

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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:	Studley High School
Number of pupils in school	851
Proportion (%) of pupil premium eligible pupils	17.8%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	31st December 2023
Date on which it will be reviewed	1st December 2024
Statement authorised by	R.Eost
Pupil premium lead	Miss G Scott
Governor / Trustee lead	N Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,242.50
Recovery premium funding allocation this academic year	£37,536.00
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	£177,778.50

Part A: Pupil premium strategy plan

Statement of intent

At Studley High School we believe that all our students, regardless of their circumstances, deserve the very best opportunities. With this in mind, we pride ourselves on ensuring that our disadvantaged students follow the same broad and balanced and challenging curriculum that the rest of our student body enjoys. A bespoke package of support, tailored to individual needs, enables all our learners to overcome any potential barriers to their learning.

While high quality teaching is at the heart of our approach, we also recognise the importance of enrichment and extra-curricular activities to overcome the disadvantage gap in cultural capital and therefore we ensure our pupil premium students have access to the absolute best school experience, both inside and outside of the classroom.

Pastoral care at Studley High School is outstanding and plays a crucial role in the academic success and overall school experience of all students. With an extensive pastoral team of heads of house, pastoral managers, SENCO, teaching assistants and a dedicated staff member that oversees the provision for our LAC and most vulnerable students, we can ensure that all our students, regardless of circumstances are supported and nurtured.

Our Pupil Premium strategy aligns with the DfE's Menu of Approaches which enables us to focus our use of finances on the right students and the most effective provision.

Therefore, our strategy focuses on three key areas:

1. Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2. Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3. Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a SEL curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages

How we use our pupil premium:

- One to one, or small group teaching assistant support
- One to one, or small group revision sessions
- Study skills sessions
- Provision of relevant learning resources which may include: revision guides; art, DT supplies; printing/photocopying; study related equipment
- Cost of curriculum/field work trips
- Individual counselling from school counsellor
- Individual mentoring from Lifespace mentor
- Provision of careers advice (IAG) to any students highlighted as requiring further guidance
- Instrument lessons
- Duke of Edinburgh award scheme
- Extra-curricular trips
- Tutoring (NTP)
- Target setting and reward programmes for key groups such as the Aspire programme

We appreciate that the needs of each student and each cohort can differ greatly and therefore each year we carefully review our Pupil Premium Strategy to tailor our approach on a variety of evidence gathered from rigorous and robust quality assurance strategies including student voice, staff surveys and feedback and attainment data

Challenges

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

Challenge number	Detail of challenge
1	Attendance – Our data indicates that historically attendance has been a barrier to learning for our disadvantaged students. Currently we are monitoring our

	<p>disadvantaged students in years 8, 9 & 10 where attendance is at it's lowest. (Year 8 - PP 87.9% peers 93% Year 9 - PP 86% peers 92.1%, Year 10 85.7 peers 88.9%)</p> <p>In regards to Persistent Absence we also currently have a significant gap between the attendance of our PP students and their peers in all year groups. (Year 7 – PP 27% peers 13.9%, Year 8 – 35% peers 16% Year 9 36.4% peers 22.9%, Year 10 40% peers 26.7%, Year 11 – 23% peers 14 %)</p>
2	Behavioural issues and lack of motivation across some disadvantaged students (particularly Year 7 boys , Year 9 (girls in particular) and Year 10 is having a detrimental effect on their academic progress. Homework amongst these students is also a concern and a barrier to learning.
3	Literacy skills for PP students are lower on entry and they are not making expected progress at KS3 in line with other students. Our assessments and observations also indicate that disadvantaged students generally have lower levels of reading comprehension than their peers, which impacts their progress across the curriculum
4	Gaps in learning from lockdown due to lack of IT resources and internet access (despite the school's roll out of laptops and wifi dongles) and parental support. Our assessments, observations and discussions with families and students indicate that many of our disadvantaged students have been impacted by partial school closures to a greater extent than their peers.
5	Our observations and discussions with teachers, students and parents indicates that a lack of engagement and support from some of our disadvantaged families, combined with financial difficulties has had a negative impact on student's behaviour, motivation and self-esteem. Where parents have engaged positively with the school community, attended parent's evenings and supported the school's behaviour policy we see a clear improvement in attainment and behaviour. However, uptake for parents' evenings and communication in general is lower for many of our disadvantaged students.
6	Although still better than the National figures, our English attainment is generally lower for our disadvantaged students than their peers. Our current internal data indicates that this is currently an issue with our year 11 cohort in English, although this does fluctuate with each cohort.
7	<p>Our pastoral team has identified a rise in social and emotional issues for many of our students during the pandemic, this has unfortunately been the case for many of our disadvantaged students who have presented with symptoms linked to anxiety, depression and low self-esteem.</p> <p>Over the last 2 years we have seen a rise in teacher referrals for support in this area. Many of our disadvantaged students have been successfully referred to our bought in counsellor service Lifespace.</p>

