



Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Saint Clare's Primary School, Coalville. LE67 3SF
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	21% (40 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Judy Beer, Headteacher

Pupil premium lead	Maria Liddle, Deputy Headteacher
Governor / Trustee lead	Helen Torresi Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,278
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,278

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas and have equal access to opportunities that enhance well-being and education. The focus of our pupil premium strategy is to close the gap between these pupils and their peers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We use the Education Endowment Foundation guide to pupil premium, based high-quality teaching, targeted academic support and wider strategies to develop social and emotional skills. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including disadvantaged pupils. We acknowledge the disruption and impact of covid-19 and disadvantaged pupils are a regular key focus in leadership team discussions and in termly pupil progress meetings. We implement our strategy by ensuring that targeted supported is effective and we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Strategy plan for all disadvantaged children:

- Ensure that more able disadvantaged pupils are supported to reach the higher standard.
- Ensure pupils who lack confidence or self-esteem have a variety of support in place to build up resilience, therefore improving their access to learning.

- Enable pupils to have access to a broad offer of academic and enriching opportunities to ensure they develop high aspirations.
- Ensure pupils have good attendance and punctuality so that gaps in learning are not widened.
- Ensure that parents are supported to engage and confidently support their children to achieve their full potential.
- Ensure that pupils' social and emotional needs are met.

Challenges

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

Challenge number	Detail of challenge
1	On entry, observations, discussions and assessments with pupils indicate poor oral language skills and underdeveloped vocabulary among disadvantaged pupils.
2	Gaps in phonic knowledge (especially lowest 20%)
3	To continue to ensure that PP children make broadly the same progress in Reading, Writing, Maths as their peers
4	To provide a knowledge- rich curriculum which increases the confidence, aspirations and cultural capital of our pupils.

5	Support for families with childcare and educational trips and experiences. (EEF - Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.)
6	SEMH A student's emotional wellbeing majorly impacts their ability to do well at school. Pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school.

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
1. Pupils' vocabulary and language skills are improved in a way that increases their confidence, improves their reading and writing, attainment and progress, whilst helping to develop their oracy. Measured by: Attainment and progress data Lesson monitoring and book scrutiny Tracking data from baseline	Number of PP pupils making expected progress will be at least in line with Non-PP pupils. Reduce the gap in attainment between PP pupils and Non-PP pupils. Improved teacher confidence in developing vocabulary skills. Opportunities provided in class to develop oracy

2. Gaps in phonic knowledge (especially lowest 20%)	Pupils will achieve the expected outcome in their phonics screening check (Y1) – at least 95% of pupils will achieve the pass mark. Daily phonics will take place in EYFS and Year 1. Phonics will be assessed every 6 weeks and those who have gaps identified will have keep up intervention or daily practice intervention and be reassessed every 3 weeks. Guided reading books will be matched correctly to each child's phonic ability and each pupil will read with an adult 3 times per week. Early reading/phonics leads will closely monitor phonics teaching and provision. Parents will be asked to attend phonics meeting in October to learn how to help their children.
3. To continue to ensure that PP children make broadly the same progress in Reading, Writing, Maths as their peers	Pupils will be assessed termly using the NFER assessments to ensure consistency. Teachers will complete analysis of gaps to inform future planning.
4. Pupils can confidently talk about their learning and the experiences that they have had. The gap between the number of Pupil Premium pupils achieving ARE and the number on non-PP pupils achieving ARE is narrowed. Continue to develop and embed medium term curriculum planning that focuses on a knowledge-led curriculum.	Pupils will be able to speak about what they have learned and what they are currently learning and link these to experiences that they have had. The gap between the number of PP pupils achieving ARE and the number on Non-PP pupils ARE will be narrowed. Regular monitoring by subject leaders (drop ins, book lifts plus pupil surveys) will show that pupils are being provided with experiences and opportunities to widen their horizons. Pupil progress meetings will highlight how the gaps are closing in reading, writing and maths. Opportunities for PP pupils to attend trips, residential and extra-curricular activities through PP funding.

