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	John Fletcher of Madeley Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026 2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Stacey Cross
Pupil premium lead	Sarah Wust
Governor / Trustee lead	Jackie Bletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,900
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	£125,900

Part A: Pupil premium strategy plan

Statement of intent

John Fletcher of Madeley Primary School is committed to providing every pupil with the best possible education. Our ambition is that every child, without exception, flourishes academically, socially and spiritually.

Our Pupil Premium strategy is rooted in our knowledge of our children, families and community. We recognise that disadvantage does not affect every child in the same way and that eligibility for Pupil Premium does not, in itself, mean that a child will underachieve.

Our school context is complex. 33% of pupils are eligible for Pupil Premium and 30% have SEND, with some pupils experiencing both disadvantage and additional needs. Children often enter Reception with low starting points, particularly in communication and language, early literacy and mathematics, and pupil mobility is high.

Our strategy therefore focuses on identifying the specific barriers faced by individual pupils and cohorts and using evidence-informed approaches to address them.

High expectations
We have high expectations for every child and do not allow disadvantage or additional need to limit our ambition for pupils.

Our priority is to identify barriers early and remove them, while ensuring pupils continue to access an ambitious curriculum. This is particularly important for pupils experiencing both disadvantage and SEND, which is a key priority within our current SEF and SDP.

Strong foundations matter. We place particular emphasis on communication and language, early reading, phonics, writing and mathematical fluency so that children have the knowledge and skills they need to access the wider curriculum successfully.

Inclusive provision
Our approach is inclusive and needs-led. Not every Pupil Premium pupil is at risk of underachievement and some pupils who are not eligible for Pupil Premium experience significant barriers to learning.

We therefore use assessment, professional knowledge and our understanding of pupils and families to identify need rather than making assumptions based on labels.

This is particularly important at John Fletcher because of the overlap between SEND, disadvantage and wider vulnerability. Our approach is to maintain high expectations while making appropriate adaptations and providing additional support where this is needed.

High-quality teaching
High-quality teaching is at the heart of our Pupil Premium strategy. Our first response to disadvantage is to ensure pupils experience consistently strong teaching in the classroom.

Professional development focuses on developing teachers' and teaching assistants' expertise, including adaptive teaching, explicit instruction, effective scaffolding, formative assessment, vocabulary and oracy. Additional adults and interventions are used to supplement high-quality classroom teaching, not replace it.

Reading remains a priority because secure reading enables pupils to access learning across the curriculum. We continue to invest in high-quality phonics teaching and early intervention for pupils who are at risk of falling behind.

Alongside this, we are strengthening mathematical fluency and foundational knowledge. This builds on our improvement in the Multiplication Tables Check, where the 2026 whole-school average was 21.4 and the disadvantaged pupil average was 21.3.

Vocabulary, communication and purposeful talk are developed across the curriculum so that pupils are increasingly able to explain their thinking, make connections and articulate what they know and understand.

Identifying need and measuring impact
We regularly assess the attainment, progress and wider needs of disadvantaged pupils. We consider assessment information alongside attendance, SEND, pastoral information, pupil voice and our knowledge of individual children and families.

Provision is not put in place simply because a pupil is eligible for Pupil Premium. Support is matched to identified need and reviewed to establish whether it is making a difference.

Greater use of Insight supports leaders and teachers in identifying gaps, monitoring provision and evaluating its impact. Our current school improvement work places increased emphasis on demonstrating a clear link between need, provision and impact.

Barriers to learning
Our analysis of current school information has identified the following key challenges:

lower starting points and gaps in foundational knowledge, particularly communication and language, phonics, reading and early mathematics;
the interaction between disadvantage and SEND, which creates additional barriers to curriculum access and achievement for some pupils;
wider socioeconomic and family circumstances which can affect wellbeing, engagement and readiness to learn;
high pupil mobility, which can result in gaps or differences in pupils' previous curriculum experiences;
attendance, persistent absence or punctuality for a small number of disadvantaged and vulnerable pupils;
barriers to accessing enrichment, wider experiences and opportunities to develop interests, confidence and cultural capital.

