

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2025 to 2026 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	Paxton Primary School
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	18.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 2025 to Summer 2026 (Through to Summer 2028)
Date this statement was published	4.09.2025
Date on which it will be reviewed	23.09.2026
Statement authorised by	J Muhammad Headteacher
Pupil premium lead	T Tucker Samuels AHT/SENDCo
Governor	Oliver Tweedie & Kathryn Lloyd Resources Committee Co-Chair(s)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,582.25
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	£86,582.25

Part A: Pupil premium strategy plan

Statement of intent

At Paxton Primary School, our core purpose is to ensure that every pupil—regardless of background, prior attainment or need—is able to thrive academically, socially, emotionally and physically. We are committed to providing the highest standard of education and pastoral care, and we hold equally high ambitions for all pupils, including those who are disadvantaged.

Our Pupil Premium Strategy is founded on the principle that disadvantage is not a predictor of destiny. We do not make assumptions about pupils' barriers to learning; instead, our approach is rooted in robust diagnostic assessment, detailed knowledge of our community, and the evidence base provided by the Department for Education and the Education Endowment Foundation.

Our strategy prioritises quality first teaching, recognising that this has the greatest impact on outcomes for disadvantaged pupils. We work to ensure that all pupils experience a curriculum that is rich, inclusive and coherently planned, with high expectations embedded across all classrooms. In addition, we provide targeted academic, pastoral and enrichment support to pupils who require it, ensuring provision is bespoke, responsive and evidence-informed.

We are committed to early identification of need, particularly within the Early Years Foundation Stage, where high-quality provision is central to reducing gaps in attainment at the earliest possible stage. Interventions and support structures are built upon precise assessment, continuous monitoring and strategic review to ensure they deliver demonstrable impact.

Our principles are underpinned by:

- A commitment to *equity of provision*, ensuring every disadvantaged pupil has access to the resources, teaching and support they need to succeed.
- A whole school ethos characterised by ambition, respect and care, where every pupil feels valued and empowered to achieve well.
- A focus on *high impact teaching and learning practices*, informed by the best available research evidence.
- Targeted academic and pastoral support that is diagnostic, timebound and rigorously evaluated.
- Removing non-academic and in-school barriers to learning, ensuring all pupils can engage fully in school life.

To ensure our approach is effective, we will:

- Ensure that disadvantaged pupils are consistently challenged and supported through high-quality classroom practice.
- Provide early, timely intervention at the point need is identified, particularly in core subjects and early reading.
- Maintain a whole-school culture in which all staff understand their collective responsibility for the outcomes of all groups, including disadvantaged pupils.

- Monitor the progress and provision for disadvantaged pupils systematically, evaluating impact and adapting strategies where necessary.
- Offer a coherent, joined-up package of academic, pastoral and enrichment support that addresses individual and collective barriers.

Our strategy is intended to be robust, cohesive and responsive, addressing common challenges while also tailoring provision to the individual circumstances of pupils and families. Through this approach, we aim to ensure that every disadvantaged pupil at Paxton Primary School is equipped to make strong progress and achieve highly.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations, and discussions with and relating to pupils, indicates (among our most disadvantaged cohort), children beginning their learning in EYFS are attending with significantly delayed speech and language, listening and attention skills. This impacts on their readiness to learn and access at the earliest points of development.
2	Our assessments, observations, and discussions with, and relating to pupils, indicates disruption to learning, due to school closures, has resulted in all children, but particularly those from disadvantaged backgrounds being negatively. Pupil referrals, by teachers and our Family Services Officer, along with self-referrals by families, has also increased.
3	Our assessments, observations, and discussions with and relating to pupils, indicates that our children generally; including many from disadvantaged backgrounds display an elevated level of social and emotional challenges. These for our most disadvantaged can compound existing barriers to learning and accessing curriculum.
4	Our assessments indicate significant gaps in attainment and progress in reading exist between disadvantaged and non-disadvantaged children. This includes both access to resources outside of school and developing the skills to fully access their learning. This has resulted in significant skills and knowledge gaps emerging between disadvantaged and other pupils, which if not addressed will continue to widen.
5	Assessments, observations, and discussions with and relating to pupils, also indicates significant gaps in attainment and progress in writing exist between disadvantaged and non-disadvantaged children throughout the school.
6	Assessments, observations, and discussions with and relating to pupils, also indicates significant gaps in attainment and progress in maths exist between disadvantaged and non-disadvantaged children throughout the school.

