enables learners to reflect on their behaviour and to refocus on core maths, English and</p>	<p>1, 5</p>

	<p>science studies in a supportive, small group situation before returning to school.</p> <p>EEF: behaviour interventions +3 months; small group tuition +4 months; social & emotional learning +4 months</p> <p>While some learners fall behind, well-targeted AP can support re-engagement, preventing long-term exit from education. ffteducati...lab.org.uk, integrated.org.uk</p>	
PP specific careers programmes:	<p>Envision (Y10 PP and low attenders), Green Skills, and South Bristol Youth (SBY) programme (Y9), Patchway Futures Project, Green Futures Project.</p> <p>Learners increase confidence in softer skills; have regular access to industry/HE experts; are inspired to investigate more aspirational destinations post 16 and 18.</p> <p>We prioritise PP for all careers programs.</p> <p>The DfE (Apr 2025) found that high-quality careers guidance:</p> <ul style="list-style-type: none"> • Improves decision-making confidence among disadvantaged learners. • Aligns education with aspirations, reducing reliance on out-of-work benefits later in life. <p>This report highlights that colleges and schools often design careers programmes specifically for learners from lower socioeconomic backgrounds, frequently supported through targeted funding</p> <p>Navigating post-16 careers guidance: supporting learners from lower socioeconomic backgrounds - GOV.UK</p>	1, 3, 4, 6
Targeted careers advice and guidance for PP learners in Y7-11	<p>Raising aspirations within learners and outlining career pathways to avoid PP learners becoming NEET when they leave our school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	1, 3, 4, 6
Part fund the cost of out of school trips/experiences and music lessons	<p>Evidence shows that pupils' learning is enhanced through greater engagement in immersive education.</p> <p>A rapid review conducted by the Centre for Education and Youth (CfEY) for the Clore Duffield Foundation found that school trips significantly enhance confidence, cultural capital, community engagement, teamwork, creativity, and even mental wellbeing, especially among low-income pupils. These experiences were linked to</p>	3, 6

	<p>greater engagement in the wider curriculum and beyond classroom learning.</p> <p>Persistent absence and support for disadvantaged pupils: Government response to the Committee's Seventh Report - Education Committee</p> <p>The Education Endowment Foundation (EEF) notes that while evidence on academic attainment is limited, outdoor adventure learning—a common type of school trip—consistently shows improvements in self-confidence, teamwork, motivation, and social skills.</p> <p>Outdoor adventure learning EEF</p> <p>EEF 3-6months increase in learning. A connected curriculum shown to improve pupils' engagement and raise standards.</p>	
<p>Subsidised uniform and stationery supplies</p>	<p>One of each item provided free to all PP learners. Families with further financial difficulties receive additional support.</p> <p>A 2025 Children's Society survey found that parents on the lowest incomes prefer <i>zero to two</i> branded uniform items, and support a statutory cap of around three items per school day</p> <p>School Uniform Report.pdf</p> <p>In the 2023 Department for Education (DfE) survey, 2 in 5 families were still struggling to afford uniform. While average costs have dropped, branded requirements remain a challenge for low-income households</p> <p>Cost of school uniforms survey 2023 - GOV.UK</p> <p>PP Learners have priority access to our second hand uniform store.</p> <p>Second-hand availability has increased in the UK since 2015—helping reduce costs</p> <p>ERIC - ED672222 - Cost of School Uniforms Survey 2023. Research Report, UK Department for Education, 2024-Sep</p> <p>Year 11 PP learners are provided with an exams pack which includes stationery and a calculator.</p> <p>EEF: uniform + 0 months; parental involvement +3 months</p> <p>Working with Parents to Support Children's Learning EEF</p>	<p>1, 3, 4, 5, 6</p>

<p>Offsite provision for PP learners at risk of exclusion</p>	<p>Offsite provision helps to intervene to helps learners at risk of exclusion. This includes bespoke programmes and offsite mentoring.</p> <p>EEF: behaviour interventions +3 months; Behaviour interventions EEF</p>	<p>1, 5</p>
<p>Targeted 1:1 intervention for learners at risk of suspension (boxing).</p>	<p>Out of class intervention boxing sessions with a qualified boxer. Currently in school 2 days a week, to cover a full day of PP learners as a priority. This helps with resilience and coping strategies, especially in responding to conflict and change.</p> <p>EEF: social & emotional learning +4 months Sutton Trust: Behaviour Interventions +4 months</p> <p>Both targeted interventions and universal approaches have positive overall effects. Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>Behaviour interventions EEF</p>	<p>1, 3, 5</p>
<p>Free breakfast for PP learners</p>	<p>Having a healthy start to the day encourages attendance at school and has an impact on the wider wellbeing of learners. We run an open breakfast club every morning where we provide bagels for all learners so that they can make a strong start to the day.</p> <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today.</p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF</p>	<p>1, 3, 6</p>
<p>Support with ingredients for Food Technology lessons</p>	<p>Using Pupil Premium funding to cover ingredient costs ensures disadvantaged pupils can fully engage in cooking lessons—vital for building life skills, health awareness, and confidence.</p> <p>EEF: +4 months' additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	

Total budgeted cost: £ 315,421.44

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Since Sept 2024, the proportion of learners in our school who are eligible for Pupil Premium funding has risen by 3.3%, and is continuing to rise. This makes an impact on our data and further challenges in school. Despite this rise, we have made progress in all focus areas in order to best support our disadvantaged learners.