These challenges reflect our current school context. The SEF identifies high levels of socioeconomic deprivation, low starting points, 30% SEND, 33% Pupil Premium and high mobility, while the SDP prioritises improving outcomes for pupils with SEND and disadvantage.

Attendance has improved and is not considered a barrier for disadvantaged pupils as a whole. We will, however, continue targeted work where individual pupils experience difficulties with attendance or punctuality. Our SDP maintains a 94% attendance target for Pupil Premium pupils and the school overall.

Provision
Provision is matched to identified need and reviewed regularly. It may include:

- high-quality adaptive classroom teaching;
- systematic phonics teaching and targeted phonics support;
- speech, language, communication and vocabulary support;
- targeted small-group or individual teaching in reading, writing and mathematics;
- additional practice to strengthen mathematical fluency and foundational knowledge;
- appropriately scaffolded support for pupils with SEND;

- pastoral, SEMH and self-regulation support;
- targeted attendance and family support;
- support to ensure disadvantaged pupils can participate fully in educational visits, clubs, music, sport, leadership and other enrichment opportunities.

Intervention is intended to help pupils keep up rather than create long-term dependency on catch-up provision, and pupils should remain part of high-quality classroom teaching wherever possible.

Wider opportunities
Academic achievement remains central to our strategy, but flourishing at John Fletcher means more than academic outcomes alone.

We want disadvantaged pupils to benefit fully from the broader opportunities available at school. Our SDP therefore places increased emphasis on character development, pupil leadership, enrichment and cultural capital, including opportunities through music, art, debating, locality studies and clubs.

We will monitor participation so that financial or social disadvantage does not unnecessarily restrict pupils' opportunities or experiences.

Our overall aim
The success of our strategy will ultimately be judged by the difference it makes to children. We expect disadvantaged pupils to make strong progress from their starting points, develop secure foundational knowledge, attend regularly, participate fully in school life and leave John Fletcher well prepared for their next stage of education.

Our approach will continue to be reviewed so that resources are directed towards the areas where they are most needed and where they can make the greatest difference.

Challenges

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

Challenge number	Detail of challenge
1	Lower starting points and gaps in foundational knowledge, particularly communication and language, phonics, reading and early mathematics.
2	The intersection of disadvantage and SEND/additional vulnerability creates significant barriers to curriculum access and attainment for some pupils.
3	Attendance, persistent absence and punctuality continue to affect the learning and readiness of some disadvantaged pupils.
4	Socioeconomic and family pressures can affect wellbeing, engagement, attendance and readiness to learn.
5	High pupil mobility can create discontinuity in learning and variation in pupils' prior curriculum experiences and needs.
6	Some disadvantaged pupils experience barriers to enrichment, wider experiences, aspiration and cultural capital.

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. Disadvantaged pupils secure strong foundations in communication, reading, writing and mathematics and make strong progress from their individual starting points.	• The attainment gap between disadvantaged and non-disadvantaged pupils narrows over the three-year period, particularly in EYFS, phonics and the core subjects. • Disadvantaged pupils who are below age-related expectations receive timely support and demonstrate sustained progress from their starting points. • The proportion of disadvantaged pupils achieving GLD and the Year 1 phonics standard increases from the 2025/26 baseline. • Assessment demonstrates that gaps in foundational knowledge are identified early and addressed through a “keep up, not catch up” approach.
2. Disadvantaged pupils with SEND successfully access an ambitious curriculum and achieve well from their starting points.	• The attainment/progress gap for pupils with both PP and SEND reduces over the strategy period. • Learning plans, provision mapping and assessment demonstrate a clear relationship between identified need, provision and impact. • Monitoring demonstrates that adaptive teaching and appropriate scaffolding are consistently evident without lowering curriculum expectations. • PP/SEND pupils make sustained progress towards individual learning outcomes and demonstrate increasing independence and successful participation in classroom learning.
3. Attendance and engagement of disadvantaged pupils improve so that absence is not a significant barrier to achievement.	• PP attendance improves from the 2025/26 baseline and moves towards the school's 94%+ target. • The proportion of PP pupils who are persistently absent reduces over the strategy period. • The attendance gap between PP and non-PP pupils narrows. • Individual pupils identified as at risk of persistent or severe absence demonstrate improvement following targeted intervention. • Punctuality improves among identified pupils.
4. Wider socioeconomic and family barriers are identified early and effectively reduced so that disadvantaged pupils are ready and able to learn.	• Vulnerable families receive timely, needs-led pastoral, attendance, Family Help and/or multi-agency support. • Evidence from attendance, behaviour, safeguarding and pastoral monitoring demonstrates improved engagement and readiness to learn for identified pupils.

	• Pupils experiencing SEMH or wider vulnerabilities are able to access learning successfully with appropriate support. • Individual case studies demonstrate the impact of coordinated support on attendance, engagement, wellbeing and educational participation.
5. Highly mobile disadvantaged pupils receive rapid assessment and effective support, minimising disruption to learning.	• New disadvantaged pupils' academic, SEND, pastoral and wider needs are identified promptly following admission. • Appropriate classroom adaptations and targeted support are implemented in response to identified need. • Assessment information demonstrates that pupils joining with gaps in foundational knowledge make progress from their individual starting points. • Monitoring demonstrates successful inclusion, engagement and curriculum access for pupils joining the school at different points.
6. Disadvantaged pupils have equitable access to enrichment, leadership and wider experiences that develop aspiration, confidence and cultural capital.	• Financial disadvantage does not prevent pupils from accessing the school's planned educational visits and wider opportunities. • PP pupils participate in the school's enrichment and leadership opportunities, with the school monitoring participation and responding to identified barriers. • Pupil voice demonstrates that disadvantaged pupils feel included, valued and able to participate fully in school life. • PP pupils develop their interests and talents through opportunities including music, sport, clubs, debating, educational visits and pupil leadership.

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed consistently high-quality adaptive teaching across the school, with particular emphasis on disadvantaged pupils and those with SEND. CPD, coaching and monitoring will focus on	EEF Guide to Inclusive Teaching (2026) emphasises universal high-quality inclusive teaching as the foundation for supporting pupils with additional needs. EEF SEND guidance states that pupils with SEND have the	1,2, 5

explicit instruction, scaffolding, modelling, cognitive load, checking for understanding and maintaining ambitious expectations.	greatest need for excellent teaching and recommends ensuring all pupils can access the best possible teaching.	
Continue rigorous implementation of Read Write Inc., including staff coaching, assessment and high-quality classroom phonics teaching, so that disadvantaged pupils at risk of falling behind are identified rapidly and receive additional practice.	2025/26 results demonstrate the continuing need to prioritise early reading: mainstream Year 1 phonics was 81% overall but 55% for disadvantaged pupils. The SDP therefore identifies improving Year 1 phonics through precise intervention and expert classroom practice as a priority. EEF Teaching and Learning Toolkit: Phonics identifies phonics as having an average impact of +5 months, based on extensive evidence. EEF identifies both whole-class systematic phonics and targeted intensive phonics intervention as effective approaches to developing early literacy.	1,2,5
Strengthen foundational mathematics through Mastering Number and evidence-informed teaching of fluency, number sense, reasoning and multiplication facts, particularly in EYFS and KS1 and for pupils who have not secured these foundations.	The school's improvement plan identifies strengthening mathematical fluency through continued implementation of Mastering Number. There is evidence of improvement: the 2026 MTC average was 21.4 overall and 21.3 for disadvantaged pupils, demonstrating the value of sustaining this focus. Strong foundations in the first years of school - GOV.UK EEF guidance identifies mathematics as one of the areas in which pupils need strong foundations. The EEF guidance collection includes specific evidence-based recommendations for Improving Mathematics in the Early Years and KS1 and Improving Mathematics in KS2 and KS3. Maths_guidance_KS_1_and_2.pdf	1,2,5
Embed vocabulary, oracy purposeful classroom talk across the curriculum, enabling pupils to explain, retrieve and apply their learning and use subject-specific vocabulary confidently.	Strong foundations in the first years of school - GOV.UK Talk for Writing is an engaging teaching framework developed by Pie Corbett, supported by Julia	1, 3, 6

	Strong and the Talk for Writing team. It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. An overview of the approach can be seen here. EEF Oral Language Interventions reports a high average impact of +6 months, based on extensive evidence. Effective approaches include explicitly extending spoken vocabulary, structured questioning, purposeful curriculum-focused dialogue, modelling and scaffolding pupils' spoken language.	
Develop pupils' metacognition and self-regulation, enabling them to plan, monitor and evaluate their learning and become increasingly independent.	EEF Metacognition and Self-Regulation currently reports an average impact of +8 months and describes the evidence base as extensive. The 2025 Toolkit update incorporated 107 additional studies into this strand.	1,2,5
Strengthen the consistent use of formative assessment and responsive feedback, including retrieval of prior learning and systematic checks for understanding, so gaps and misconceptions are identified quickly.	EEF Teaching and Learning Toolkit rates feedback as high impact, averaging +6 months' additional progress, based on extensive evidence.	1,2,5
Ensure curriculum entitlement and high expectations for disadvantaged pupils and pupils with SEND, using appropriate adaptations and effective deployment of teaching assistants while avoiding unnecessary withdrawal from high-quality classroom teaching.	EEF Deployment of Teaching Assistants Guidance (2025) recommends that TAs supplement rather than replace the teacher and that all pupils retain access to high-quality teacher instruction. Its scaffolding framework is designed to increase pupil independence progressively.	1,2,5

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Provide precise, short-term phonics intervention for disadvantaged pupils who are at risk of falling behind, including pupils beyond Year 1 who have not secured the required foundations. Progress will be assessed regularly so intervention can be adapted or discontinued when no longer required.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 2,5
Provide targeted speech, language and communication support, including Talk Boost and additional language/vocabulary work where assessment identifies need.	EEF Oral Language Interventions reports an average +6 months' progress with extensive evidence. Approaches include explicitly extending vocabulary, structured questioning, dialogue, verbal interaction and targeted small-group work.	1, 2,5
Use assessment and provision mapping to identify specific learning gaps and provide structured small-group or individual support in reading, writing and mathematics, ensuring intervention reinforces classroom teaching.	EEF Small Group Tuition reports an average impact of +4 months. EEF states that it is most effective when targeted at pupils' specific needs, informed by diagnostic assessment, and identifies disadvantaged pupils as an appropriate target group within a PP strategy.	1,2,5
Target mathematical fluency support for pupils who have not secured foundational number knowledge, using Mastering Number and focused multiplication practice as appropriate to assessed need.	EEF recommends that interventions should complement rather than replace high-quality teaching, be closely matched to current barriers to learning and have pupil progress, rather than simply participation in an intervention, as the measure of success.	1,2
Rapidly assess disadvantaged pupils joining the school mid-year, establishing their starting points in reading, phonics, mathematics and wider learning, alongside SEND and pastoral needs, so appropriate support can be identified.	The EEF Guide to the Pupil Premium (2026) recommends beginning with a thorough diagnosis of disadvantaged pupils' needs, using attainment, attendance, engagement, behaviour, wellbeing and family information rather than making assumptions from the disadvantaged label.	1,2,5

