

Pupil premium strategy statement – St Helen’s Catholic Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium funding for the academic year 2025-2026 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	16.7
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Liz Keeble
Pupil premium lead	Helima Curtis
Governor / Trustee lead	Elsa Corr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£109,080

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

At St Helen's Catholic Primary School, our Pupil Premium Strategy is rooted in the belief that every child possesses inherent dignity and unlimited potential. We recognise that disadvantage can create barriers to achievement, wellbeing, attendance and participation. Our mission is therefore to remove these barriers through a highly inclusive, nurturing and ambitious approach that enables every pupil to flourish academically, socially, emotionally, physically and spiritually

Our strategy is underpinned by the principles of the Learning About Me Policy, which places the child at the centre of all decision-making. Drawing upon Catholic Social Teaching, Maslow's Hierarchy of Need and a relational approach to inclusion, we recognise that pupils can only achieve their full academic potential when they feel safe, valued, understood and equipped with the tools to regulate their emotions, develop healthy relationships and participate fully in school life.

We are committed to ensuring that disadvantage does not determine destiny and that all pupils develop the resilience, empathy, courage, service, enjoyment, patience and trustworthiness needed to become successful learners and active citizens.

Leadership, Standards, Tracking and Assessment

Intent

Disadvantaged pupils require highly responsive systems that identify barriers to learning quickly and ensure support is implemented without delay.

Through rigorous assessment systems, half-termly Pupil Achievement Plans, dedicated Pupil Progress Conferences and targeted interventions, we identify pupils at risk of underachievement and provide bespoke support to accelerate progress. Intervention programmes are regularly reviewed and adapted to ensure that resources are directed where they have the greatest impact. Phase Leaders are instrumental in leading professional dialogue about pupil progress and ensure that interventions are effective in closing the attainment gap. Programmes such as Toe by Toe support learners to improve technical skills which support coherent writing.

Particular attention is given to pupils who are disadvantaged, have SEND, experience attendance challenges or face social and emotional barriers to learning. Teachers,

support staff and leaders work collaboratively to remove these barriers and secure strong outcomes.

Intended Impact

- Disadvantaged pupils make accelerated progress from their starting points.
 - Learning gaps are identified and addressed rapidly.
 - Staff have a clear understanding of individual barriers to learning.
 - Intervention strategies are precisely targeted and evaluated.
 - More pupils achieve Age Related Expectations and are equipped to access the next stage of education successfully.
 - Pupils develop confidence, independence and resilience as learners.
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High Quality Teaching and Curriculum

Intent

High-quality teaching remains the most effective strategy for narrowing educational disadvantage. We therefore prioritise investment in staff expertise, curriculum development and inclusive classroom practice.

Our curriculum is ambitious, broad and knowledge-rich, ensuring that all pupils, regardless of background, can access meaningful learning experiences that deepen understanding, promote critical thinking and strengthen literacy. The curriculum is designed to develop cultural capital, language acquisition, digital competence and subject knowledge while creating opportunities for pupils to apply their learning across a range of contexts. An example of this is our digital project, Our Global Classroom, which linked to Geography and enabled children from reception to Year 6 to use digital tools to explore their cultural heritage. This promoted engagement and enjoyment of the curriculum in new and inspiring ways.

Learning experiences are carefully planned to promote curiosity, enjoyment and engagement, while maintaining consistently high expectations for all learners.

Intended Impact

- Improved attainment in reading, writing and mathematics.
- Increased levels of engagement and participation.
- Stronger acquisition of vocabulary and subject-specific language.
- Improved digital literacy and access to modern technologies.
- Greater confidence in communicating ideas and applying learning.

- Enhanced cultural capital and readiness for future learning.

Language Development and Early Intervention

Intent

Language acquisition is the foundation upon which successful learning is built.

