



Trinity Catholic College

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	Trinity Catholic College
Number of pupils in school	1365
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021



Dates on which it will be reviewed	<p>First year reviews 1 /term:</p> <p>Review 1: (November 2021)</p> <p>Review 2: (April 2022)</p> <p>Review 3: (July 2022)</p>
Statement authorised by	Louise Dwyer
Pupil premium lead	Nic Smith
Governor / Trustee lead	Carol Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£561,540
Recovery premium funding allocation this academic year	£85,405
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£646,945



If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

*As a Catholic school our historical focus has always been driven by the Churches vision to ensure that the poorest of society are given every opportunity to fulfil their God given potential. Our mission as a school is to **follow Jesus** and at the heart of scripture is to serve the poor, "For ye have the poor always with you" Matthew 26:11. At Trinity Catholic College we **build a family** which means supporting every member of our family regardless of socio-economic background and to ensure that every child **fulfil their potential** and for us that means that the most disadvantaged pupils in our care are strategically supported to remove any barrier to success that they may face.*

Our intention is that all pupils, irrespective of their background and prior attainment should not be disadvantaged and we must remember that their socio-economic background does not define their talent or ability nor does their prior attainment. We are ambitious to ensure that all pupils should make good progress and achieve high attainment across the curriculum, particularly in Ebacc subjects.

Our focus is on quality first teaching for all and our approach is focused on ensuring the most disadvantaged require the most support so that they achieve in line or better than



their peers. In addition, the culture at Trinity Catholic College is that we have a collective responsibility for disadvantaged pupils including, Trust, governance, senior leaders, pastoral care and most importantly in the classroom where we know we can make the most difference to a child's future.

Our aim is to focus on early help rooted first and foremost in our curriculum intent and implementation. At our school we recognised that 'over intervention' is a reactive approach and our strategy is a preventative one. Our philosophy is very much through the lense of a parent with the view that if it is not good enough for our own children then it is not good enough for the children in our school. Therefore, our curriculum offer is rich and challenging for all with a supportive infrastructure to close gaps and to prevent gaps widening as a result of their circumstance before joining Trinity Catholic College.

Therefore our approach is not focused on assumptions but robust assessment of each individual pupil to make sure that:

- The curriculum is broad, rich and not narrowed due to assumptions about the impact of disadvantage*
- Create a culture where all staff understand that we have a duty to maintain high expectations where disadvantage pupils are given the knowledge, structures and skills to achieve the very best outcomes - as we would want for our own children*
- Develop early intervention strategies based on robust assessment tailored to the individual needs of every child.*

Challenges

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

Challenge number	Detail of challenge
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1

Attendance data over that past three years demonstrates a significant gap between those that are disadvantaged compared to their non-disadvantaged peers:

Demographics	19/20	20/21	21/22
Pupil Premium	86.1 %	81.0 %	84.2%
Not Pupil Premium	93.3 %	91.7 %	92.5%

Persistent Absence

Demographics	19/20	20/21	21/22
Pupil Premium	43.8 %	54.9 %	48.0%
Not Pupil Premium	16.6 %	26.5 %	27.8%

Covid 19 has most certainly exacerbated our already significant challenge to improve the attendance of all particularly the attendance of our disadvantaged pupils.

2

Our assessment, observations and discussions with pupils and families suggest that the education and well-being of many of our disadvantaged pupils have been impacted by the partial closure of school to a greater extent than for other pupils. These findings are supported by national statistics and also our robust assessment of:

1. Referrals to outside agencies SAFER = 13
2. CAMHS/ Counselling -Easter 2021-October 2021
 - CSJ is working with 20 pupils
 - Since Sept 6 new referrals
 - CAMHS referrals 15 since April 2021 (2 since Sept)
 - Pupils open to counselling or access (and discharged) 24 as of October 2021
3. EH - 0
4. Debbie McGibbon Cleveland Police - 13
5. Middlesbrough FC Foundation - 2
6. The Bungalow Project - 0