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
<p>1.</p> <p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance for all students to be 97%, and an overall attendance figure the PP students to be 94%, reducing the attendance gap between disadvantaged students and their peers to 3% • The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged students being no more than 10% lower than their peers.
<p>2.</p> <p>Improved behaviour for disadvantaged students with a particular focus on the current year 7, 9 and 10</p>	<ul style="list-style-type: none"> • Fewer debits for behaviour recorded for this target groups recorded throughout the academic year. • A reduction in focus, internal and external exclusions for the current academic year and a sustained reduction over the course of the current strategy plan
<p>3.</p> <p>Improved rates of progress and attainment for disadvantaged boys across the curriculum</p>	<p>Disadvantaged boys will narrow the gap to their non-pp peers and girls and will perform above the national average</p> <p>By the end of our current plan in December 202, 80% or more of disadvantaged boys will achieve:</p> <ul style="list-style-type: none"> • a Progress 8 score of 0.1 • an Attainment 8 score of 52
<p>4. An increase in the number of Disadvantaged students (girls and boys) who regularly complete homework and attend extra-curricular intervention and clubs.</p>	<ul style="list-style-type: none"> • A reduction in the number of debits awarded to disadvantaged students for homework • An increase in the number of disadvantaged students who participate in extra-curricular activities
<p>5.</p> <p>Improved literacy and reading comprehension among disadvantaged students across all year groups</p>	<p>A sustained improvement in the levels of literacy and reading comprehension from 2024/25 demonstrated by;</p> <ul style="list-style-type: none"> • a decrease in the gap between the reading ages of PP students and that of their peers • An increase in the attainment and progress of disadvantaged students across the curriculum

<p>6.</p> <p>Good or outstanding levels or progress for Pupil Premium students at least in line with the rest of the student body</p>	<p>Disadvantaged students will narrow the gap to their non-pp peers and will perform above the national average</p> <p>By the end of our current plan in December 2026, 80% or more of disadvantaged students will achieve:</p> <ul style="list-style-type: none"> • a Progress 8 score of 0.1 • an Attainment 8 score of 52
<p>7.</p> <p>An increase in parental engagement for the parents and guardians of disadvantaged students</p>	<p>An increase in uptake at parents evening and parental surveys for disadvantaged students to be in line with their peers.</p>
<p>8.</p> <p>Good or outstanding levels or progress for Pupil Premium students at least in line with the rest of the student body in English.</p>	<p>Disadvantaged students will narrow the gap to their non-pp peers and will perform above the national average</p> <p>By the end of our current plan in December 2026, 80% or more of disadvantaged students will achieve:</p> <ul style="list-style-type: none"> • a Progress 8 score in English 0.1
<p>9.</p> <p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by;</p> <ul style="list-style-type: none"> • Qualitative data from student voice, students and parent surveys and teacher and pastoral observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged students

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: £102,438.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Reading Age test assessments for years 7 & 10</p>	<p>These baseline assessments can provide reliable insights into the specific needs of each student, enabling staff to ensure the appropriate level of support and challenge and interventions are put in place.</p> <p>These tests will also help staff set appropriate targets and measure progress throughout KS3</p> <p>EEF Toolkit - Reading Strategies</p>	<p>3, 4 & 6</p>
<p>Developing the science of learning and self-regulation skills in all students.</p> <p>This will involve continued CPD for staff and ongoing quality assurance to ensure that the Science of learning is embedded and used consistently across the school.</p>	<p>Teaching metacognitive strategies has been recognised by the EEF as an effective and relatively inexpensive strategy to ensure high quality teaching and develop independent learners</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>4, & 6</p>
<p>Create and sustain and an outstanding learning environment</p>	<p>Recruitment and retention of the best teachers able to deliver a high quality curriculum</p> <p>Teacher contact time below national average and non-contact time allocated to support individual roles across the school.</p> <p>The EEF identifies high quality teaching as the most effective tool for improving the attainment and progress of disadvantaged students</p>	<p>2, 3, 4 & 6</p>

