

Pupil Premium Strategy 2024-2025

This statement details our school's use of pupil premium (for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Slade Primary School
Number of pupils in school	453
Proportion (%) of pupil premium eligible pupils	50.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published.	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Danny Jones
Pupil premium lead	Josephine Evanson
Governor / Trustee lead	Arthur Terry Learning Partnership Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£292,208
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£292,208

Statement of intent

At Slade Primary School, we believe that all children can reach their full potential both academically and socially regardless of background. We have high aspirations for all of our pupils and families and support them through our outstanding pastoral provision, a well-planned curriculum that is contextualised to Slade and by our work with external experts. Our curriculum has been designed by experts in the subject field to ensure it is broad, balanced and rich in opportunity. In order for us to ensure all pupils can reach their full potential, we ensure our teachers are skillful in implementing strategies that provide challenge for all and can provide support to overcome barriers to learning.

We work to ultimately ensure that all of our pupils become active members of society and are fully prepared for the next stage in their life.

Through the allocation of pupil premium funding, our carefully planned interventions and approaches enable us to provide additional learning opportunities, experiences and evidence based, research driven interventions that ensure our most disadvantaged pupils can thrive. Our interventions and approaches focus on specific needs of the individual pupil in receipt of pupil premium so that they perform as well as their non pupil premium peers.

Leaders at Slade are committed to ensuring that all of our disadvantaged pupils working towards, at or above their age-related expectation receive intervention and whole class teaching that is never less than good, leading to outstanding teaching and outcomes over time. We work on the basis of keep up not catch up for our pupils and ensure the teaching and provision they receive supports us in meeting this.

As a school, we also recognise the crucial part parents play in the education of all pupils and in particular, our disadvantaged pupils. We work to support parents in how to support their children through the use of 'Structured Conversations'. At Slade we also work with experts in the field of raising attainment for disadvantaged pupils and use 'Achievement for All' as a strategy for developing teacher knowledge, parental engagement and wider collaborative working.

The pupil premium funding is allocated within our school budget by financial year and allows us to plan the provision for our pupils based on careful analysis of data and emerging trends each year. When allocating our funding, we also use a range of research and evidence such as the Education Endowment Foundation and Sutton Trust.

Challenges

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

Challenge number	Detail of challenge
1	Pupils enter Slade with low levels of literacy and oracy skills. These low levels include a significant increase in the number of children requiring speech and language therapy (SALT). Alongside these, our disadvantaged children enter school with a significant vocabulary deficit.
2	On average, Pupil Premium children have lower attainment and a slower progress rate than their non pupil premium peers. The pandemic continues to have an impact on the knowledge gap for pupil premium pupils.

3	Following the introduction and embedding of White Rose Maths for teaching maths at Slade, ensure all staff (including new to school) are confident and competent in the teaching of maths and that they ensure all children develop a deep love of maths, inspiring them to become confident, fluent mathematicians.
4	Social, emotional and mental health needs of our pupils and families impacts the pupil's ability to engage fully in their education and wider school life.
5	Attendance of our disadvantaged pupils is below that of our non-disadvantaged pupils and national figures. The rate of persistent absence for our Pupil Premium pupils has risen significantly.
6	Many of our children in receipt of Pupil Premium have limited life experiences and opportunities.

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
<ol style="list-style-type: none"> By the end of the academic year, ensure that 100% of pupils make rapid and sustained progress from their individual starting points, aligning with age-related expectations. 100% of disadvantaged pupils make significant progress towards Early Learning Goals (ELG), with at least 80% achieving Age-Related Expectations (ARE) in Literacy and 80% achieving Good Level of Development (GLD). Ensure that all pupils working on speaking and literacy continuums advance at least one band per term, and that Voice 21 Oracy work positively impacts pupils' ability to articulate effectively, demonstrated through measurable growth in their vocabulary and communication skills. Use of Oracy assessments in 24-25 show that PP pupils make accelerated progress from their starting point. 	<ul style="list-style-type: none"> 100% of pupils in the Wellcomm programme demonstrate measurable progress in communication and language development. Regular assessments show that pupils are achieving targets set in their intervention plans and are in line with age-related expectations by the end of the academic year. 100% of disadvantaged pupils make significant progress from their starting points, evidenced through termly assessments. At least 80% of disadvantaged pupils achieve Age-Related Expectations (ARE) in Literacy. At least 80% of disadvantaged pupils achieve Good Level of Development (GLD) by the end of EYFS. 100% of pupils working on speaking and literacy continuums show rapid progress, advancing at least one band per term from their individual starting points, as demonstrated through termly evaluations. Pupils involved in Voice 21 Oracy activities exhibit measurable improvements in their ability to articulate ideas and communicate effectively, as observed in lessons and communication tasks. Oracy assessments show PP pupils make accelerated progress and perform in online or above their non pp peers. Vocabulary growth is evidenced through assessments, with pupils knowing more, remembering more words, and using new vocabulary in everyday conversations. Pupils' progress in oracy skills is measured and tracked using the Oracy framework, showing clear development over the academic year. Progress is consistently tracked and documented across all areas, with regular data reviews showing improvements in pupil outcomes. Feedback from teachers and parents aligns with assessment data, showing that pupils are applying their communication and literacy skills in various contexts.

	<ul style="list-style-type: none"> • Pupil engagement in the interventions and their ability to articulate and apply their learning in different situations are evident in their daily schoolwork and interactions.
<p>Ensure that 100% of disadvantaged pupils demonstrate consistent progress across all subjects, with at least 80% achieving age-related expectations in reading, writing, and maths (RWM) by the end of KS2.</p>	<p>Sustained Progress:</p> <ul style="list-style-type: none"> • 100% of disadvantaged pupils demonstrate consistent progress across all subjects, verified by continuous monitoring and assessments. • 80% or more of disadvantaged pupils achieve age-related expectations in reading, writing, and maths (RWM) by the end of KS2. <p>Closing the Attainment Gap:</p> <ul style="list-style-type: none"> • The attainment gap between disadvantaged and non-disadvantaged pupils is significantly reduced or closed by the end of KS1 and KS2. • Disadvantaged pupils' performance in key areas like phonics, literacy, and maths is at least in line with or above national figures. <p>High-Quality Interventions:</p> <ul style="list-style-type: none"> • Targeted interventions, including booster sessions, lead to measurable improvement in attainment for disadvantaged pupils in both KS1 and KS2. • Early support shows improved outcomes for disadvantaged pupils by the end of KS1. <p>Wider Curriculum Success:</p> <ul style="list-style-type: none"> • Disadvantaged pupils achieve well-rounded success across the wider curriculum, including science, history, and the arts, with no performance gaps compared to their peers. <p>Enrichment and Engagement:</p> <ul style="list-style-type: none"> • Disadvantaged pupils exhibit high participation in after-school clubs, competitions, and enrichment activities, contributing to their overall academic success. • Parent workshops are well-attended, with parents reporting increased confidence in supporting their children's learning at home. <p>High-Quality Teaching:</p> <ul style="list-style-type: none"> • 100% of teaching and support staff deliver lessons that are good or better, demonstrating strong pedagogy and effective use of interventions tailored for disadvantaged pupils. • Regular professional development equips staff to meet the unique needs of all pupils, particularly those from disadvantaged backgrounds.

	<ul style="list-style-type: none"> • The use of intentional monitoring in lessons ensures highly effective assessment and teaching. <p>Aspirations:</p> <ul style="list-style-type: none"> • A long-term goal is achieved with an increasing percentage of disadvantaged pupils working at greater depth across RWM. • The use of Start Small, Dream Big programme raises aspirations amongst our pupils (this is seen through engagement in careers events and workshops).
<p>At least 80% of disadvantaged pupils to meet age-related expectations in reading, writing, and maths by the end of KS2, while continuing to provide enrichment opportunities and early support to maintain success in both core and non-core subjects.</p>	<ul style="list-style-type: none"> • Consistent tracking of pupil progress in literacy and across all areas for disadvantaged pupils. Interventions and support are ongoing to sustain achievement levels and keep attainment gaps closed. • High-quality phonics provision that ensures disadvantaged pupils consistently achieve above national figures. • Strategies to support disadvantaged pupils' achievement in non-core subjects such as science, history, and the arts, is well-rounded across the curriculum. • After-school clubs, competitions, and academic challenges that focus on literacy and maths, target disadvantaged pupils to further extend their learning. • The implementing of extension programs for disadvantaged pupils who are at or above the expected standard to push them toward exceeding expectations, especially in KS2 outcomes for reading, writing, and maths. • The analysis of data from the Year 6 booster classes are adapted to ensure it continues to meet the specific needs of disadvantaged pupils. • The offering of booster sessions for KS1 and early KS2 pupils to prepare disadvantaged children earlier, building strong foundations for future success. • The establishing of peer mentoring programs between staff to share best practices and ensure that all teachers and teaching assistants are delivering high-quality academic support. • Targeted workshops for parents of disadvantaged pupils to equip them with strategies to support learning at home, particularly in literacy, phonics, and maths. • Strengthen ties with local organisations and businesses to offer additional support (such as tutoring, mentoring, or resources) to disadvantaged pupils, ensuring they continue to excel. • For 80% or more of pupils achieving the expected standard in RWM at the end of KS2 for the next academic year and set long-term goals to increase the proportion of pupils working at the greater depth standard.

<p>Ensure that all disadvantaged pupils (where relevant) benefit from targeted pastoral and therapeutic support to improve engagement in learning, emotional well-being, and academic progress.</p>	<p>Increased Pupil Engagement:</p> <ul style="list-style-type: none"> • Pupils receiving counselling (e.g., Beyond the Horizon, Urban Devotion, Art Therapy, Lego Therapy) show higher levels of engagement in learning, as reflected in improved attendance, participation in lessons, and a reduction in behaviour incident logs. • Vulnerable, disadvantaged pupils receiving help from therapeutic interventions (e.g., art, drama, play, Lego therapy) prove measurable improvements in emotional well-being, leading to better classroom behaviour, improved social skills, and enhanced academic progress. • Early pastoral interventions result in reduced instances of emotional and behavioural issues, evidenced by prompt identification of pupils needing additional support and improved family engagement with school services. • All disadvantaged pupils and families in need receive targeted support through the Right Help Right Time framework, leading to a reduction in repeat referrals, faster resolution of issues, and an improvement in pupil outcomes. • Parents and carers actively engage with external support agencies recommended by the school, leading to enhanced support networks for families and a notable improvement in pupils' social and academic well-being. • The school's strong links with external services (e.g., healthcare, social services, charities) ensure that pupils receive timely and appropriate interventions, with fewer delays in accessing necessary support. • Families identified for Early Help receive appropriate support early on, resulting in fewer escalations to higher-tier interventions and improved family stability, reflected in pupils' emotional and academic development. • Staff consistently demonstrate increased confidence and skills in supporting pupils and families with diverse needs, as shown by high-quality CPD participation and the effective application of new strategies to meet the evolving challenges within the school community.
<p>By the end of the 2024-2025 school year, the attendance rate of disadvantaged pupils will meet or exceed 95%, aligning with or surpassing the national average for non-disadvantaged pupils.</p>	<p>Attendance Rates for Disadvantaged Pupils:</p> <ul style="list-style-type: none"> • Disadvantaged pupils achieve an attendance rate of 95% or above, aligning with or exceeding the national attendance average for schools. • By the end of the academic year, disadvantaged pupils' attendance is at least in line with the national average for Pupil Premium (PP) children, • Overall absence rate for disadvantaged pupils is below that of all pupils in England (England August 2024 was 5.6%) School absence rate for 23-24 for disadvantaged pupils was 6.2% • Persistent absence rate for disadvantaged pupils reduces from 19.0% in the academic year 23-24 to be inline or below national figures for 24-25 <p>Impact of School Attendance Officer:</p> <ul style="list-style-type: none"> • Regular monitoring by the attendance officer shows a steady and measurable improvement in attendance figures for disadvantaged pupils, moving towards the national figure of 94% for non-disadvantaged children. • Attendance data shows a consistent upward trend, with a reduction in persistent absenteeism among disadvantaged pupils. <p>Implementation of a Staged Approach:</p> <ul style="list-style-type: none"> • The staged approach to attendance is applied consistently across the school, resulting in a positive impact on attendance rates. There is clear evidence of intervention stages being used effectively to address low attendance. • Regular reviews of attendance plans show that the staged approach leads to improved attendance for identified pupils, with reduced numbers of pupils in the lowest attendance bands.

	<p>Use of Early Help:</p> <ul style="list-style-type: none"> • The percentage of families taking up the offer of Early Help increases significantly from the 2023-2024 baseline, showing higher engagement from families needing support. • Early Help interventions lead to improved attendance outcomes for participating families, with fewer instances of persistent absence among pupils whose families receive Early Help support. <p>Statutory Procedures for Persistent Absence:</p> <ul style="list-style-type: none"> • Statutory procedures, including penalty notices and legal interventions, are used effectively and consistently for pupils with persistent absence when other strategies have not worked. • The school is able to show a reduction in persistent absenteeism due to timely and appropriate statutory interventions, with fewer pupils falling into this category by the end of the year.
<p>By the end of the school year (24-25), 90% or more of disadvantaged pupils regularly participate in a diverse range of enrichment activities (lunchtime and after-school clubs), leading to improved social skills, higher self-confidence, and greater engagement in learning.</p>	<ul style="list-style-type: none"> • Equitable Access to Opportunities: All disadvantaged pupils have equal access to a broad range of enrichment activities, both during lunchtimes and after school, ensuring they participate in experiences beyond their everyday life. • High Participation Rates: At least 90% of disadvantaged pupils engage regularly in enrichment activities, demonstrating a well-rounded experience across a variety of offerings such as sports, arts, and academic clubs. • Diverse Enrichment Programs: A comprehensive mapping of enrichment opportunities shows a balanced and varied program tailored to the interests and needs of disadvantaged pupils, covering different areas like creative arts, sports, and academic extensions. • Positive Impact on Pupil Development: Participation in enrichment opportunities is reflected in improved social skills, increased engagement in learning, and enhanced self-confidence among disadvantaged pupils, as evidenced by teacher observations and pupil feedback. • Sustained Involvement: A clear tracking system shows sustained involvement from disadvantaged pupils in enrichment activities over the school year, with a noticeable reduction in dropout rates. • Inclusive Environment: Disadvantaged pupils report a sense of belonging and satisfaction with the opportunities available to them, feeling that the activities offered are inclusive and supportive of their development. • Parental Engagement: Parents of disadvantaged pupils actively support and encourage their children's participation in enrichment opportunities, as demonstrated by increased communication and involvement with school-organised events.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 82,741

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to ensure all staff are highly skilled at accelerating the learning and progress of our disadvantaged pupils across curriculum subjects.	Evidence from Education Endowment Foundation (EEF) – Teaching and Learning Toolkit One to one tuition +5 months Small group tuition +4 months	ALL
Read Write Inc weekly masterclasses (led by Reading Leads) MASTERY LEARNING	Evidence from EEF – Teaching and learning toolkit – Teaching Assistant supervision +4 months MASTERY LEARNING +5 months	1, 2, 3, 4
Termly external consultant support from Read Write Inc		1, 2, 3, 4
External consultant training for Read Write Inc (x3 days)		1, 2, 3
Weekly coaching for staff/leaders(cover costs)	Evidence from Education Endowment Foundation (EEF) – Teaching and Learning Toolkit	1, 2, 3, 5
Instructional Coaching leader (cost of cover) Lesson preparation and intentional monitoring training and support		
Pupil Premium Lead – support and developing team	Evidence from EEF – Teaching and Learning Toolkit – *TA supervision	All
Subject Leadership time (cost of cover)	Evidence from EEF – The Guide to Pupil Premium, A tiered approach to spending	ALL
Voice 21 subscription to support oracy work	Evidence from EEF – The Guide to Pupil Premium, A tiered approach to spending	ALL

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

Budgeted cost: £ 109,467

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring one to one tutoring and small group teaching	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: <ul style="list-style-type: none"> ○ Individualised instruction = + 4 Months ○ One-to-one tuition = +5 months ○ Metacognition & self-regulation = +7 Months ○ Small group tuition = +4 Months ○ Teaching assistant supervision = +4 Months ○ Reading comprehension strategies +6 months 	1, 2, 3, 4, 6
Play Therapy – weekly one to one sessions		ALL
Counseling – 12-week blocks across the year (x39 weeks, 5 children each 12-week cycle)		ALL
Additional Educational Psychologist support hours and intervention		ALL
Class teachers 1:1 tutoring focus children		ALL
Reading Plus for all pupil premium pupils in Years 3-6		2
Use of Motional to support SEMH – baseline, assessment and tracking		ALL

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
YogaBugs online subscription for use in school and at home	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Social and emotional learning = +4 Months	4, 5
Enrichment clubs	Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tiered approach To Spending.	ALL
Educational visits	Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tiered approach To Spending.	ALL
Attendance rewards	Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tiered approach To Spending.	5
Nurture resources (for focussed nurture groups)	Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tiered approach To Spending.	ALL
Marvellous Me subscription	Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tiered approach To Spending. Behaviour Interventions = +4 months	ALL
Purchase of resources for growth mindset and wellbeing activities	Evidence form EEF – Social and Emotional Learning = +4 months	4,5,6

Total budgeted cost: £ 229,208

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 2023 to 2024 academic year.

Intended outcome	Impact
<p>Disadvantaged pupils demonstrate improved literacy and language skills.</p> <p>The vocabulary deficit for our disadvantaged pupils is diminished.</p> <p>Literacy and language outcomes for our disadvantaged pupils are improved and at least in line with national non-disadvantaged.</p>	<ul style="list-style-type: none"> ○ 100% of pupils who took part in a Wellcomm programme of intervention made rapid and sustained progress from their starting point, ensuring they are at least in line with age related expectation. ○ 100% of our disadvantaged pupils make significant progress towards end of year expectations (ELG) from their starting point. ○ 100% of pupils working on continuums for speaking and literacy, made rapid progress from their individual starting point (at least one band per term). ○ Voice 21 Oracy work has started to impact positively on the pupil's ability to articulate and communicate effectively. This has been demonstrated in their vocabulary bank growing – knowing more, remembering more words and using these in everyday conversations. The pupil's progress is now being measured against the oracy framework.
<p>Disadvantaged pupils make at least expected progress from their individual starting points with many making rapid progress in Reading, Writing and Maths.</p> <p>The attainment and progress gap is diminishing between disadvantaged and non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> ○ 80% of disadvantaged pupils in EYFS achieved GLD (outperforming their non disadvantaged peers by 6%) ○ The phonics attainment for our disadvantaged pupils was in line with national figures for 2024. ○ KS2 outcomes for maths, reading and GPS show that more than 66% achieve the met standard in 2024 ○ Booster classes for Year 6 have run consistently from Autumn 1 throughout the year and 100% of disadvantaged pupils attend the sessions they are invited to. This is monitored through attendance registers. ○ PP outperformed non PP children in greater depth maths at the end of KS2 in 23-24. The gap is narrowing between pp v non PP but continues to be a focus. ○ Quality of teaching across school is 97% good or better. ○ Quality of academic support (teaching assistants) is 100% good or better
<p>Read Write Inc is taught with fidelity to impact positively on outcomes for pupils.</p> <p>Disadvantaged pupil's attainment in phonics and early reading is at least in line with non-disadvantaged pupils.</p> <p>Disadvantaged pupils make accelerated progress in phonics and early reading.</p>	<ul style="list-style-type: none"> ○ 100% of RWI teaching is judged to be good or better. ○ RWI Consultancy days triangulate teaching judgements (x3 per year) to be accurate. ○ Disadvantaged pupils are working slightly below their non disadvantaged peers in the Y1 PSC (76.9 v 81.8) in 2024 ○ Y2 disadvantaged outperformed non-disadvantaged at the end of year 2 in PSC retakes (92.6 v 87.9) in 2024 ○ Disadvantaged pupils reading progress is rapid and sustained with pupils progressing through RWI in line with ARE.