	<p>7. The Junction - 0</p> <p>Teacher assessed grades in Maths PP -0.84 non-PP -0.35, English PP -0.51 non-PP -0.26, Ebacc -0.99 non-PP -0.40</p> <p>This is due to the significant gaps in knowledge resulting in pupils falling further behind age-related expectations.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by professionals) and low-self esteem. A significant part of this is driven by concern about catching up lost learning and exams and the lack of cultural capital due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased.</p> <ol style="list-style-type: none"> 1. 59 referrals to hub 2. Cheryl - Easter to October - 20 pupils open to Cheryl, 6 referrals 3. 15 CAMHS referrals 4. Assessment places at AP 5
4	<p>Our assessment and observations of pupil behaviour and attitudes demonstrate that the lack of rules, routines and the structures of school social norms during the pandemic has had a significant impact on our pupils particularly our disadvantaged pupils. Our figures show that more disadvantaged pupils are receiving consequences for poor attitude and failing to follow school rules:</p> <ol style="list-style-type: none"> 1. A4 -2,382 2. CSC - 402 3. Suspensions - 352 suspensions - 543 days total <p>155 pupils (1211 pupils 12.7%) Y7 -16 pupils Y8 - 27 pupils Y9 - 36 pupils</p>



	<p>Y10 - 35 pupils Y11 -31 pupils</p> <p>4. PEX - 5</p> <p>The impact of the pandemic on the resilience and compliance of our pupils is notable. When mapped against local figures and statistics via Postcode with a focus on some of the poorest wards in the area and nationally Middlesbrough according to Crime Rate is the most dangerous city in North Yorkshire with the overall crime rate in Middlesbrough in 2020 was 141 crimes per 1,000 people. This compares poorly to North Yorkshire's overall crime rate, coming in 51% higher than the North Yorkshire rate of 69 per 1,000 residents. For England, Wales, and Northern Ireland as a whole, Middlesbrough is the second most dangerous city, and the 170th most dangerous location out of all towns, cities, and villages. https://crimerate.co.uk/north-yorkshire/middlesbrough</p> <p>It is clear that the pandemic has negatively impacted on social stability - this has been heavily documented in the local press.</p>																																																	
5	<p>Assessment, observations and discussions with KS3/KS4 pupils indicates that disadvantaged pupils have lower levels of reading comprehension than their peers. This impacts on the progress made in all subjects</p> <table><tr><th>Year Group</th><th>% PP on or above reading age</th><th>- % PP below reading age</th><th>- % non PP on or above reading age</th><th>- % non PP below reading age</th><th>Total number of Students in Year Group</th><th>Number of Students with no reading Age (No Data Recorded)</th></tr><tr><td>Y7</td><td>34 (14.5%)</td><td>82 (34.5%)</td><td>70(29.5%)</td><td>51(21.5%)</td><td>Out of 241 Students</td><td>9 (8PP, 1 Not PP)</td></tr><tr><td>Y8</td><td>54(22.4%)</td><td>75 (31.1%)</td><td>64(26.5%)</td><td>48(20%)</td><td>Out of 241 Students</td><td>26 (17PP, 9 Not PP)</td></tr><tr><td>Y9</td><td>39(15%)</td><td>98(38%)</td><td>51 (20%)</td><td>67 (27%)</td><td>Out of 260 Students</td><td>51 (36PP, 15 Not PP)</td></tr><tr><td>Y10</td><td>23(9%)</td><td>97(39%)</td><td>43(17%)</td><td>81(35%)</td><td>out of 244 Students</td><td>63 (43PP, 20 Not PP)</td></tr><tr><td>Y11</td><td>15(6.4%)</td><td>95(40%)</td><td>18(7.6%)</td><td>108(46%)</td><td>Out of 238 Students</td><td>46 (33pp, 13 Not PP)</td></tr><tr><td>All Years</td><td>14.00%</td><td>37%</td><td>20%</td><td>29%</td><td>out of 1,224 Students</td><td>195 (137 PP, 58 Not PP)</td></tr></table>	Year Group	% PP on or above reading age	- % PP below reading age	- % non PP on or above reading age	- % non PP below reading age	Total number of Students in Year Group	Number of Students with no reading Age (No Data Recorded)	Y7	34 (14.5%)	82 (34.5%)	70(29.5%)	51(21.5%)	Out of 241 Students	9 (8PP, 1 Not PP)	Y8	54(22.4%)	75 (31.1%)	64(26.5%)	48(20%)	Out of 241 Students	26 (17PP, 9 Not PP)	Y9	39(15%)	98(38%)	51 (20%)	67 (27%)	Out of 260 Students	51 (36PP, 15 Not PP)	Y10	23(9%)	97(39%)	43(17%)	81(35%)	out of 244 Students	63 (43PP, 20 Not PP)	Y11	15(6.4%)	95(40%)	18(7.6%)	108(46%)	Out of 238 Students	46 (33pp, 13 Not PP)	All Years	14.00%	37%	20%	29%	out of 1,224 Students	195 (137 PP, 58 Not PP)
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	<p>2021-11-18 Student Ages compared to ... Year groups this academic year.xlsx</p> <p>https://docs.google.com/spreadsheets/d/12MaDIbZYs22eyul_ycbzZoD_8ISR8Lag/edit#gid=276504337</p>
6	<p>The attainment of disadvantaged pupils is lower than their peers and teacher diagnostic assessments suggest that many pupils struggle with the ability to problem solve.</p> <ol style="list-style-type: none"> 1. GL assessments -Diagnostic assessment that is designed to help pupils and their teachers understand how they learn and what their academic potential might be. Non verbal reasoning, words, verbal reasoning, numbers , quantitative reasoning and spatial ability 2. Progress and attainment overtime https://docs.google.com/document/d/1m2epuho9xTI79hmrrPdliXvW83iC1XOvKmjEAX2oAfY/edit <p>Lower attaining disadvantaged pupils lack metacognition/self regulation strategies when faced with challenging tasks, this is indicated across the curriculum, particularly in Maths and Science.</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
<i>Improve the attendance of disadvantaged pupils</i>	Sustained high attendance by the end of our current plan in 2024/25:



	<ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 5%, and the gap between disadvantaged pupils and non-disadvantaged peers being significantly reduced. • The percentage of all pupils who are PA being below 13% and the figure among disadvantaged pupils being no more than 8% lower than their peers.
To achieve and sustain improved well-being for all pupils, particularly for those who are disadvantaged	<p>Sustained levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • A significant increase in the number of pupils, particularly disadvantaged participating in extra-curricular activities such • Quantitative data from referrals to outside agencies • Quantitative data to demonstrate impact from engaging with Vulnerable Learners strategy • Surveys and pupil voice and teacher observations regarding the impact of strategies on the well-being of all pupils particularly the disadvantaged
To reduce the % of disadvantaged pupils receiving consequences including suspensions in order to an improved support self image and increase their expectations and aspirations.	<p>Sustain appropriate and positive social norms by reducing the number of pupils receiving consequences.</p> <ul style="list-style-type: none"> • Reduce the frequency of A4 given each period to ensure A4 become rare for all pupils



	<p>particularly for the disadvantaged</p> <ul style="list-style-type: none"> • Reduces the percentage of suspensions in line with national averages 		
Improve reading comprehension among disadvantaged pupils in KS3/KS4	<ul style="list-style-type: none"> • Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils closing the gap between disadvantaged scores and their non-disadvantaged peers. • Teachers observe increased engagement in lessons and book scrutiny • Teachers see and increase in assessment data • Pupil surveys demonstrate a love of reading and understand the importance of reading fluently and confidently • Teachers observe an improvement in the oracy in lessons 		
Improve attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Ebacc subjects	<p>By the end of our current plan in 2024/25, 52% or more of disadvantaged pupils entered for EBacc with and increase of 32%</p> <p>The outcomes as KS4 demonstrate that disadvantaged pupils achieve:</p> <p><u>Attainment 8</u></p> <table border="1"> <tr> <td></td><td>A8</td></tr> </table>		A8
	A8		



	<table><tr><td></td><td>All</td><td>PP</td><td>Non PP</td></tr><tr><td>2021</td><td>44.87</td><td>39.58</td><td>49.01</td></tr><tr><td>2020</td><td>37.79</td><td>31.04</td><td>43.13</td></tr><tr><td>2019</td><td>40.13</td><td>29.88</td><td>45.84</td></tr><tr><td>2018</td><td>41.70</td><td>35.14</td><td>47.58</td></tr></table> <p><u>Progress 8</u></p> <table><tr><td rowspan="2"></td><td colspan="2">P8</td><td colspan="2">P8 EBacc</td></tr><tr><td>All</td><td>PP</td><td>All</td><td>PP</td></tr><tr><td>2021</td><td>-0.31</td><td>-0.56</td><td>-0.66</td><td>-0.99</td></tr><tr><td>2020</td><td>-0.95</td><td>-1.33</td><td>-1.39</td><td>-1.87</td></tr><tr><td>2019</td><td>-0.74</td><td>-1.20</td><td>-1.05</td><td>-1.49</td></tr><tr><td>2018</td><td>-0.46</td><td>-0.69</td><td>-0.74</td><td>-0.96</td></tr></table>		All	PP	Non PP	2021	44.87	39.58	49.01	2020	37.79	31.04	43.13	2019	40.13	29.88	45.84	2018	41.70	35.14	47.58		P8		P8 EBacc		All	PP	All	PP	2021	-0.31	-0.56	-0.66	-0.99	2020	-0.95	-1.33	-1.39	-1.87	2019	-0.74	-1.20	-1.05	-1.49	2018	-0.46	-0.69	-0.74	-0.96
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Improve the metacognition and self-regulatory skills among disadvantaged pupils across all subjects.	<p>An increase in independence and resilience to regulate own learning</p> <ul style="list-style-type: none">• A high percentage of pupils completing homework on platforms such as Tassomi or HegartyMaths. Particularly in English, Math and Science.• Increase in correct answers on recall activities• The gap between disadvantage and non- disadvantage closing																																																	



	for the % of pupils achieving the 25 Club.
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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: £323,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will first be rolled out in maths, english and science followed by other subjects.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Supported by Trust Subject directors</p> <p>Learning@TRINITY / NPCAT CPD programme this will be supported by EEF research</p> <p>White Rose Maths programme to support 'mastery'</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively,</p>	5,6



	<p>employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Improve reading comprehension among disadvantaged pupils in KS3/KS4</p>	<p>Purchase of standardised diagnostic assessments.</p> <p>GL assessments of KS 3 /4 pupils</p> <p>Linked with 'Control the game' reading strategy across KS 3/4</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress </p>	<p>5.6</p>



	Education Endowment Foundation EEF	
<p>Standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>The attainment of disadvantaged pupils is lower than their peers and teacher diagnostic assessments suggest that many pupils struggle with the ability to problem solve.</p> <p>Diagnostic testing of all pupils Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	6

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

Budgeted cost: **£83,875.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achieve@TRINITY	The attainment of disadvantaged pupils is lower than their peers and teacher diagnostic assessments	6



	<p>suggest that many pupils struggle with the ability to problem solve.</p> <p>EEF research on the impact of tutors and small group activities</p> <p>Including targeted interventions for GCSE pupils - Learning journey</p> <p>Strategic and focussed programme to support engagement and progress linked to thinking skills and questioning</p> <p>Additional opportunities outside of core school time</p>	
<p><i>Set up a Learning and behaviour hub(s) to support pupils specifically with SEMH and behavioural issues</i></p>	<p>There is evidence to suggest CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	2.3



Launch of Tassomai learning platform in english, maths and science	<p>Lower attaining disadvantaged pupils lack metacognition/self regulation strategies when faced with challenging tasks, this is indicated across the curriculum, particularly in Maths and Science.</p> <p>Further encourage pupil engagement and provide a structure of independent learning outside of school,</p> <p>Supporting the homework policy</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£241,241.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Establish a new attendance</p>	<p>Attendance team of 5 led by an attendance manager supported by an attendance officer , home school liaison officer and two first days callers</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1



team in our attendance 'hub'		
<p><i>Targeted intervention for specific pupils who require support with regulating their behaviour and emotions.</i></p> <p><i>Curriculum support centre</i></p>	<p>Setting up a system of support for pupils who have major difficulty adapting and presenting 'social norms' underpinned and supported by new behaviour policy introduced in September 2021.</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	2.3.4

Total budgeted cost: **£642,896.00**

Part B: Review of outcomes in the previous academic year



Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Previously Trinity has planned the PP statement for a 12 month period , we have made the strategic decision of creating a 3 year plan

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. EBacc entry 2020 - 8.3%, 2021 15.6%, 2022- 26% we have seen an increase however still significantly lower than the national average and also below the target we had aimed for.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and our successful blended learning programme supported by google classroom and other google platforms

Although overall attendance in 2020/21 was lower than in the preceding years at 86.6%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 10.7% higher than their peers and persistent absence 12% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021



academic year, for example, diagnostic assessments on return to school where pupils' knowledge was RAG.

Our internal assessments during 2020/2021 suggested that the performance of the disadvantaged pupils had reduced for overall P8 also in English, Science and the open element but remained largely the same in Maths. The gap for attainment remains significant but is an improving picture.

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
White Rose Maths - Mastery	NPCAT
Tassomai	
GL assessment	
POWER BI	
Hegarty Maths	

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.