<p>Maintaining high numbers of staff in core subjects</p> <p>Run smaller than usual option groups to tailor KS4 provision, ensuring PP students get their first-choice options wherever possible</p>	<p>Smaller class sizes ensure teachers are able to offer more support in lesson time (wave 1/ 2 intervention)</p> <p>Research shows that disadvantaged students gain 1.5 years' worth of learning with effective teaching</p> <p>EEF Toolkit - Reducing Class Sizes</p>	<p>2, 3, 4 & 6</p>
<p>Purchase of National College CPD Package</p>	<p>The EEF recommends professional development to support high quality teaching as a top priority for Pupil Premium Spending</p>	<p>2, 3, 4 & 6</p>
<p>Supporting staff development through NPQ qualifications</p>	<p>The EEF recommends professional development to support high quality teaching as a top priority for Pupil Premium Spending</p>	<p>2, 3, 4 & 6</p>
<p>Revision and study skills sessions including the training of staff to lead. /deliver and share best practice with colleagues, parents and students.</p>	<p>Teaching metacognitive strategies has been recognised by the EEF as an effective and relatively inexpensive strategy to ensure high quality teaching and develop independent learners</p> <p>The EEF recommends that metacognitive skills should be taught in conjunction with subject specific content, therefore delivering skills through and in collaboration with subject teachers is essential</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4 & 6</p>
<p>Implementation of KS3 Assessment framework based on skills and knowledge and GL assessments. Following staff training to ensure the key aims and reasoning behind the framework is understood, staff will then require time to work in their departments to identify</p>	<p>The EEF Toolkit recommends Feedback interventions as a very high impact strategy</p> <p>The EEF recommends professional development to support high quality teaching as a top priority for Pupil Premium Spending</p>	<p>4 & 6</p>

the skills and knowledge each Scheme of work will target and how it will be assessed.		
<p>Whole school reading focus to include:</p> <ul style="list-style-type: none"> • 3 tier whole school reading strategy – guided reading, peer reading, accelerated reader • reading tutor 2 days a week • A weekly 2 day reading focus in tutor time • Whole school Reading CPD • Introduction of termly reading age tests 	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>The EEF Toolkit identifies reading interventions as a high impact strategy.</p> <p>The EEF recommends professional development to support high quality teaching as a top priority for Pupil Premium spending</p> <p>The EEF Toolkit identifies mentoring by older peers as a moderately positive impact strategy.</p>	3
Whole staff CPD session allocated for PP and LAC updates and Attachment and Trauma to share best practice	The EEF recommends professional development to support high quality teaching as a top priority for Pupil Premium spending	4, 6
Teaching Non-negotiables list issued to staff and CPD delivered to ensure all staff have a clear understanding of the school's expectations, to ensure a consistent learning experience for all students	<p>Consistency and routines in place across departments and year groups to ensure high standards of teaching and learning</p> <p>The EEF recommends professional development to support high quality teaching as a top priority for Pupil Premium spending</p>	4, 6
PP Data and progress analysed and tracked throughout the academic year to ensure strategies are being effective and to	The EEF Toolkit recommends Feedback interventions as a very high impact strategy.	4 & 6

monitor the gap between the progress of PP students and their peers, in order to arrange targeted interventions promptly where needed.		
--	--	--