Outcomes

The attainment for PP learners has improved significantly from 2024. The attainment on the 4+ border has increased by over 12% and over 15% of the learners on the 5+ border. Overall, results have improved this year, but the PP learners have improved at a more significant rate than those of Non-PP learners. The gap between PP and non-PP learners has closed significantly since last year; there has been nearly a 10% increase on the 4+ border and over a 15% closing of the gap at the 5 border.

		2023	2024	2025	Progress 25-24
All	Basics 9-4	41.7%	41.4%	45.9%	4.5%
	Basics 9-5	24.1%	24.7%	27.1%	2.4%
PP	Basics 9-4	34.6%	14.0%	26.8%	12.8%
	Basics 9-5	19.2%	5.0%	19.5%	14.5%
Non-PP	Basics 9-4	43.9%	51.0%	51.9%	0.9%
	Basics 9-5	25.6%	32.0%	29.5%	-2.5%
		Gap	37.0%	25.1%	11.9%
			27.0%	10.0%	17.1%

Of learners in Year 11 who had attended intervention sessions, we saw a positive impact on the 5+ group as they made an average 1.8 grade progress in maths.

Attendance

The attendance of learners in receipt of Pupil Premium funding improved 3.1% last year compared with the previous. This is a significantly larger improvement than non-pupil premium learners. This shows the impact that the attendance strategy and team are having on improving attendance of Pupil Premium learners. Whilst attendance has improved for all learners over the last three years we are still below the national average. There is still much to improve in this area as there is still a gap between PP eligible and non-eligible learners, so therefore this remains a key priority for the school in the new strategy.

Literacy

14 Pupil Premium learners with a reading age below 7 completed the Lexonik Leap phonic programme. The average score on the phonics recognition test moved from 44.7% to 99.85% showing that learners are now able to recognise the key phonics

groups and have been moved on to the lexonik advance course to improve their reading fluency.

32 Pupil Premium learners completed the Lexonik Advance course. The average decoding reading age increase was 55.7 months. On the standardised score for English, these learners increased from an average score of 99.6 to 130.4 (A score of 85-110 is average to below average whilst 110+ is considered above average).

Exclusions

We have seen a significant reduction in Permanent Exclusions across the school, especially for our Pupil Premium Learners. We have seen a 100% reduction in permanent exclusion. Of the 8 permanently excluded learners in 2023-24, 5 were PP learners, whereas we had 0 learners permanently excluded in 2024-25.

Suspensions

Additionally we have seen a large reduction in suspensions of PP learners, with 35 fewer PP learners being suspended last year compared to the year before, carrying a saving of 265.5 days lost learning.

Of the 42 PP learners who were suspended last year, 33 of them received some form of intervention or additional support. All PP learners who had more than one suspension received additional support or intervention.

This data suggests we are better supporting our PP learners in their behaviour in school and therefore in getting them into lessons and prepared for learning.

The proportion of PP learners is increasing over time. Despite this our suspension data shows a significant reduction in the proportion of PP students being suspended:

	2023/24	2024/25
Total number of learners suspended	140	84
Number of PP learners suspended	77	42
% of PP learner suspensions compared to non-PP	55%	50%
Total suspensions	286	93
% of total suspensions of PP learners compared to non-PP	59%	49%
Days lost	361	95.5

EP provision

19 EHCPs applied for

Belonging

Using ASPIRE Data from 2024/25 and 2025/26, the feeling of wellbeing with Pupil Premium learners is now in line with the whole school data. Additionally, 84% of PP learners felt close to others in school.

Clubs and enrichment

There has been an increase of 17.9% in Pupil Premium learners enrolling in clubs in Term 12025/26 compared to last year. Compared to 12.1% for non-Pupil Premium learners this shows that we are closing the gap.

As part of our focus on belonging, during enrichment week 2024-25, 30% of the learners in the count were PP and around 30% of the learners doing 1+, 2+ and 3+ trips were also PP. If we compare this to 2023/24 where the % of PP learners doing more than 1 trip significantly drops off, we can prove that our efforts with phone calls, supporting learners to go on trips and parental contact has paid dividends in providing these learners with opportunities outside the classroom.

	2024/25	2024/25		2023/24	2023/24	
	All	PP		All	PP	
Total Students In Count	598	177	29.6%	645	177	27.4%
Students on Trips [1+]	467	136	29.1%	406	106	26.1%
Students on Trips [2+]	409	123	30.1%	295	52	17.6%
Students on Trips [3+]	332	99	29.8%	222	16	7.2%
Students on Trips [4+]	All Week Trip			73	11	15.1%

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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