

# Robert Shaw's Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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	Robert Shaw Primary and Nursery School
Number of pupils in school	432 (Aut 25)
Proportion (%) of pupil premium eligible pupils	26% (Aut 25)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	23/24 – 25/26
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Governors
Pupil premium lead	Robert McDonald
Governor / Trustee lead	Claire Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,680
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£169,680
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

Robert Shaw Primary and Nursery School's ultimate objectives are in line with the whole school development plan and can be summarised as follows:

- PP attainment to move closer to national and close the gap for attainment between PP and Non-PP children in reading, writing and maths, through quality first teaching and targeted academic support.
- For PP children to be proficient readers. To use phonics and be able to decode text confidently.
- Levelling the playing field for PP children to engage with all enrichment activities both in and outside of the curriculum.
- To adopt a range of wider strategies based on evidence, to improve attendance, ensure pupils' personal development and wellbeing.

Our strategy is aligned to our vision, values and ethos and are built on being 'Respectful, Responsible and Resilient' learners with everyone having high aspirations for their own future. All pupils are entitled to a rich, diverse and relevant curriculum. Our reviewed curriculum is specific to our school and our school community therefore we aim to prepare all children to be global citizens and to invest in and enjoy their education, in order to achieve high academic standards. Themes are rooted in real issues and delivered through answering a 'big' question. All children have access to a high level of quality first teaching, which is targeted to individual, group and cohort, to ensure that every child's needs are met. Strategies are evaluated for impact, in order to enable every child to make accelerated progress from their starting points.

Our school's strategy is based in an inclusive approach, where every child is given the right challenge and support to flourish, with a focus on academic rigor, wellbeing support and the development of cultural capital. It is based on a tiered approach, making sure that the challenges that disadvantaged pupils face are understood by the school team, addressed and overcome.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Communication:</b> At Robert Shaw we have a large proportion of our children who speak English as an additional language: 85%, and some of these children are also new to English. Of our pupil premium children 62 (63%) speak English as an additional language.

	Many of our children arrive with oracy and communication skills which are below the expected standard, which makes accessing the curriculum difficult for them.
2	<b>Attendance:</b> Attendance rates are below expected. The attendance rate of pupil premium pupils in 2024/25 was improved upon the last academic year, but still sat at 91.7%, which is below that of non-pupil premium children (93.3%). This is due to a number of factors including, health issues, family circumstances, lack of awareness of the impact of missing education and a number of families who travelled abroad.
3	<b>Attainment:</b> Attainment on entry for most children is low in all areas of learning, and often children come to school lacking key skills such as toileting, still using bottles and arriving in buggies.
4	<b>Wellbeing:</b> The social and emotional development of some of our disadvantaged pupils is below expectations. Their levels of wellbeing and involvement are inconsistent. Their needs must be met to enable these children to flourish.
5	<b>Experiences:</b> Knowledge of the wider world is limited for some of our disadvantaged pupils, who also have limited funds to access enrichment or first-hand experiences. The pandemic exacerbated this issue with access to events or places to visit being limited, we have improved our enrichment offer, but due to cost of living some of our families find contributions to cost difficult. Many of our parents have a language barrier which can make it difficult for them to be fully involved in their child's learning.

## 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>PP attainment to move closer to national and diminish the difference between PP and Non-PP attainment in reading, writing and maths through quality first teaching and targeted academic support.</p> <ul style="list-style-type: none"> <li>➤ For PP children to be proficient readers. To use phonics and be able to decode text confidently.</li> </ul>	<p>All teaching to be judged to be at least effective, with increasingly highly effective teaching.</p> <p>All teachers will be effective in their delivery across the curriculum, using the schools lesson structure and challenge for all pupils.</p> <p>Communication and oracy opportunities are woven throughout the curriculum.</p> <p>All children who are new to English to make accelerated progress in their language acquisition, through a bespoke induction process and ongoing support.</p> <p>Read Write Inc is accessed across the school.</p> <p>At least 85% of PP children achieve expected or above progress in reading, writing and maths.</p>