<p>Social, emotional and mental health of our pupils is supported through robust, high quality internal and external programmes of support.</p>	<ul style="list-style-type: none"> ○ Counseling has had a significant positive impact on pupils who have received the service. They have demonstrated higher levels of engagement in learning and a reduction in behaviour incident logs for each pupil. ○ A therapeutic approach continues to be used to support our pupils where necessary (art/drama therapy, play therapy, Lego therapy) and provides targeted support for our most vulnerable, disadvantaged pupils who show improvement in their emotional regulation. ○ Highly effective pastoral provision ensures early intervention for pupils and their families. ○ Right Help Right Time is used effectively as a tool for supporting our disadvantaged pupils and their families, providing them with the most appropriate support in a timely manner. ○ Access and information to external support agencies is shared with parents/carers to ensure robust support for our children and families. This sharing of information has enabled our parents to seek support at an early stage. ○ School has a broad range of links to services that ensure timely intervention and support meaning our children are receiving highly effective and timely support. ○ Early Help is used effectively to identify families in need of support. ○ High quality CPD is provided for staff to ensure they can meet the ever-changing needs of our pupils and families.
<p>Attendance of disadvantaged pupils is at least in line with national figures and persistent absence percentages are improving year on year.</p>	<ul style="list-style-type: none"> ○ Disadvantaged absence rate is 6.2% which is 0.9% above national but has improved by 1.3% based on the previous year. ○ Persistent absence is still above national at 22.4% but has improved by 0.3% based on the previous year. ○ There were no disadvantaged pupils severely absent in 23-24 ○ Staged approach to attendance is implemented consistently.
<p>Disadvantaged pupils have equitable access to wider opportunities that improve their life experiences and opportunities.</p>	<ul style="list-style-type: none"> ○ We have carefully mapped out a breadth and depth of enrichment opportunities that link carefully with curriculum subjects and enhance the curriculum learning, including enrichment clubs that are offered to our disadvantaged pupils first. ○ Wider opportunities are built into the school day and beyond to ensure our disadvantaged pupils have experiences beyond their day-to-day life. This has included trips, educational visits, workshops and enrichment clubs.

End of KS2 2023-2024	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard in R, W, M	66.7	75.9
% achieving expected standard in reading	76.7	89.7
% achieving expected standard in writing	76.7	89.7
% achieving expected standard in maths	66.7	75.9
% achieving greater depth standard in R, W, M	6.7	10.3
% achieving greater depth standard in reading	20	37.9

% achieving greater depth standard in writing	6.7	17.2
% achieving greater depth standard in maths	26.7	24.1

Externally provided programmes

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

Programme	Provider
Reading Plus	Reading Solutions
Oxford Owl Online	OUP
YogaBugs	YogaBugs
MarvellousMe	MarvellousMe

Service pupil premium funding N/A

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A