Subject leaders carry out evaluations of their curriculum areas through drop ins, pupil voice and book lifts. Subject leaders will see wider opportunities planned into their curriculum areas.	Pupils will have further success in both academic and social situations. A greater number of PP pupils will be represent the school e.g. school band, school choir, school council, eco-champions, chaplaincy team and sports events which will improve their confidence and resilience. PP pupils will be supported during Pentecost 2 with their transition to new classes and transition days within school – this may include meeting with their teacher to build a relationship prior to transition/passports for SEN pupils.
5.To provide support for families with childcare through our breakfast club and after school clubs.	Wrap around care will be provided for pupils so some single /low-income parents can access work. Attendance at breakfast club will mean that children arrive at school and on time which will mean their outcomes will improve. Pupils can have the opportunity to read with a school adult which will help their reading outcomes to improve..
6.Two newly trained ELSA's will support PP pupils with their emotional needs.	Pupils will be able to talk about their feelings,regulate their emotions, help them build friendships, be ready for learning and succeed both academically and socially. Sustained high levels of well-being demonstrated by:a - significant reduction in low level disruptions -lesson observations, drop ins demonstrate strong behaviours for learning. -a significant increase in participation in enrichment activities among 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: **£26,507**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. 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. <u>EEF-Develop pupils' speaking and listening skills and wider understanding of language</u> <u>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</u>	1-5
Continue to embed phonics scheme (Little Wandle) to secure strong phonics teaching for all pupils. All new members of staff to receive phonic training. Phonics packs for all EYFS children to be sent home.	Phonics approaches have a strong evidence base that indicates accurate word reading count for pupils, particularly disadvantaged pupils. This has been very effective and has received positive feedback from parents previously who have found the phonic packs and the videos very helpful in them supporting their child.	2

	<u>EEF-Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</u>	
To improve the attainment outcomes of all pupils in reading, writing and maths with a strong focus on pupil premium pupils. PP teaching assistant to pre-teach mathematical concepts/strategies to support the children in classes in KS2 and support lessons taught in class. Year 6 class teacher/ The headteacher to teach additional maths and reading booster lessons during/outside of the school day during the year.	Early identification and robust tracking of pupil premium children enables targets to be set and targeted actions to be implemented, monitored and evaluated. Year 6 staff will teach additional lessons to pupils outside of the school day. Evidence suggests that if additional teaching is carried out by class teachers who know the children that pupils will benefit more. <u>EEF- Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</u> <u>EEF- 1. Small group tuition has an average impact of four months' additional progress over the course of a year.</u> <u>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</u>	1-5
Address the low starting points pupils enter the school in Reading, Writing and Maths by ensuring consistency of quality first teaching. Ensure ALL staff are trained in:	Quality first teaching has proven to have the greatest impact on closing the disadvantage attainment gap. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	1,5 2,5

-systematic phonics programme (Little Wandle) -Guided reading teaching -Whiterose maths Use standardised testing to track pupil progress, attainment and hold staff to account. Phonics/ Reading intervention. -Phonics 'Little Wandle' training to be provided for all staff and coaching and mentoring time given to ensure systematic phonic scheme is taught consistently. Ensure Phonics tracker identifies gaps and target Standardised tests can provide reliable insights into the specific strengths and areas for development of each pupil to help ensure they receive the correct additional support through interventions.	(though not necessarily comprehension), particularly for disadvantaged pupils.	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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)	6

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

Budgeted cost: **£9,869**

Targeted academic support	Cost
Homework club weekly	Led by the deputy headteacher during lunchtimes
Teaching assistant interventions in reading, writing and maths	£9,719
Year 6 SATS books	£150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional booster sessions for Year 6.	Year 6 staff/the Headteacher, will teach additional lessons to pupils during and outside of the school day. Evidence suggests that if additional teaching is carried out by class teachers who know the children that pupils will benefit more. Year 6 pupils have the opportunity to catch up with gaps due to interrupted schooling. Quality first teaching has proven to have the greatest impact on closing the disadvantage attainment gap. Lesson observations and	1,2,4,5 and 6

Targeted TA support for PP pupils in Key Stage 2 for reading, writing and maths.	data analysis show that there is inconsistency of teaching and learning. The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3. 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: One to one tuition.(EEF)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£20,902**

Wider strategies	Cost
Wraparound care	£15,619
Sports clubs	£1,400
Swimming, Trips, Residentials & Music Lessons (Rock Steady)	£3,733
ELSA support	(included in TA cost)
School badges	£150

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve emotional well-being and social integration in the life of the school so that pupils are uninhibited in their learning. (ELSA 1:1 sessions)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF- Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	3 and 4
Hardship fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	3 and 4
Wrap around care facilities for targeted families	The benefits of quality care for children and living with working parents is proven to enhance life chances and opportunities. Provision of care, enables parents to work and have consistent employment. Wrap around care safeguards children. Provide space in After school club for children to undertake homework tasks. <u>Research by NatCen shows that wrap around care has a positive impact on children's outcomes, with those who participate in organised sports and join after school clubs displaying improved academic performance and social skills.</u>	3 and 4
For all children to be able to access trips and visits.	School trips and educational visits are powerful, positive teaching tools that help enhance the social, personal and emotional development of all pupils. <u>EEF- The overall impact of enrichment activities on academic achievement tends to be positive, but small.</u>	3 and 4

To take part in music tuition and perform as part of a band.	<u>Of course, the activities may have intrinsic or other related benefits. There is moderate evidence that outdoor adventure learning can have a positive impact on attainment.</u> EEF- Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <u>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</u>	
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Total budgeted cost: £57,278

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 2024 to 2025 academic year.

Challenge	Detail of Challenge	Impact
1	On entry, observations, discussions and assessments with pupils indicate poor oral language skills and underdeveloped vocabulary among disadvantaged pupils.	Staff have an increased confidence in highlighting key vocabulary in lessons. Children's understanding of new words, their definitions and using these words in the correct context has improved through our new reading scheme as explicit teaching in reading is now embedded throughout school.
2	Ensure phonics is embedded to sustain strong reading skills.	Strong phonics leadership is in place with rigorous monitoring and at least good teaching across the year groups. CPD has been put in place for new staff and this has meant that there has been a consistency in practice. The gap has closed in phonics with 100% of children passing the phonics check in Year 1, up from 79% last year (2023-2024)
3	Assessments indicate that reading and maths attainment among	Homework club has meant that PP children have had the opportunity to be supported and complete their home learning with a teacher. Staff are aware of who their PP children are, they monitor their progress and attainment and put interventions in place to close the gap ongoing throughout the year. The maths leader has tightened up processes by ensuring that there is greater consistency in the subject by giving clear guidelines then carrying out drop ins and looking at the outcomes of children's learning and by supporting staff where needed.

disadvantaged pupils is below that of non-disadvantaged pupils. Particular focus on boys & girls reading Comprehension & ability to respond to comprehension questions and being able to apply this to mathematical concepts.

Reading

Year group	1 (2 PP chn)		2 (4 PP chn)		3 (9 PP chn)		4 (6 PP chn)		5 (10 PP chn)		6 (8 PP chn)	
	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP
PKS				4%						5%		5%
BLW			50%		22%	4.8%	33.3%	12%	10%		12.5%	
WTS	50%	26.3%		28%	22%	23.8%	16.7%	24%	10%	15%	12.5%	15%
EXS		68.4%	50%	56%	44.4%	47.6%	33.3%	40%	10%	65%	62.5%	60%
GDS	50%	5.3%		12%	11%	23.8%	16.7%	24%	70%	15%	12.5%	20%

Headlines

The gap between PP and non-PP is closing for children working at EXS in most classes in reading.

The % of non-PP children attaining GDS is higher than PP children.

Reading and phonics interventions have been put in place to support those underachieving in addition to pre-teaching key vocabulary and concepts where needed.

Maths

Year group	1 (2 PP chn)		2 (4 PP chn)		3 (9 PP chn)		4 (6 PP chn)		5 (10 PP chn)		6 (8 PP chn)	
	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP
PKS				4%					10%	5%		5%
BLW		5%	50%	4%	11.1%		33.3%	8%			12.5%	
WTS	50%	30%		16%	22.2%	14.3%	16.7%	16%	40%	15%	25%	20%
EXS		55%	50%	64%	55.6%	66.7%	16.7%	64%	50%	70%	62.5%	55%
GDS	50%	10%		12%	11.1%	19%	33.3%	12%		10%		20%

Headlines

PP children are underperforming compared to the non-PP children working at WTS and above. The maths lead has ensured that all staff have a 'revisit and review' time allocated at the beginning of lessons to make learning stick. The children have received pre-teach time for those that have needed it prior to the lesson.

Gender comparison between girls and boys

Girls Reading

Year group	1 (2 chn)		2 (4 chn)		3 (9 chn)		4 (6 chn)		5 (10 chn)		6 (8 chn)	
	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP
PKS												8.3%
BLW							50%	6.3%	16.7%			

WTS	100%	8.3%		50%	50%	11.1%	50%	25%	16.7%	18.2%		16.7%
EXS		83.3%	100%	50%	50%	55.6%		31.3%	66.7%	72.7%	80%	50%
GDS		8.3%				33.3%		37.5%		9.1%	20%	25%

Headlines

Girls reading attainment is highest (EXS) in Year 2 for PP children (100%).

Attainment is lowest at EXS in Year 4 for non-PP children (31.3%).

Those who are non-PP have attained a greater percentage of GDS compared to PP children.

Boys Reading

Year group	1 (2 chn)		2 (4 chn)		3 (9 chn)		4 (6 chn)		5 (10 chn)		6 (8 chn)	
	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP
PKS				9.1%					25%	11.1%		
BLW			100%		28.6%	8.3%	25%	22.2%			33.3%	
WTS		50%			14.3%	33.3%		22.2%		11.1%	33.3%	12.5%
EXS		50%		63.6%	42.9%	41.7%	50%	55.6%	75%	55.6%	33.3%	75%
GDS	100%			27.3%	14.3%	16.7%	25%			22.2%		12.5%

Headlines

The percentage of boys reading attainment is highest (GDS) in Year 1 for PP children and lowest in Year 6 for non-PP children.

PP boys are out performing the girls in year 1.

PP girls are out-performing the boys in year 2 at EXS.

PP boys are attaining better in Year 3 compared to PP girls.

Non-PP girls are attaining better than PP boys in Year 3.

PP boys reading is better in Year 4, 5 and 6 compared to PP girls.

Girls Maths

Year group	1 (2 chn)		2 (4 chn)		3 (9 chn)		4 (6 chn)		5 (10 chn)		6 (8 chn)	
	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP
PKS												8.3%
BLW		8.3%		7.1%			50%	6.3%				
WTS	100%	25%		28.6%	50%	11.1%	50%	18.8%	66.7%	18.2%	20%	16.7%
EXS		58.3%	100%	57.1%	50%	66.7%		68.8%	33.3%	81.8%	80%	50%
GDS		8.3%		7.1%		22.2%		6.3%				25%

Headlines

Non-PP children attained more in Year 1 ,3,4 and 5 than PP children.

Year 2 and Year 6 PP children attained a higher percentage of EXS/GDS compare to Non-PP children.

Boys Maths

Year group	1 (2 chn)		2 (4 chn)		3 (9 chn)		4 (6 chn)		5 (10 chn)		6 (8 chn)	
	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP
PKS				9.1%					25%	11.1%		
BLW			100%		14.3%		25%	11.1%			33.3%	
WTS		37.5%			14.3%	16.7%		11.1%		11.1%	33.3%	25%

EXS		50%		72.7%	57.1%	66.7%	25%	55.6%	75%	55.6%	33.3%	62.5%
GDS	100%	12.5%		18.2%	14.3%	16.7%	50%	22.2%		22.2%		12.5%

Headlines

Non-PP boys are performing better than PP boys across the year groups.

EYFS

% of pupils achieving a Good Level of Development (GLD)-67.9% (72.7) Nat-67.2%

Year 1

% of pupils passing the Year 1 Phonics Check-100 % (79.2) Nat-79%

End of KS2

% of pupils achieving at least the expected standard in reading- 76% (64) Nat- 75%

% of pupils achieving greater depth in reading- 28 %(21) Nat-33%

% of pupils achieving at least the expected standard in writing- 72% (61) Nat-72%

% of pupils achieving greater depth in writing- 14% (11) Nat-13%

% of pupils achieving at least the expected standard in maths- 69% (64) Nat-74%

% of pupils achieving greater depth in maths- 21% (7) Nat-26%

4	To provide a knowledge- rich curriculum which increases the confidence, aspirations and cultural capital of our pupils.	Each lesson has been carefully planned by the teachers to introduce new vocabulary and new knowledge whilst also planning in time for revision of prior learning. Teachers have grown in confidence to make links to prior learning this year and to previous years. Lesson structures are now embedded across the school as well as knowledge organisers being used to quiz the children at different points in their learning across all subjects. Teachers provide opportunities for children to expand on their knowledge by inviting people in to lead workshops linked to their History, by visiting the local colliery, by looking at religious artefacts and by a range of media to engage and enthuse the children. The children have received a visit from an author, visits from Leicester Riders, people from different faith backgrounds and from many other professions as part of careers week. These have all been inspirational for the children and given them a very important insight into the job, what it entails and what they need to do to achieve this. Subject leaders have monitored their subjects through drop ins, book lifts and through pupil voice by asking the children about their knowledge and experiences and what they've remembered. These have been very successful as the children have enjoyed their learning, they are proud of it and want to talk about it.
5	Support for families with childcare and educational trips and experiences. (EEF - Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions	These clubs have allowed the parents to go to work and the children to have a good start to the day by having a healthy breakfast and it ensures that children are punctual for school. It has developed children's friendships and supported them in working in a team through co-operative play. All PP children in Years 5 and 6 attended residential to Kingswood and the Briars. All PP children have attended school trips to places like the Warning Zone (Year 6) ,The farm, The Space Centre, Botanical Gardens, The Transport Museum etc. These trips have afforded the children to build relationships with their peers, test their resilience and built upon previous knowledge. PP children in Years 3 and 4 have had the opportunity to have swimming lessons paid for, which has given them the opportunity to stay safe and develop their swimming skills. This year our PP children have had the opportunity to take part in mini vinnies, chaplaincy, eco council, school Council, represent the school in choir events eg.De Montfort Hall, perform in the school band and represent school through numerous sporting events. These have all built upon the children's confidence, skills and talents and taught them resilience. <u>Breakfast club-(fully funded)</u> % of those who have attended breakfast club who are PP-24 %of total number of PP children who have attended provision-53

	make approximately four additional months' progress	<u>After School Club (partially funded-(£2.00 instead of £4.50)</u> %of those attending ASC who receive PP-24 % of total number of PP children who attended provision-58 <u>After school sports and activity clubs-(£2.00 instead of £4.50)</u> % of those attending ASC who receive PP-16 % of total number of PP pupils who attend provision-45
6	SEMH A student's emotional wellbeing majorly impacts their ability to do well at school. Pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school.	The funding has provided the opportunity for some of our PP children to have access to our two ELSA's where necessary. This has given them the time to self regulate, talk about what's upsetting them and supporting them through talk and play to develop strategies to help them cope in a range of situations. As a result, the children have become more resilient and ready for learning.

Programme	Provider

Service pupil premium funding (optional)

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?	