	PP pupils are in line with or exceed their peers nationally in reading, writing and maths.
The attendance of pupil premium pupils improves towards the expected level of 96%.	<p>Attendance data is reviewed daily in order to support the most vulnerable pupils and their families.</p> <p>Weekly attendance review, with interventions for targeted families.</p> <p>Attendance audit to identify what is working well and what more can be done to improve attendance.</p> <p>Class and whole school attendance incentives show to have impact on improvement in attendance, at review.</p> <p>Attendance and intervention impact report shared at governors' meetings show improved attendance.</p>
All pupil premium children access enrichment activities which broaden and enhance the curriculum.	Pupil premium children access all enrichment opportunities including after school clubs, trips and visits and this is evidenced in internal data and registers. Monitored via enrichment tracker.
Wellbeing and mental health issues are addressed enabling all pupils to be ready for learning.	<p>Reduction in behaviour incidents logged on scholar pack.</p> <p>At least 85% of pupil premium children achieve expected or above progress in reading, writing and maths.</p> <p>The attainment of pupil premium children is in line with or better than their peers nationally in reading, writing and maths.</p>

## 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: £ 79,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed 'Quality First Teaching (QFT)' by providing all teaching staff with high quality professional development opportunities, and ongoing coaching.	<p>The following evidence underpins our activity:</p> <p><b>NFER Research:</b></p> <p>Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds. <b>For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</b></p> <p>'Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil.'</p> <p><b>(Supporting the attainment of disadvantaged pupils – DfE)</b></p> <p><b>The Education Endowment Foundation's (EEF) Guidance - Improving Literacy in KS2. Key considerations from the reports include:</b></p> <p>Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment</p>	1, 3
Development activities to focus on the impact of CPD and school development priorities.	Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.	
Leadership release to enable monitoring across the curriculum and identification of next steps and to support colleagues.	Fluent reading supports comprehension because pupils' cognitive resources are freed from	
Provide staff with opportunities to observe highly		

effective practice across the school and Trust.	focusing on word recognition 1 and 2 7 and can be redirected towards comprehending the text.	
Additional time given to staff to sequence planning to include enrichment activities,  Staff given time to lead after school clubs/activities  Curriculum conversation (i2i) days continue to enable year groups to plan collaboratively with the deputy head teacher in order secure specificity of subject planning, building on prior learning, which includes enrichment activities.	<b>NFER Research</b> shows that senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school <a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschoolsguide-to-implementation/EEF-Implementation-Recommendations-Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschoolsguide-to-implementation/EEF-Implementation-Recommendations-Poster.pdf</a>  <b>The CEA curriculum planning and design website states</b> that ' The Social Mobility Commission's 2019 report An Unequal Playing Field: Soft Skills and Social Mobility emphasises the benefits of pupil participation in extracurricular activities such as sport, leisure and the arts. Enrichment measures and pupils' engagement in the wider curriculum can improve their physical and mental health, as well as their attendance. By encouraging positive engagement in school life, this can also affect attainment in qualifications and help reduce dropout rates.	1,3,5
Increase leadership capacity to strengthen QFT	<b>NFER Research</b> shows that senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school <a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschoolsguide-to-implementation/EEF-Implementation-Recommendations-Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschoolsguide-to-implementation/EEF-Implementation-Recommendations-Poster.pdf</a>	1,2,3
Provide opportunities for children to speak with confidence and clarity.	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills – hence the need for developing oracy. Studies show that effective delivery of Oracy sessions has a high impact.	1,3,4

	<p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions led by TAs and Teachers.  Purchase of additional resources both paper and digital.	<p><b>EEF Toolkit:</b> Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>TAs to be deployed by class teachers to address misconceptions, pre and post teach. Interventions also to support wellbeing and involvement. The evidence below highlights the impact that TAs can have when deployed effectively.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a></p>	1,3,4