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

Budgeted cost: £42,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring School Led Programme to provide small group Reading tutoring for students whose learning has been most impacted by the pandemic. The majority of students who receive school led tutoring will be disadvantaged.	Small group tuition has been recognised as a highly effective method to target knowledge gaps and support low attaining students Small group tuition Toolkit Strand Education Endowment Foundation EEF	4 & 6
Provision of Year 11 targeted intervention sessions across the curriculum for students	Small group tuition has been recognised as a highly effective method to target knowledge gaps and support low attaining students Small group tuition Toolkit Strand Education Endowment Foundation EEF	4 & 6
Music lessons paid for in full for any PP student taking GCSE Music and a 50% discount for any other PP wishing to learn an instrument	The EEF Toolkit recommends physical education, arts participation as moderate impact strategies. “By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.” “There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education”	4, 7
Any educational visits linked to the curriculum	The EEF Toolkit recommends physical education, arts participation as moderate impact strategies. “By	4 & 7

are paid in full for PP students.	providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.” “There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education”	
Provision of essential resources for PP students to support learning including; revision aids, ingredients for food tech, art materials, calculators etc	Discussions with families and students indicate that financial limitations make it difficult to afford core academic resources which may restrict a student’s access to the curriculum.	4
In order to develop parental engagement PP parents are contacted in advance of parent’s evenings and offered first refusal for appointment times.	Increased parental engagement has led to better outcomes for students as relationships between the school and parents are strengthened. This creates a more open dialogue of how best to support individuals.	5
Revision packs for year 11 PP students	Discussions with families and students indicate that financial limitations make it difficult to afford core academic resources which may restrict a student’s access to the curriculum.	4 & 6

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

Budgeted cost: £ 32,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lifespace and Young Minds Matter mentoring offered to any PP student who needs it	<p>DfE guidance on Mental Health in schools suggests that “Socio-economic disadvantage is another identified risk factor for mental health, so this may include children currently or previously receiving Free School Meals and eligible for the Pupil Premium”. Many studies report the increase in mental health problems associated with school closures and loss of school networks</p> <p>Sutton Trust report supports the use of trained professionals in accelerating academic progress and leads to</p>	2 & 7

	improved outcomes for PP students. Successful in previous years.	
Prioritise pastoral care through staffing a strong team of non-teaching Pastoral Managers who are well trained.	Strong Pastoral Care helps the school to maintain strong relationships with students, parents and key external professionals/agencies.	2, 4, 5 ,7
Designated member of staff to oversee the welfare of LAC students	Strong Pastoral Care helps the school to maintain strong relationships with students, parents and key external professionals/agencies.	2, 4, 5 ,7
A Supervised student support centre available at all times for any students requiring extra support	<p>Small group tuition has been recognised as a highly effective method to target knowledge gaps and support low attaining students</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>The EEF Toolkit recommends individualised instruction as a moderate impact strategy.</p> <p>DfE guidance on Mental Health in schools suggests that “Socio-economic disadvantage is another identified risk factor for mental health, so this may include children currently or previously receiving Free School Meals and eligible for the Pupil Premium”. Many studies report the increase in mental health problems associated with school closures and loss of school networks</p>	2, 4, 5 ,7
SEND provision and TA one to one support, helps those disadvantaged by educational need, which encompasses some of those students who are also financially or socially disadvantaged.	<p>The EEF Toolkit Teaching Assistant interventions as a moderate impact strategy.</p> <p>The SEND provision is implemented with reference and due regard to the EEF report Making Best Use of Teaching Assistants</p> <p>The EEF Toolkit recommends individualised instruction as a moderate impact strategy</p> <p>The EEF recommends professional development to support high quality teaching as a top priority for Pupil Premium spending</p>	2, 3, 4, 5 ,7

<p>Subscription to the Warwickshire Attendance service and designated attendance officer within school</p>	<p>DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1</p>
<p>Provision of careers advice (IAG) to any students highlighted as requiring further guidance</p>	<p>Developed in line with Gatsby Benchmarks</p>	<p>2, 4, 7</p>
<p>Target setting and reward programmes for key groups (Aspire)</p>	<p>These programmes help encourage students to take advantage of what's on offer at SHS through individual targets and rewards. In previous years we have seen a significant improvement in the behaviour, attendance, motivation and progress of the disadvantaged</p>	<p>1, 2, 4, 7</p>
<p>All extra-curricular trips and opportunities (not linked to the curriculum) are offered first of all to PP students as priority and priced at a discounted rate, including the Duke of Edinburgh Scheme.</p> <p>PP students uptake for extra curricular activities tracked and targeted</p>	<p>The EEF Toolkit recommends physical education, arts participation as moderate impact strategies. "By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them." "There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education"</p>	<p>2, 4, 7</p>
<p>Redesign and implementation of attendance policy and strategies to target poor attendance</p> <p>Fortnightly Alignment meetings to monitor and track attendance</p> <p>Termly rewards</p>	<p>DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1</p>
<p>Development enrichment opportunities and redesign the 'Studley Promise', with activities and uptake tracked and targeted for PP</p>	<p>The EEF Toolkit recommends physical education, arts participation as moderate impact strategies. "By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them." "There</p>	<p>2, 4, 7</p>

students. Ensure a range of cultural experiences are offered to all	is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education”	
Mental Health First Aiders training for key members of staff	DfE guidance on Mental Health in schools suggests that “Socio-economic disadvantage is another identified risk factor for mental health, so this may include children currently or previously receiving Free School Meals and eligible for the Pupil Premium”. Many studies report the increase in mental health problems associated with school closures and loss of school networks	7
Support with school uniform and similar basics	The EEF recommends that schools consider what provision can be made to cover the costs of uniforms	5, 7
Contingency fund for acute issues.	Based on our previous experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 177,778.50

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 2022 to 2023 academic year.

Our attainment and progress data for 2022/23 indicates that the performance of disadvantaged students in the school is broadly in line with all other students nationally and significantly higher than the national data for other disadvantaged students. The P8 grade of our disadvantaged students is -0.1, compared to the National average of -0.58. Our Attainment 8 score for disadvantaged students was 38.43, compared to the national average of 34.9, indicating that our disadvantaged students achieved on average almost half a grade higher than disadvantaged students nationally.

This is particularly encouraging considering the National Data which indicates that the KS4 disadvantage gap index has widened compared to 2021/22, from 3.84 to 3.95. Nationally, it is now at its highest level since 2011.

We appreciate that students with a below average reading age not only have fewer life chances but will without doubt struggle to access the curriculum across all subjects and with the average GCSE paper having a reading age of 15. Therefore, at the beginning of the year, we made closing the literacy gap a focus and decided to invest all our NTP funding and a significant amount of our PP funding into appointing a designated reading tutor to work with our disadvantaged students and any other students whose reading age is below where it should be.

Reading intervention has since been established where students have a session with our tutor once per fortnight for 30 minutes, in small groups of between 4-5 students. Students whose reading age has been flagged as low by our thorough ART reading tests are selected for this initiative, with priority given to PP students. This reading test examines students across a range of key skills (inference, comprehension, analysis and vocabulary). All students are tested at the start of each academic year with data tracked regularly to identify whether students have made sufficient progress to come off the programme or if other students need to be added.

The table below indicates the progress students have made over the course of the academic year, with majority of students increasing their reading age by over 3 years.

	Average increase	Avg. increase PP	Avg. increase SEN
Yr 7 (21 students)	2.1	3.53	2.05
Yr 8 (21 students)	4.08	3.8	2.47
Yr 9 (21 students)	2.45	1.41	1.77
Yr 10 (32 students)	3.38	3.25	2.96

This has clearly been an effective use of our PP funding and we will therefore be continuing the reading programme moving forward.

Although overall attendance in 2022/23..... was slightly higher than in the preceding year at 92.13%, the attendance of disadvantaged students was significantly lower at 87.93%. We recognise that this gap is still too large, which is why attendance is still a focus of our current plan. We are now awaiting the national attendance figures for disadvantaged students, to analyse how the attendance of our disadvantaged students fits into the national picture.

Our analysis of pupil behaviour has highlighted a significant number of referrals to the Lifespace counselling service and feedback from teaching staff indicates a disproportionate amount of our disadvantaged students, in relation to their peers, exhibit some kind of mental health and/or wellbeing concerns. Therefore, we have used and will continue to allocate a sizable amount of our pupil premium funding to provide wellbeing support for all students and targeted intervention where required. This will continue to be a focus of our spending for the coming year, as the impact and uncertainty surrounding the pandemic 3 years on continues to be a barrier for many of our student's progress and wellbeing.

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
Classcharts	

Arbor	
Sisra	
The Key	
Teams	
Sparx	
Allin	
Edukey	

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.