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

Budgeted cost: £ 25900

Activity	Evidence that supports this approach	Challenge number(s) addressed

Maintain a rigorous attendance strategy, including regular analysis of disadvantaged attendance and persistent absence, EWO involvement, early contact with families, home visits and targeted attendance support.	EEF Supporting School Attendance stresses that improving attendance is multifaceted and requires different approaches in different contexts, structured around six evidence-informed themes. EEF also notes that absence disproportionately affects pupils eligible for FSM and pupils with SEND and is strongly associated with lower attainment.	3,4
Continue targeted pastoral and Family Help support through the pastoral team, Learning Mentor and multi-agency working for disadvantaged pupils whose family circumstances, SEMH or wider vulnerabilities create barriers to learning.	EEF Parental Engagement reports an average impact of +4 months, based on extensive evidence. EEF highlights approaches involving positive personalised communication with families and notes that schools also work in partnership with parents around attendance, behaviour and wellbeing.	3,4,5
Provide targeted support for emotional regulation, wellbeing and readiness to learn, including appropriate environmental and sensory adaptations and pastoral intervention where identified through assessment.	The EEF Guide to Inclusive Teaching (2026) emphasises combining strong universal teaching approaches with adaptations and additional support for pupils with additional needs. EEF's TA guidance similarly recommends scaffolding that progressively develops pupils' independent learning.	2,3,4
Continue Breakfast Club support for identified disadvantaged families where financial circumstances, punctuality or readiness to learn would otherwise create a barrier.	The EEF attendance evidence indicates that there is no single well-established solution to attendance difficulties and recommends diagnosing individual pupil and family needs and employing context-specific approaches. I would therefore justify Breakfast Club as a school-context response to an identified barrier, rather than claiming EEF evidence that breakfast clubs themselves improve attainment.	3,4
Subsidise educational visits and provide equitable access to enrichment opportunities, ensuring financial disadvantage does not prevent participation in the school's wider curriculum.	Our diagnostic evidence identifies this as a barrier for our disadvantaged cohort; therefore we are selecting a proportionate strategy to remove that barrier.	4,6
Increase disadvantaged pupils' participation in enrichment and leadership opportunities, including music, sport, clubs, debating, School Council, Eco Committee and other pupil leadership opportunities.	Our diagnostic evidence identifies this as a barrier for our disadvantaged cohort; therefore we are selecting a proportionate strategy to remove that barrier.	6
Provide individualised transition and induction support for disadvantaged	EEF's 2026 PP guidance recommends developing a rich	4,5

pupils joining during the academic year, particularly where mobility is associated with safeguarding, SEND or difficult family circumstances.	understanding of individual and family needs and using attainment, engagement, wellbeing, safeguarding and other information to identify the particular barriers faced by disadvantaged pupils. This supports rapid assessment and a needs-led response when pupils join the school.	

Total budgeted cost: £125,900

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 2025 to 2026 academic year.

Outcomes for disadvantaged pupils, 2025/26
During 2025/26, the school's Pupil Premium strategy continued to prioritise high-quality teaching, early reading, mathematical fluency, targeted intervention, inclusion, attendance and the removal of wider barriers to learning. Outcomes demonstrate significant strengths, particularly at the end of Key Stage 2, alongside clearly identified areas for continued improvement in Early Years, phonics and for pupils experiencing the combined impact of disadvantage and SEND.

Achievement
Outcomes for disadvantaged pupils at the end of Key Stage 2 were strong. Of the 11 disadvantaged pupils in Year 6, 73% achieved the expected standard in reading, writing and mathematics combined, compared with 79% for the cohort overall. Disadvantaged pupils achieved 82% in reading, 73% in writing, 82% in mathematics and 82% in grammar, punctuation and spelling.

At greater depth, 45% of disadvantaged pupils achieved this standard in reading, 9% in writing, 18% in mathematics and 36% in grammar, punctuation and spelling.

Early Years and phonics
Early Years outcomes were a significant strength overall, with 89% of pupils achieving a Good Level of Development. Outcomes for disadvantaged children were 75%; however, 2 of the 4 disadvantaged children were also identified as having SEND.

In Year 1, 81% of mainstream pupils achieved the expected phonics standard, compared with 55% of disadvantaged mainstream pupils, 8 of whom also identify as having SEND.

Given the small cohort sizes, these figures require cautious interpretation, but they support the continued prioritisation of expert phonics teaching, early identification, responsive assessment and precise additional practice.

Mathematics
There was particularly positive evidence of improvement in multiplication fluency. The average Year 4 Multiplication Tables Check score increased from 17.3 in 2025 to 21.4 in 2026.

Disadvantaged pupils achieved an average score of 21.3 in 2026, closely matching the whole-cohort average. Pupils with SEND achieved an average of 18.9. This represents substantial improvement from the previous disadvantaged average of 16 and provides positive evidence of the impact of the school's focus on mathematical fluency and multiplication knowledge.

SEND and inclusion

The overlap between SEND and disadvantage remains a significant consideration when evaluating outcomes and planning provision. The school's September 2026 profile records 60 pupils with SEND, representing 30% of the school, alongside 67 pupils attracting Pupil Premium.

Leaders have therefore prioritised high-quality inclusive teaching, appropriate adaptations and careful evaluation of provision, particularly for pupils experiencing the combined impact of SEND and disadvantage.

External monitoring during 2025/26 identified appropriate adaptations supporting pupils to access learning, calm and productive classrooms and positive learning behaviours. Pupils were increasingly accessing learning within their age-appropriate classes. Further development was identified around consistently securing challenge, modelling, retrieval and a strong "keep up, not catch up" approach.

Attendance and wider barriers

Targeted attendance work secured improvement at points during the year and persistent absence reduced; however, the year-end attendance figure of 93.8% demonstrates that these improvements were not yet securely sustained during the final half term, of which the excessively hot weather had a major impact on our attendance improvement.

The school's approach included careful use of attendance information, targeted work with individual pupils and families, EWO involvement, Breakfast Club, Mission Attendance weeks and bespoke support for pupils experiencing persistent or severe absence.

Despite this improvement, contextual barriers remain, including socio-economic disadvantage, complex family circumstances, SEND-related barriers and lateness. Attendance and persistent absence will therefore remain priorities within the next strategy period.

Behaviour, wellbeing and readiness to learn

The school's pastoral and behaviour provision continued to support disadvantaged and vulnerable pupils effectively. External review identified positive and respectful relationships, calm and focused classrooms, minimal low-level disruption and strong pastoral support. Suspensions had reduced significantly over a two-year period.

The report also recorded 148 pupils, or 68%, as vulnerable learners, encompassing pupils receiving Pupil Premium, pupils with SEND, children receiving Early Help and young carers. This illustrates the complexity and extent of need within the school community and reinforces the importance of an inclusive, joined-up approach.

Overall impact and next steps

The 2025/26 strategy had a positive impact across a number of important areas. Disadvantaged pupils achieved strongly at the end of Key Stage 2; Year 4 disadvantaged pupils performed strongly across the core subjects; multiplication fluency improved substantially; and pupils benefited from increasingly inclusive classroom practice and established pastoral support.

Evaluation also identifies clear priorities for the next three-year strategy. Attendance remains a key priority for the new strategy, with a particular focus on sustaining improvement across the whole academic year, preventing pupils in the 90–95% attendance band from becoming persistently absent, and providing timely support and challenge where patterns of absence emerge.

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
Read Write Inc	Ruth Miskin
Talk Boost	Speech and Language UK
Times Table Rockstars	Maths Circle Limited
White Rose Maths	Trinity MAT
Testbase	AQA
Widgit Online	Widgit Software Ltd.
Talk 4 Writing	Talk 4 Writing
Century Learning	Century Actionable Intelligence
Mastering Maths	NCETM

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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