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a full time Attendance &amp; Safeguarding Officer</p> <p>Attendance officer to support children and families to improve attendance.</p> <p>Elsa training for identified staff.</p> <p>Elsa trained staff to provide sessions for children identified through Leuven and day to day behaviours to support with mental health and wellbeing</p> <p>Development of reflection/multi-faith space (safe space)</p>	<ul style="list-style-type: none"> <li>- Based on EEF findings children's outcomes can improve by adopting strategies linked to self regulation (+7), parent engagement (+4) and social and emotional interventions and learning ( +4)</li> </ul> <p>Other evidence from the NFER shows that meeting individual needs of each pupil supports their development and progress</p> <p><b>NFER research</b> shows that pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions</a></p>	2,3,4
<p>Maintain effective attendance incentives and tracking systems.</p> <p>Attendance daily monitoring including home visits</p>	<p><b>NFER research</b> shows more successful schools set up rapid response systems to address poor attendance. This includes 5/10 staff contacting home immediately if a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school. There is a clear link between poor attendance and lower academic achievement.</p> <p>For example, higher overall absence leads to lower attainment at the end of KS2 and KS4.</p> <p>Pupils with persistent absence are less likely to stay in education. The document below outlines the benefit of regular monitoring, reinforcing</p>	2

	<p>expectations and putting whole school strategies in place to improve attendance</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	
<p>Application of Inclusive Attendance programme to raise the profile of attendance across the school.</p> <p>Introduction of attendance club if needed.</p>	<p>Through research online, looking at other schools and discussions with leaders, It was noted that other schools have seen benefits in running an 'attendance club' which aims to reward persistent absentees and those of low attendance for improved and good attendance.</p> <p>We will aim to use rewards to compliment good and improved attendance and provide a safe calm space for the PP children to attend during one lunchtime a week.</p> <p>The club will be an opportunity for the children to relax, talk to peers and staff, eat their lunch and purchase rewards through gaining a balance of dojos from improved and outstanding attendance.</p> <p>Attendance is monitored weekly and fed back to the children with a short discussion about what has gone well and what hasn't and how it could be improved if needs be.</p>	1, 2, 4.
<p>Support with costs for enrichment activities to enable equity of access for all</p>	<p><b>The EEF states that</b> 'All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, children from disadvantaged backgrounds are less likely to participate in enrichment activities like volunteering and arts and cultural events.'</p> <p>'Case studies completed, reflect the importance of cultural and arts opportunities in supporting the wider learning of pupil premium students, and in turn show how schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.'</p> <p><b>A New Direction - Using pupil premium to enrich cultural capital.</b></p>	2,3,4,5

**Total budgeted cost: £ 169,680**

## 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 2022-2023 academic year.

The school's previous pupil premium strategy was a 3-year plan, covering academic years 21/22, 22/23 and 23/24. The strategy was and is still based on a tiered approach focusing on teaching priorities, targeted academic support and wider strategies.

Throughout the period we monitored and reviewed the impact of our pupil premium strategies to ensure that the funding was used effectively to improve outcomes and opportunities.

#### Teaching:

QFT CPD and bespoke professional development for the teaching and learning team, has had a focus on the delivery of the school's teaching and learning ambition and Rosenshine's principles in order to create a consistent approach and has ensured that quality first teaching is a key driver in the success of the strategy. A rigorous monitoring and evaluation cycle is in place to ensure the effectiveness and impact of the strategy. The school also benefitted from an Ofsted inspection, Trust review, attendance review and peer pupil premium review.

*Summer 25 UPDATE: 100% of teaching was judged to be effective with 21% judged as highly effective.*

Throughout the academic year, disadvantaged pupils were a focus during pupil progress meetings to identify and celebrate the progress being made but also to identify ways to improve progress and attainment further. During pupil progress meetings teachers were able to discuss the barriers for disadvantaged pupils and what they were doing in order to overcome these. PP was also a discussion point during school progress and standards meetings.