7	Our attendance data over the past 3 years although generally high and improving shows disadvantaged pupils remain disproportionately underperforming. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and that these pupils are disproportionately represented amongst those persistently absent.
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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
All children, including those identified as disadvantaged can access school life and learning, Specific interventions are in place and effectively supporting pupils, this will be evidenced by children acquiring the skills necessary to ensure closing of identified gaps in speech and language skills.	Rapid and accelerated progress through tracking of speech and language groupings, teacher conferencing and through scheduled monitoring round. This will be augmented by daily learning walks and observation in the classroom and at play, of key pupils. Children will be fully engaged and readily able to access their learning opportunities and wider school life.
Increased percentages of children, particularly those eligible for pupil premium (to be on track at key benchmarks and) finishing the academic year and each key stage on track at age-related or above in reading.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Increased percentages of children, particularly those eligible for pupil premium (to be on track at key benchmarks and) finishing the academic year and each key stage on track at age-related or above in writing	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Increased percentages of children, particularly those eligible for pupil premium (to be on track at key benchmarks and) finishing the academic year and each key stage on track at age-related or above in maths.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and evidence a developing culture of pupil empowerment and ownership of learning, for all pupils.	Sustained high levels of wellbeing from 2024/25 will be demonstrated by heightened monitoring and profile: qualitative data from student voice, student and parent surveys and teacher observations

	• a significant reduction in bullying, supported by peer mediation and staff • a significant increase in participation in wider elements of school life and involvement (including widening of enrichment activities, particularly among disadvantaged pupils) by also optimising parental engagement and involvement.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils (focusing on barriers to attending).	Sustained high attendance from 2025/26 demonstrated by: • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.

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: **£56,435**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Letters and Sounds phonics scheme in place for all EYFS and KS1 children. All staff have attended specific CPD to ensure high quality consistent approach taken to phonics. This is led and quality assured by middle leaders.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics approaches have been consistently found to be highly effective in teaching the basics of reading. Research has highlighted that children who are eligible for FSM receive similar or greater benefits from phonics approaches	1, 2, 3 and 4
Purchase of phonics readers for children to access reading books in line with their phonological awareness both at home and when reading at school.	Evidence shows that for phonics to be effective the approach must be consistent with children able to access texts where they can practice their phonological awareness with books at the correct instructional level.	1, 2 and 4
Daily Supported Reading programme in place for all Year 1 children and Reception children from the Spring/Summer term as well as targeted children in Year 2 and 3. Coordination, monitoring and support for this programme is an integral part of the reading specialist team across the Federation and reading team within Paxton, specifically.	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. This is a long-standing programme that has had impact over a number of years across our schools. There have been external visits to objectively audit the implementation and impact of the provision.	3 and 4
Destination Reader programme in place from Year 2/3 upwards throughout the school This is led and quality assured by our Reading Lead.	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. This programme has been embedded and progress in books and children's effective engagement in and enjoyment of reading has been evidenced. There have been external visits	3 and 4

	to objectively audit the implementation and impact of the provision.	
Maths Mastery is embedded as a pedagogical approach across the school. Our Maths Middle Leadership (ML) offers opportunities for support, CPD, coaching and modelling to other teachers. This is underpinned by regular and differentiated whole-school CPD	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Report from the EEF highlighted many of the components of Maths Mastery as being key to success in Maths in key stage 2 and 3. Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	5
ML for writing leads on improving and embedding pedagogy for writing, promoting use of talk for writing approach and planning around high-quality texts to improve vocabulary and provide quality models and stimulus for writing. ML offers opportunities for CPD, coaching and mentoring. Regular CPD underpins this, with additional focus on CPD of early career/ECT/NQTs +1 to support with effective writing delivery.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=improving%20literacy EEF report on Literacy in Key Stage 2 highlighted the importance of developing pupil's language capabilities for writing. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Research shows that children from disadvantaged background have lower vocabularies which widens through school. Focus on language and oracy is seen as a key way to support children from disadvantaged backgrounds – Marc Rowland Addressing Disadvantage in Schools and Colleges.	2, 3, 4 and 5
Review and implementation of new behaviour policy based on relational approaches and behaviour as communication. This is targeted to support disadvantaged children who	Relationships and relational approaches are highlighted as a key component of supporting children from disadvantaged background – Marc Rowland Addressing Disadvantage in schools and colleges.	1, 2, 3, 4 and 5