Many disadvantaged pupils enter school with lower levels of communication and language development. Around 40% of children across the school have English as an Additional Language. Early identification, focused intervention and language-rich environments are therefore central to our strategy. Through speech and language provision, structured intervention, enhanced continuous provision and carefully planned opportunities for discussion and vocabulary development, we seek to close language gaps as early as possible. Specialist staff work alongside pupils in the Early Years purely on language acquisition and conversation to ensure that pupils can achieve the best possible outcomes. For example, only 1.67% of children in reception on entry were able to achieve the speech and language element of the baseline assessment. 71% of pupils in the same cohort achieved the Early Learning Goal of Communication and Language.

Intended Impact

- Improved communication and language skills.
- Increased vocabulary acquisition.
- Stronger reading and phonics outcomes.
- Greater readiness for Key Stage 1 and beyond.
- Enhanced confidence in expressing ideas, feelings and opinions.
- Improved access to the wider curriculum.

Inclusion and SEND

Intent

We recognise that disadvantaged pupils are disproportionately represented within groups requiring additional educational support.

Our approach to inclusion is built on the belief that every pupil has the right to participate fully in school life. Through strong partnerships with families, targeted interventions, specialist support, personalised provision and effective collaboration with external agencies, we seek to remove barriers that prevent pupils from achieving their full potential.

Particular emphasis is placed on communication, emotional wellbeing, language development and the development of independence.

Staffing plays a huge role in delivering our SEND offer. We have a team of 8 Inclusion assistants, who deliver a range of programmes to support learning from the children's starting points.

Intended Impact

- Improved progress for disadvantaged pupils with SEND.
 - Stronger parental engagement and confidence in provision.
 - Increased pupil confidence and independence.
 - Improved emotional wellbeing and readiness to learn.
 - Greater inclusion within all aspects of school life.
 - Improved long-term educational and personal outcomes.
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Safeguarding, Attendance and Wellbeing

Intent

We recognise that pupils cannot learn effectively unless they feel safe, emotionally secure and ready to engage.

The Learning About Me Policy places wellbeing, emotional regulation and healthy relationships at the centre of school life. Our safeguarding approach therefore extends beyond statutory compliance and seeks to ensure that every pupil develops the emotional resilience, self-awareness and personal safety skills required to thrive

Through the Thrive Approach (we have two Thrive apprentices and one Thrive practitioner funded by school), Zones of Regulation, Therapeutic Thinking (three staff trained), therapeutic interventions, counselling services, mentoring programmes and strong family partnerships, we support pupils in understanding and managing their emotions, building positive relationships and overcoming barriers to learning. This includes Personal Development through Martial arts, cranio-sacral therapy, talk therapy and play therapy.

Attendance is monitored rigorously, recognising its direct impact on educational outcomes. Early intervention and supportive family engagement ensure that pupils access the full benefit of their education. The school subscribes to the Local Authority attendance package which provides high level support where attendance is identified as a barrier to progress.

Intended Impact

- Improved attendance and reduced persistent absence.
 - Enhanced emotional regulation and resilience.
 - Improved mental health and wellbeing.
 - Increased confidence and self-esteem.
 - Stronger relationships between pupils, families and school.
 - Improved readiness for learning and engagement in school life.
 - Better outcomes for vulnerable and disadvantaged pupils.
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Personal Development, Relationships and Character Education

Intent

Personal development is central to educational success.

Through the Learning About Me curriculum, pupils develop a strong understanding of themselves, their rights and responsibilities, healthy relationships, diversity, personal safety and citizenship. The school's values of Resilience, Empathy, Service, Patience, Enjoyment, Courage and Trustworthiness are woven through all aspects of school life and provide a framework for developing character and moral responsibility

Our intention is that disadvantaged pupils leave St Helen's equipped not only with academic knowledge but also with the confidence, self-respect and emotional intelligence required to navigate an increasingly complex world successfully.