Ofsted noted: '*Staff expect all pupils to do well. Teachers check what pupils can remember from previous lessons. If pupils have any gaps in their knowledge due to the disruption of the COVID-19 (coronavirus) pandemic, teachers adapt their teaching to fill these gaps...They adapt their teaching to meet the needs of the children' and 'Leaders and staff want all pupils to achieve well. Even at this early stage of the school year, teachers have already established routines, high expectations and relationships with pupils. If pupils need extra support, they get it quickly'*

Parent views were:

100% said their child is happy at school

93% felt the school had high expectations for their child

96% felt that their child did well at school

Parents commented:

*'Really professional friendly staff who have also supported my children to do their best.'*

*'The school know the children personally and make every effort for their social needs as well as educational needs. I will be sad the day my son leaves in July and daughter in 2 years.'*

Parents have said that they would like a wider range of after school clubs and this will be addressed next academic year.

NB. A wider variety and larger amount of after school clubs have been offered since the 22/23 academic years by staff and also due to the employment of a sports apprentice.

#### Pupil Voice:

Headlines from results of a PP Pupil Questionnaire:

**1. How often do you get to do activities at school that you really enjoy?**

67% Responded *a few times a week*

19% Responded *everyday*

**2. Which school activities do you like the most?**

50% Responded *Sports*

1/3 Responded *Arts and Technology*.

**3. Have you attended an after-school club this year?**

57% Responded *YES*

**4. Have you been on a trip this year?**

91% Responded *YES*

**5. Have you represented the school this year?**

67% Responded *YES*

**6. Have you been a part of small group PE work?**

52% Responded *YES*

**7. How often do you learn new things during our school activities?**

0% Responded *Rarely or Never*

**8. Do you feel the enrichment activities help you with your regular school work?**

67% Responded *YES*

#### Targeted Academic Support:

Internal data is analysed by curriculum, phase and senior leaders throughout the year and is discussed during pupil and school progress meetings. Groups are identified and then supported through targeted strategies, interventions and in class support, particularly for those pupils from a disadvantaged background. This has had a direct impact on the progress and attainment of disadvantaged pupils since the pandemic.

Statutory data shows that there remains a gap between our disadvantaged pupils and those nationally. This will continue to be a focus of the strategy; however, we are seeing the gap diminish, as shown in the reflection section later in this strategy.

Data: Based on Projections for Summer 26

	<b>PP/Non-PP</b>	<i>Reading</i>		<i>Writing</i>		<i>Maths</i>	
		<b>EXS+</b>	<b>GD</b>	<b>EXS+</b>	<b>GD</b>	<b>EXS+</b>	<b>GD</b>
<b>Year 1</b>	Pupil Premium (9)	78%	0%	56%	0%	78%	0%
	Non-Pupil Premium (32)	75%	19%	72%	9%	68%	16%
<b>Year 2</b>	Pupil Premium (13)	61%	15%	54%	0%	62%	8%
	Non-Pupil Premium (43)	77%	33%	67%	14%	79%	30%
<b>Year 3</b>	Pupil Premium (15)	47%	7%	33%	0%	40%	0%
	Non-Pupil Premium (43)	76%	23%	63%	12%	67%	16%
<b>Year 4</b>	Pupil Premium (27)	48%	11%	41%	4%	59%	11%
	Non-Pupil Premium (35)	80%	37%	69%	9%	83%	49%
<b>Year 5</b>	Pupil Premium (20)	45%	10%	35%	5%	45%	0%
	Non-Pupil Premium (39)	75%	26%	70%	8%	75%	31%
<b>Year 6</b>	Pupil Premium (24)	79%	21%	71%	8%	67%	21%
	Non-Pupil Premium (37)	63%	41%	57%	27%	70%	35%

### Wider Strategies:

As a school we underwent an attendance review in order to identify what more can be done to improve attendance, particularly that of disadvantaged pupils. The Learning Mentor has also focused on attendance (persistence absenteeism), behaviour and wellbeing. Case studies indicate the impact of the work that has been undertaken with pupils and their families. Attendance remains a school priority with the attendance of disadvantaged pupils being lower than their peers.