struggle to regulate (including S & L deficit), with this proving a subsequent barrier to their access to learning. Specific CPD planned for and delivered to support teachers to understand and address the impact on learning/progress of social and emotional difficulties. This was developed by the federation wide behaviour team made up of members of staff trained in trauma-informed approaches and experience of working with children with SEMH needs. The training ensures adults take a relational approach when engaging with children and understand behaviour as a form of communication.		
Independent speech and language therapist team employed by our federation of schools. Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children e.g. Chatterbugs groups in EYFS; development of communication friendly environments; parent workshops and programmes; staff training etc.	Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.	1 and 6
Specialist music teaching for all pupils. Specialist music teacher to run weekly singing assemblies for all pupils.	Access to high quality music teaching has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas e.g., Maths, English etc. Singing assemblies also support children's language acquisition and development.	1, 3, 4, 5 and 6
Subsidised peripatetic tutoring for most vulnerable pupils.	Access to high quality music teaching has been proven to have a positive impact on pupils'	1, 3, 4, 5 and 6

	outcomes in a range of curriculum areas and in supporting and developing positive behaviours.	
SEN practitioner supports the independent speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all children.	As above. The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes. Whole-school resources are provided to support communication (communication friendly strategies) and this remains high-profile across the school via displays etc.	1 and 3
Review and adaptation to school's approach to monitoring, refining monitoring model to target specific improvements to quality first teaching and feedback to children to impact on lower-attaining children and appropriate support and coaching led by middle leaders/subject leaders.	Quality first teaching and feedback to children are highlighted as a key component of supporting children from disadvantaged background – Marc Rowland Addressing Disadvantage in schools and colleges.	1, 2, 3, 4, 5 and 6
Careful focus and addressing of attendance at all levels as a whole school focus (including identifying issues and proactively resolving and removing barriers) Monitoring and meticulous recording and application of systems for optimising pupil attendance. Sharing of individual and whole school targets with parents Discussion and monitoring of attendance as part of wider monitoring and pupil progress discourse Timely investigation and support package around poor or persistent absence through parental engagement.	A robust system for monitoring and recording attendance is dovetailed with a schedule of assessment and review of whole school and individual attendance against targets; which are shared with all stakeholders as appropriate. Attendance review meetings are held alongside fortnightly Safeguarding review meetings which enables effective monitoring and daily interventions and recording to be regularly captured and assessed. This provides additional rigour to daily protocols. As well as ensuring timely communication and action by all stakeholders is coordinated, effectively.	2, 3 and 7

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

Budgeted cost: £ 68,282

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher-led phonics interventions in Years 1 and 2 based on Letters and Sounds approach to target the children with the widest gaps in learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics approaches have been consistently found to be highly effective in teaching the basics of reading. Research has highlighted that those children who are eligible for FSM receive similar or greater benefits from phonics approaches	4
Early identification of S< needs targeted in EYFS by Chatterbugs programme. Induction and training for staff on NELI programme. All staff receive regular and appropriate CPD and coaching to ensure best quality of delivered.	Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.	1
Creative Arts therapy and TiS approaches to support mental health delivered by therapists and specialist SENP/ HLTA using trauma informed approaches. This supports children with SEMH barriers to learning to access specialised support to build their ability to emotionally regulate.	Supporting children's well-being and mental health through relationships and relational approaches. This is highlighted as a key component of supporting children from disadvantaged background – Marc Rowland Addressing Disadvantage in schools and colleges.	2 and 3
Targeted evidence-based intervention interventions e.g., precision teaching and target readers for identified children to support them to close gaps in learning.	Using diagnostics-based assessment to inform appropriate interventions and strategies to be taught, in precision-based teaching sessions. This has supported the underpinning of core skills, raised pupil confidence and promoted greater and deeper access to the curriculum at point of need.	4

Creative Arts Therapy team to deliver specialist support for children with social and emotional health needs.	Very few primary school children are meeting threshold for support for CAMHS despite the elevated level of need. Social and emotional difficulties are a significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Creative Arts Therapy provision in our schools targets these children.	1 and 2
Targeted HLTA and TA support in class and for focused interventions (SENP dyslexia & EAL specialist).	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g., Lego-therapy, target readers, precision teaching.	1, 4, 5 and 6
Chill-out provision at lunchtime for key groups and responsive support for key children run by SENPs/TAs to support with SEMH need	Key times of the day and key times in the school year can be particularly difficult for some children to manage. By providing preventative support at these times for pupils, they are better equipped and able to engage in the curriculum and their learning.	3

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

Budgeted cost: £ 36,861

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated FSO (Family Services Officer) who's role on each site is to support families, to support their children, to achieve best outcomes as young learners.	Importance of holistic view to addressing social and emotional barriers to children's attendance, learning and enjoyment at school.	2, 3, 6 and 7
Implementation of new attendance analysis and procedures to better identify key groups and provide targeted support.	Large body of evidence shows what a detrimental effect poor attendance at school has on children's attainment and progress. Importance of early intervention and working with families to prevent persistent absence.	2, 3 and 7
Partnership with Future Men for a full-time project worker across all the sites in the federation.	Transition from Year 6 to secondary school has been identified as a particularly vulnerable time for several pupils. Evidence-based programme and approach to prevent incidents of exclusion, anxiety, school refusal etc.	2, 3 and 7

Consultant support for bespoke needs-led PSHEE (Personal, Social, Health and Economic Education) curriculum development based on recommendations from PSHEE association as well as a cross-federation needs analysis to support whole-school social and emotional well-being. Consultant support targeted to support new teachers, NQTs, whole-school training and target classes with elevated level of need. Consultant works on projects identified specific to the school e.g., reducing bullying.	Evidence-base from a range of research as referred to by PSHEE Association.	2 and 3
Whole school ethos of Achieve, Respect & Care underpins a wide range of strategies used in school, to support the development of emotional literacy and well-being: This includes Emotional Explorers, Zones of Regulation, Restorative Approaches to support behaviour, relationships, conflict resolution and well-being.	These are evidence-based programmes that have staff have received training in to support with conflict and emotional regulation.	2 and 3

Total budgeted cost: £161,578

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 2020 to 2021 academic year.

Review Introduction

Leaders maintained a strong focus on improving outcomes for disadvantaged pupils through a combination of high-quality teaching, targeted academic support and carefully planned pastoral provision. Evaluation of assessment information, work scrutiny, pupil voice, attendance data and statutory outcomes indicates that disadvantaged pupils benefited from a wide range of support. Stronger impact is evident in attendance, behaviour, inclusion and engagement. However, attainment gaps remain in core subjects and leaders recognise that further work is required to secure consistently strong academic outcomes and accelerate progress for disadvantaged pupils.

Outcomes for Disadvantaged Pupils

At the end of Key Stage 2, 27% of disadvantaged pupils achieved the expected standard in Reading, Writing and Mathematics combined. Leaders recognise that this remains below the aspirations of the school and demonstrates the need for continued focus on improving outcomes for disadvantaged pupils. Whilst a range of evidence-informed interventions have been implemented, these have not yet secured the sustained improvements necessary to close attainment gaps rapidly enough. Improving outcomes for disadvantaged pupils therefore remains a key strategic priority.

In response, leaders have strengthened systems for assessment, pupil progress monitoring and accountability. Greater emphasis has been placed on the early identification of need and the precise deployment of support. Particular consideration has been given to pupils facing multiple and overlapping barriers, including those who are disadvantaged and have SEND, EAL needs or significant social, emotional and mental health needs. This increasingly nuanced understanding of pupil need is enabling provision to be more effectively targeted, monitored and evaluated.

Quality of Education

Leaders have continued to refine the curriculum to ensure that it is ambitious, coherent and accessible for all pupils. Professional development has focused on strengthening the quality of teaching, improving vocabulary instruction and ensuring that pupils develop secure knowledge and skills across the curriculum. These developments are contributing to greater consistency in classroom practice and improving pupils' access to learning.

Reading remains a significant priority. The consistent implementation of the school's systematic synthetic phonics programme, supported by ongoing professional development and rigorous quality assurance, has strengthened teaching and improved consistency of delivery. Leaders have invested in reading provision and intervention programmes to ensure that pupils who have fallen behind receive timely and effective support. Whilst this work is establishing

stronger foundations for future success, leaders recognise that further improvements in reading attainment remain necessary if disadvantaged pupils are to achieve in line with the school's ambitions.

The school has also prioritised early intervention within the Early Years Foundation Stage. Baseline assessments, observations and ongoing monitoring continue to identify Communication and Language as a significant area of need for many disadvantaged pupils. Consequently, leaders have maintained a strong focus on speech, language and communication development, alongside wider provision designed to strengthen readiness to learn. Increasing the proportion of disadvantaged pupils achieving a Good Level of Development remains a key strategic priority.

Attendance, Behaviour and Personal Development

Attendance remained a strength of the school throughout the academic year. Overall attendance was 96.0%, with no statistically significant difference between disadvantaged pupils and their peers. This reflects leaders' sustained commitment to removing barriers to attendance through robust monitoring, strong home-school partnerships and timely intervention where concerns arise. The work of the Family Services Officer has been particularly effective in supporting vulnerable pupils and families, ensuring that pupils remain engaged in education and attend regularly.

Whole-school persistent absence was 11.8%. Whilst this remains below national figures, leaders recognise that persistent absence continues to present a barrier to achievement for a small number of pupils, including some who are disadvantaged. Attendance therefore remains a strategic priority, with continued emphasis on early identification, targeted support and effective partnership working with families and external agencies.

Leaders have continued to strengthen the school's inclusive and relational approach to behaviour. The school's investment in therapeutic support, trauma-informed practice and targeted social, emotional and mental health provision has enabled vulnerable pupils to engage more successfully with learning and wider school life. These approaches have supported improvements in emotional regulation, readiness to learn and participation across a range of school experiences.

The ongoing refinement of behaviour systems and pastoral support has secured improved outcomes. Historically, suspension rates were identified as an area of concern. During the academic year, there were three suspensions involving three pupils, representing a significant reduction when compared with previous years. This improvement reflects the positive impact of strengthened pastoral systems, greater consistency in behaviour expectations and earlier intervention to support pupils experiencing difficulty.

Leadership, Enrichment and Inclusion

Leaders remain committed to ensuring that disadvantage does not limit pupils' access to wider opportunities. Disadvantaged pupils are well represented across the school's leadership structures, including the School Council, House Captains, Play Leaders, Reading Champions, Eco Team and School Ambassadors. This reflects the school's commitment to equity of opportunity and its determination to develop pupils' confidence, aspirations and leadership capacity.

The school's enrichment programme continues to play an important role in developing pupils' cultural capital and broadening their experiences. Educational visits, clubs, visitors and leadership opportunities have been utilised strategically to ensure disadvantaged pupils can participate fully in school life and benefit from the same breadth of opportunity as their peers. Leaders believe these experiences contribute positively to pupils' personal development, engagement and aspirations.

Self-Evaluation and Future Priorities

Leaders have undertaken a rigorous evaluation of pupil premium spending and recognise that, whilst there are clear strengths in attendance, behaviour, inclusion, pastoral provision and enrichment, the impact on academic outcomes is not yet consistently strong enough. Consequently, the next phase of the strategy will focus on:

- Accelerating attainment and progress for disadvantaged pupils across Reading, Writing and Mathematics.
- Increasing the proportion of disadvantaged pupils achieving higher standards and greater depth across the curriculum.
- Further strengthening early language acquisition and improving Good Level of Development outcomes in the Early Years Foundation Stage.
- Enhancing provision for disadvantaged pupils who are also identified as EAL and/or SEND.
- Reducing persistent absence further whilst sustaining strong overall attendance.
- Ensuring interventions are precisely targeted, rigorously monitored and demonstrably impactful.

Leaders are ambitious for all pupils and remain committed to ensuring that disadvantaged pupils benefit from excellent teaching, effective support and rich wider opportunities. Through continued refinement of curriculum provision, targeted intervention and strong pastoral care, the school aims to ensure that disadvantaged pupils achieve highly, participate fully in school life and are exceptionally well prepared for the next stage of their education.

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
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

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

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.