Intended Impact

- Improved self-confidence and self-esteem.
 - Stronger emotional literacy and self-awareness.
 - Increased ability to form and sustain healthy relationships.
 - Greater understanding of personal safety, consent and boundaries.
 - Improved understanding of diversity, equality and social responsibility.
 - Development of positive attitudes towards learning and life beyond school.
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Enrichment, Physical Development and Wellbeing

Intent

Disadvantaged pupils should have access to the same rich experiences and opportunities as their peers.

We therefore provide a broad range of enrichment opportunities, physical activities, sporting events, leadership experiences and extracurricular provision designed to enhance wellbeing, aspiration and personal development. We explicitly teach the connection between physical activity, emotional wellbeing and academic success. This year, in addition to the content of the National Curriculum for PE, we have offered for every year group from Year 1 through to Year 6 fencing, boxing, gymnastics, cardio fitness, tennis and dance. All year groups also have the opportunity to swim onsite each Spring term. Including the Daily Mile and a number of extra curricular clubs, children experience 19 different physical activities across the course of the year. This impacts primarily on emotional and physical wellbeing. We are also making progress in local sports competitions, moving from third to second division in the last year and this year winning third place overall, as well as dominating the relay events. This has a huge impact on self-esteem, confidence and resilience. A residential trip is funded for disadvantaged pupils in Year 6 which affords them an opportunity for self-development they may not otherwise be able to access.

Intended Impact

- Increased participation in enrichment opportunities.
 - Improved physical fitness and wellbeing.
 - Greater confidence and social development.
 - Increased involvement in clubs, competitions and community activities.
 - Stronger engagement with school and learning.
 - Enhanced aspirations for future success.
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Staff Development and Leadership Capacity

Intent

The success of disadvantaged pupils depends upon the expertise, confidence and commitment of the adults who work with them.

We are committed to developing a highly skilled workforce that understands the barriers faced by disadvantaged pupils and possesses the expertise required to remove them. Through ongoing professional development, Thrive training, leadership development, safeguarding training and specialist inclusion training, we continually strengthen the quality of provision available to our pupils

Intended Impact

- Improved quality of teaching and learning.
- Greater staff expertise in supporting disadvantaged pupils.

- Increased confidence in managing emotional and behavioural needs.
- Stronger and more sustainable leadership capacity.
- Greater consistency in classroom practice across the school.
- Improved pupil outcomes through highly effective professional practice.

Overall Intended Impact

Through this strategy, disadvantaged pupils will experience a consistent, ambitious and highly personalised educational journey. By combining excellent teaching, rigorous monitoring, inclusive practice, strong safeguarding, emotional wellbeing support, character education and rich curriculum opportunities, we aim to ensure that all pupils:

- Attend regularly and engage positively in learning.
- Feel safe, valued and respected.
- Develop resilience, confidence and independence.
- Achieve strong academic outcomes.
- Build positive relationships.
- Access a rich and ambitious curriculum.
- Participate fully in school and community life.
- Leave St Helen's as successful learners, responsible citizens and confident young people who are ready for the next stage of their education and life beyond school.

Challenges

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

Challenge number	Detail of challenge
1	41% of PP pupils are not meeting ARE in reading; 44% in writing and 37% in maths
2	51% of PP pupils are not meeting ARE in RWM
3	29% of PP pupils are SEND
4	54% of our PP pupils have attendance percentages below 95%
5	34% of our PP pupils are EAL
6	30% of our PP pupils are vulnerable or temporarily vulnerable

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
Pupils eligible for PP develop the confidence, skills and knowledge they need to achieve their full potential. Differences in attainment between disadvantaged and non-disadvantaged pupils are reduced, particularly in reading, writing and mathematics.	• PP pupils make strong progress from their individual starting points across the curriculum. • The gap between PP and non-PP outcomes narrows in reading, writing and mathematics. • Pupils demonstrate increased confidence, independence and resilience as learners. • Targeted support ensures pupils can access high-quality learning opportunities alongside their peers.
Pupils eligible for PP experiencing social, emotional or mental health challenges are supported to understand themselves, build positive relationships and develop strategies to help them thrive.	• Pupils are able to recognise emotions and use appropriate strategies to manage challenges. • Pupils demonstrate increased resilience, confidence and readiness to engage in learning. • Trusted relationships with adults enable pupils to feel safe, supported and valued. • Improved emotional wellbeing contributes to stronger engagement, behaviour for learning and academic progress.
Pupils eligible for PP who also have SEND or communication needs receive timely, effective support that enables them to participate fully in school life and make meaningful progress.	• Pupils' individual barriers are identified early and appropriate provision is implemented. • Targeted support improves communication, independence and access to learning. • Pupils with SEND who are eligible for PP make good progress from their starting points. • Families, staff and external professionals work together to provide consistent support.
Pupils eligible for PP are present, engaged and able to benefit fully from school life.	• Attendance for pupils eligible for PP improves and moves closer to that of their peers. • Persistent absence among PP pupils reduces. • Families experiencing barriers to attendance feel supported through positive relationships and early help.

	Pupils develop a stronger sense of belonging and connection to the St Helen's community.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £39,333

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of 90 Chromebooks to enhance access to learning To increase equity of access to high-quality learning opportunities, the school will purchase 90 Chromebooks for pupil use. This will ensure that disadvantaged pupils have regular access to digital learning resources, both within the classroom and for home learning where appropriate. The increased availability of devices will support independent learning, improve engagement with online platforms, enable timely access to intervention materials, and reduce barriers caused by limited access to technology. The initiative will help pupils develop essential digital literacy skills while allowing teachers to make greater use of adaptive learning software and assessment tools to personalise learning.	Increased participation and engagement of disadvantaged pupils in learning. Improved access to high-quality educational resources both in school and at home. Enhanced digital literacy and independent learning skills among pupils. Greater consistency in the use of technology to support teaching and assessment. Improved staff confidence in delivering technology-enhanced learning. Reduced attainment gaps through improved access to personalised learning opportunities.	
Upgrade to digital infrastructure to support a technology-enhanced approach	Increased participation and engagement of disadvantaged pupils in learning.	

The school will invest in upgrading its digital infrastructure, including wireless network capacity, internet connectivity, charging facilities, and device management systems. These improvements will ensure reliable and consistent access to online learning resources across the school site and support the effective integration of technology into teaching and learning. Enhanced infrastructure will enable staff and pupils to make full use of digital tools, improve efficiency in classroom practice, and create sustainable foundations for future developments in educational technology.	Improved access to high-quality educational resources both in school and at home. Enhanced digital literacy and independent learning skills among pupils. Greater consistency in the use of technology to support teaching and assessment. Improved staff confidence in delivering technology-enhanced learning. Reduced attainment gaps through improved access to personalised learning opportunities.	
Individualised staff training and ongoing professional development Throughout the academic year, teachers and support staff will receive bespoke one-to-one coaching and training focused on effective digital pedagogy and the use of technology to improve pupil outcomes. Professional development will include support in using educational software, developing interactive teaching approaches, utilising assessment data effectively, and embedding technology in everyday classroom practice. Regular coaching and follow-up sessions will ensure that staff confidence and competence continue to grow, leading to consistently high-quality implementation and maximising the impact of digital investment on disadvantaged pupils' attainment and engagement.	Increased participation and engagement of disadvantaged pupils in learning. Improved access to high-quality educational resources both in school and at home. Enhanced digital literacy and independent learning skills among pupils. Greater consistency in the use of technology to support teaching and assessment. Improved staff confidence in delivering technology-enhanced learning. Reduced attainment gaps through improved access to personalised learning opportunities.	

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

Budgeted cost: £ 25,099

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards salaries of Inclusion Assistants, HLTAs and LSAs PP funding will contribute towards the salaries of Inclusion Assistants, HLTAs and LSAs who provide targeted academic and pastoral support for disadvantaged pupils. These staff deliver small-group and one-to-one interventions, support pupils' engagement with learning, and help remove barriers to achievement. Their deployment also enables class teachers to spend more time providing direct support to pupils with the greatest needs, strengthening the impact of Quality First Teaching and helping to accelerate progress.	• Improved attainment and progress for disadvantaged pupils. • Timely identification and support for pupils at risk of underachievement. • Consistently high-quality teaching across the school. • Effective intervention programmes that address identified barriers to learning. • Increased staff capacity to provide targeted support and personalised learning opportunities. • Narrowing of attainment gaps between disadvantaged pupils and their peers.	
TLRs for Senior Leadership Team PP funding will contribute towards TLR payments for senior leaders responsible for driving school improvement priorities and ensuring consistently high-quality teaching across the school. Leaders monitor the implementation of evidence-informed strategies, provide coaching and support for staff, and oversee half-termly pupil progress conferences. Through regular analysis of attainment and progress data, they identify pupils at risk of underachievement, evaluate the impact of interventions, and ensure	• Improved attainment and progress for disadvantaged pupils. • Timely identification and support for pupils at risk of underachievement. • Consistently high-quality teaching across the school. • Effective intervention programmes that address identified barriers to learning. • Increased staff capacity to provide targeted support and personalised learning opportunities. • Narrowing of attainment gaps between disadvantaged pupils and their peers.	

that disadvantaged pupils receive timely and effective support.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 45,223

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support package from the Local Authority Pupil Premium funding will contribute towards a Local Authority attendance support package, including monthly review meetings between the Attendance Officer and Senior Leadership Team. These meetings will identify pupils at risk of persistent absence, monitor the impact of support strategies, and ensure early intervention. Improving attendance will help disadvantaged pupils access learning consistently and maximise opportunities to make good progress.	• Improved attendance and reduced persistent absence among disadvantaged pupils. • Enhanced emotional wellbeing and readiness to learn. • Improved self-regulation and behaviour across the school. • Increased confidence, resilience and self-esteem. • Better engagement with learning and school life. • Equal access to enrichment opportunities and wider experiences. • Improved academic and personal outcomes for disadvantaged pupils.	
Implementation of the Thrive Approach Funding will support the implementation of the Thrive Approach through one qualified practitioner and two staff members completing Thrive apprenticeships. Thrive will provide targeted social and emotional support for pupils experiencing barriers to learning, helping them develop resilience, emotional regulation and positive relationships. This whole-school approach will strengthen pupil wellbeing and readiness to learn.	• Improved attendance and reduced persistent absence among disadvantaged pupils. • Enhanced emotional wellbeing and readiness to learn. • Improved self-regulation and behaviour across the school. • Increased confidence, resilience and self-esteem. • Better engagement with learning and school life. • Equal access to enrichment opportunities and wider experiences. • Improved academic and personal outcomes for disadvantaged pupils.	

Therapeutic Thinking Training Funding will support Therapeutic Thinking training for three members of staff, who will then lead the rollout of the approach across the school. This will develop staff understanding of behaviour as communication and equip them with strategies to support dysregulated pupils effectively. The approach aims to improve behaviour, reduce incidents of disruption, and promote positive learning environments.	• Improved attendance and reduced persistent absence among disadvantaged pupils. • Enhanced emotional wellbeing and readiness to learn. • Improved self-regulation and behaviour across the school. • Increased confidence, resilience and self-esteem. • Better engagement with learning and school life. • Equal access to enrichment opportunities and wider experiences. • Improved academic and personal outcomes for disadvantaged pupils.	
Martial Arts Mentorship Programme Funding will provide access to a martial arts mentorship programme for identified pupils who would benefit from additional support with confidence, self-esteem, resilience and self-discipline. The programme will promote positive relationships, encourage engagement with school, and support pupils in developing strategies to manage their behaviour and emotions.	• Improved attendance and reduced persistent absence among disadvantaged pupils. • Enhanced emotional wellbeing and readiness to learn. • Improved self-regulation and behaviour across the school. • Increased confidence, resilience and self-esteem. • Better engagement with learning and school life. • Equal access to enrichment opportunities and wider experiences. • Improved academic and personal outcomes for disadvantaged pupils.	
Counselling and Therapeutic Services Pupil Premium funding will contribute towards counselling and therapeutic support for vulnerable pupils facing emotional, social or mental health challenges. Early access to specialist support will help pupils overcome barriers to learning, improve wellbeing, and enable them to engage more successfully with school life and learning.	• Improved attendance and reduced persistent absence among disadvantaged pupils. • Enhanced emotional wellbeing and readiness to learn. • Improved self-regulation and behaviour across the school. • Increased confidence, resilience and self-esteem. • Better engagement with learning and school life. • Equal access to enrichment opportunities and wider experiences. • Improved academic and personal outcomes for disadvantaged pupils.	

Year 6 Residential Trip Funding will support disadvantaged pupils to participate in the Year 6 residential trip, ensuring all pupils can access this valuable enrichment opportunity regardless of financial circumstances. The residential experience promotes independence, teamwork, resilience and confidence, while providing opportunities for personal development and strengthening relationships with peers and staff.	• Improved attendance and reduced persistent absence among disadvantaged pupils. • Enhanced emotional wellbeing and readiness to learn. • Improved self-regulation and behaviour across the school. • Increased confidence, resilience and self-esteem. • Better engagement with learning and school life. • Equal access to enrichment opportunities and wider experiences. • Improved academic and personal outcomes for disadvantaged pupils.	
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Total budgeted cost: £ 109,655

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Year 6 SATs results 2025 showed that, at the end of Key Stage 2, 50% of our pupil premium children were working at or above age related expectations in reading, 58% in writing, 67% in maths and 58% in GPS (Grammar, punctuation and spelling).

Our Year 2 optional SATs results 2025 showed that, at the end of Key Stage 1, 33% of our pupil premium children were working at or above age related expectations in reading, 20% in writing and 20% in maths.

67% of pupil premium pupils in Year 1 passed the Phonics screening test. 33% of the pupil premium pupils who sat the phonics screening test in Year 2 passed.

At the end of EYFS, our Early Learning Goal results 2025 showed that 20%/80% of our pupil premium children were working at or above age related expectations in word reading and comprehension respectively, 80% in writing, and 80% in number and numerical patterns.

Across the other year groups, assessment was based on daily assessment for learning during lessons, children's daily classwork recorded in their books as well as their performance in end-of-year NFER tests. Independent writing at the end of each Literacy unit in the form of a published piece displayed in our writing galleries was assessed based on National Curriculum key skills for each year group. Extended writing across subjects such as History and RE was also taken into account.

Across Years 1-6 as a whole, 58% of pupil premium children were working at age-related expectations or above in reading, 45% in writing and 62% in maths at the end of the summer term 2025. In terms of progress across the academic year 2024-25, 86% of pupil premium children made expected progress or above in reading, 79% in writing and 86% in maths.

Staff continue to liaise with outside agencies including food banks plus providers of food vouchers and white goods as well as clothing through SVP and local charities. Second hand uniforms, including PE kit, are offered to all pupils, irrespective of whether they are PP or not. Breakfast is provided for children who do not receive this at home.

Externally provided programmes

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

Programme	Provider
Toe by Toe	Toe by Toe
Thrive Approach	Supporting Education Group
Therapeutic Thinking	ESSET (Essex Special Schools Education Trust)
Big Maths	Big Maths
Jolly Phonics	Jolly Learning

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

Much of what we provide is not dependent currently on PP, as is evident from the budgeting