This academic year we have bought into the Inclusive Attendance program and we will be disseminating CPD throughout the year.

The majority of PP children behave well. Ofsted noted: '*Adults expect pupils to behave well. Pupils live up to these expectations. They pay attention in class and walk down the stairs, or into assembly after playtime, sensibly and quietly.*'

SEMH and wellbeing have been supported by the learning mentor. Children are targeted through the use of wellbeing assessments, staff and self-referral. Case studies have been used to monitor impact of the work carried out

We have an ELSA trained member of staff in school, with dedicated and protected time given for ELSA sessions for those needing that level of support.

NB. After successful ELSA sessions since the 22/23 academic year, we are continuing to protect and utilise our ELSA for targeted children in need of the emotional and social support.

Progressive Sports apprentice used for supporting in curriculum PE lessons but also for marginalised group sessions. Sessions have been used to target individuals with behavioural, emotional and special educational needs. These sessions proved to be helpful for pupils to focus, and engage in lessons and further develop physically.

NB. After a successful year with our PS apprentice, we decided to re-employ for the 23/24, 24/25 and 25/26 academic years.

Supporting pupils with SEMH and their wellbeing needs will continue to be a focus in the next academic year.

Our revised curriculum based around big questions continues to provide children with a variety of opportunities to take part in enriching activities. Enrichment activities are inclusive to all pupils and support is given to children entitled to the disadvantage funding to support their attendance at these. Pupils have been provided with a variety of opportunities to enhance their cultural capital throughout the year including; DAaRT, Primary Parliament, School council, external visits, visitors into school, sports clubs and the school choir who go out in the locality but also represent us on a national level now.

### **Reflection:**

Data shows that the combined attainment gap is diminishing since 2023 and the Pandemic between school and national disadvantaged. Our disadvantaged pupils are outperforming against the national average for disadvantaged. Within school, during the last academic year, we have identified that we still have a gap in both attainment and attendance between our disadvantaged and non-disadvantaged children. Even when

broken down against other overlapping characteristics such as SEND or EAL, our gap still remains and will remain a vital challenge in our ongoing strategies.

Our attendance and safeguarding officer made good progress in the sharing of attendance data with parents and families, utilising our class dojo school story. Class teachers have accessed learning from Inclusive Attendance and challenge and support families with regards to attendance, and this is specifically discussed at parent consultations. The renewed ethos in

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	42	45%	46%	Close to average (non-sig)
2025	13	54%	47%	Close to average (non-sig)
2024	15	53%	46%	Close to average (non-sig)
2023	14	29%	44%	Below (non-sig)

school is that attendance is everyone's business. The HT periodically messages parents individually congratulating them (if good attendance) or making them aware of the negative impact of poor attendance (if low attendance).

### **Next Steps:**

- Monitor attendance bi-weekly, keeping an eye on disadvantaged persistent absenteeism, and those falling below 96%.
- Build relationships between school and families of those children with lower-than-expected attendance.
- Monitor attainment termly. Use pupil progress meetings to gain an insight into each child and their wider background and possible barriers.
- Dive deeper into disadvantaged data and identify overlaps with other 'characteristics' (SEND, EAL etc..) and identify where barriers lie. Use this to target support and funding in ways which break down these barriers.
- Continue to monitor the disadvantaged attendance at clubs (are they serving a purpose?) and enrichment opportunities (is our offer equitable?).
- The recruitment process for hiring a new attendance and safeguarding officer has begun.

## **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*

<b>Programme</b>	<b>Provider</b>
Coaching support	Progressive Sport
Reading	Reading Volunteers
Music	Sing Up
Music	Nottingham City Music Hub
Read Write Inc Online	Read Write Inc
Emile Maths	Emile
Computing	Rodocodo

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA