

Pupil Premium Strategy Statement –



St Edmund Campion School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
Number of pupils in school	31
Proportion (%) of pupil premium eligible pupils	9.2
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)	25/26 26/27 27/28
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Bianca Woolley - Headteacher
Pupil premium lead	Sarah Cross – Deputy Headteacher
Governor / Trustee lead	Wendy Riley - Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48, 941
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>	£48,941

Part A: Pupil premium strategy plan

Statement of intent

At St Edmund Campion Primary School, our intention is that every child, regardless of background, starting point or the challenges they face, makes strong progress and achieves highly across a broad, ambitious curriculum. We will use pupil premium funding to remove barriers for disadvantaged pupils and secure equitable outcomes, while sustaining and improving attainment for their non-disadvantaged peers.

Guided by the Education Endowment Foundation (EEF) and other recommended research, we will take a tiered, evidence-informed approach that balances:

- **High-quality teaching** (our first priority), including a well-sequenced curriculum, precise formative assessment, and ongoing, high-impact professional development
- **Targeted academic support** for identified pupils (e.g., early language, phonics fluency, reading comprehension, number sense), delivered through structured, time-limited interventions that are closely aligned to classroom teaching
- **Wider strategies** that address non-academic barriers to learning: attendance and punctuality, wellbeing, behaviour, and strong parental engagement, so pupils attend, belong and succeed.

Our approach will be **diagnostic, inclusive and proportionate**. We will use robust assessment and pastoral intelligence to pinpoint need (including pupils with a social worker, young carers, and those with SEND) and match it to proven approaches from the EEF's guidance reports and Toolkit.

To ensure **strong implementation and sustained impact**, we will follow the EEF's implementation guidance: engaging staff, uniting around a small number of priorities, and building in review cycles. Activity will be planned, monitored and refined using clear success criteria, staff training, and protected time for coaching and evaluation.

Through this strategy we expect to see:

- **Accelerated progress in core subjects** for disadvantaged pupils, reducing within-school attainment gaps year-on-year
- **Improved attendance and readiness to learn**, with targeted support preventing small issues from becoming entrenched barriers

- **Sustained quality-first teaching** through high-impact CPD, instructional coaching and effective use of assessment to inform teaching
- **Richer curriculum access and cultural capital**, ensuring disadvantaged pupils participate fully in enrichment, leadership and wider opportunities.

All staff share collective responsibility for the progress and wellbeing of disadvantaged pupils, and maintain high expectations for what every child can achieve. Our plan sits within whole-school improvement and will be reviewed termly, with findings reported to governors and used to refine provision for the next cycle.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data indicates that pupil premium children are making accelerated progress and the gap is beginning to close. However, the attainment of these children remains lower in comparison to their non-PP peers in reading, writing and maths.
2	Our attendance data shows that there is a greater proportion of pupil premium children who are persistently late or absent compared to their non-PP peers. Our assessments and observations indicate that persistent absenteeism has a negative impact on the attainment and progress of our disadvantaged children.
3	We have a significant proportion of pupil premium children who are also identified as having special educational needs or English as an additional language. We have also identified through our work with parents, children and families that a proportion of disadvantaged children at our school face challenges around their mental health and wellbeing. These challenges impact their attendance and achievement in school.
4	A proportion of our pupil premium children do not have access to rich and varied experiences as our non-PP children have. This impacts their cultural capital and knowledge of the wider world.

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>To improve the attainment of pupil premium children in reading, writing and maths so that the gap between PP and non-PP pupils continues to narrow.</p>	<ul style="list-style-type: none"> • Termly assessment data shows the gap in RWM attainment between PP and non-PP pupils is reducing in each year group. • The majority of PP pupils are on track to meet their end-of-year targets in RWM, with clear intervention plans for any who are not. • Lesson visits and book looks show that quality-first teaching is consistently adapted to meet the needs of PP pupils. • Pupil voice indicates that PP pupils feel confident in reading, writing and maths and can talk about their next steps.
<p>To improve and sustain the attendance and punctuality of pupil premium children, particularly those identified as persistently absent or late.</p>	<ul style="list-style-type: none"> • Overall attendance for PP pupils is at least in line with non-PP peers. • The percentage of PP pupils who are persistently absent reduces and is no higher than that of non-PP pupils. • Late marks for PP pupils decrease term-on-term. • Attendance is monitored weekly, and evidence shows swift follow-up and support for families where concerns arise.
<p>To ensure that pupil premium children with SEND, EAL and/or social, emotional and mental health needs receive effective, coordinated support so that barriers to learning are reduced.</p>	<ul style="list-style-type: none"> • All PP pupils with SEND have clear, up-to-date support plans that are reviewed at least termly. • Pupils with EAL are identified by teachers and research-based strategies are used to support pupils within the classroom. • Staff use agreed classroom strategies and interventions, and monitoring shows these are implemented consistently. • ELSA support is provided where this is needed. • Regular DSL meetings to discuss and action plan for children with SEMH needs. • Mental health lead trained as a DSL and HLTA trained as Child-Mental Health Lead. • Pastoral and wellbeing records show that concerns are identified early and that appropriate support (e.g. nurture groups, ELSA, external agencies) is in place. • Pupil and parent voice indicates that children feel safe, supported and able to learn.

To ensure that pupil premium children have equitable access to enrichment opportunities which develop their cultural capital and knowledge of the wider world.	<ul style="list-style-type: none"> • Participation data shows that PP pupils take part in trips, clubs and enrichment activities at rates at least in line with their non-PP peers. • Funding records show that financial barriers are removed (e.g. subsidised trips, music lessons, clubs) for PP pupils where needed. • Curriculum planning and enrichment records show that all PP pupils experience a range of visits, visitors and wider opportunities across the year. • Pupil voice demonstrates that PP pupils can talk about new experiences and learning beyond the classroom.
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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: £25,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher and Teaching Assistant provision of high quality CPD to support high quality teaching and learning.</p> <p>£7,900</p>	<ul style="list-style-type: none"> • The EEF and DfE are clear that high-quality teaching is the single most important lever schools have to improve outcomes, particularly for disadvantaged pupils. • The EEF's <i>Guide to the Pupil Premium</i> states that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, should be a top priority for pupil premium spending. • The EEF <i>Effective Professional Development</i> guidance report concludes that well-designed CPD which builds knowledge, 	1, 3

	<p>develops techniques and embeds practice is a crucial tool for improving teaching quality and pupil outcomes.</p> <ul style="list-style-type: none"> • EEF planning support and the Pupil Premium Menu evidence brief both highlight investment in sustained, evidence-informed PD and pedagogical expertise as a core use of pupil premium to raise attainment. 	
<p>Support staff deliver high-quality additional pre-teach/post teach interventions addressing gaps in Phonics, Reading, Writing and Maths.</p> <p>£12,500</p>	<ul style="list-style-type: none"> • The EEF's <i>Making Best Use of Teaching Assistants</i> guidance report finds that trained TAs delivering structured one-to-one or small-group interventions can have a positive, cost-effective impact on attainment, in contrast to unstructured general support. • EEF planning guidance on <i>Targeted Academic Support</i> emphasises that short, sharply focused small-group or one-to-one tuition, closely linked to classroom teaching, is particularly beneficial for disadvantaged pupils. • The EEF Toolkit reports that one-to-one tuition typically secures around five additional months' progress on average, and small-group tuition around four months' progress, when well implemented. • Phonics approaches have a strong evidence base: the EEF summarises that systematic phonics supports younger readers to make around four to five additional months' progress, and benefits older struggling readers too. • The EEF's guidance on reading comprehension shows that explicit teaching of comprehension strategies 	1, 3

	(e.g. inference, summarising) is high impact – around seven additional months' progress – and especially important alongside phonics for disadvantaged pupils.	
<p>OPAL lunchtime training provided to staff.</p> <p>£750</p>	<ul style="list-style-type: none"> • OPAL's evaluations and parliamentary evidence show that whole-school play improvement programmes can reduce behaviour incidents at playtime by up to 80%, cut senior leadership time spent resolving disputes by around 90%, and reclaim over 30 hours of teaching time per teacher per year, alongside reported gains in pupils' happiness and inclusion. • The <i>Case for Play in Schools</i> review (sponsored by Sport England) summarises academic evidence that high-quality play supports social, emotional and cognitive development, and can improve pupils' wellbeing and readiness to learn. • The EEF's <i>Improving Social and Emotional Learning in Primary Schools</i> guidance highlights that embedding SEL into everyday routines and unstructured times (such as break and lunch) is particularly important for disadvantaged pupils, whose SEL skills tend to be weaker on average. • DfE <i>Behaviour in Schools</i> guidance stresses that a calm, orderly and supportive whole-school environment is crucial for learning, attendance and behaviour, and that all staff should be trained to implement the behaviour policy consistently – 	2,3,4

	which includes lunchtime systems.	
<p>Specialist Music Teaching</p> <p>£2,100</p>	<ul style="list-style-type: none"> The EEF Toolkit strand on arts participation (including music) finds that, on average, arts education is associated with around three additional months' progress in academic outcomes, with evidence of benefits in English, maths and science. An EEF-commissioned review of arts education reports that participation in structured arts programmes can improve both cognitive outcomes (e.g. attainment, memory) and non-cognitive outcomes (motivation, confidence, wellbeing). Targeted music instruction has been trialled by the EEF in primary schools, with evaluations highlighting promise for improving pupils' academic outcomes alongside engagement and self-efficacy, particularly for disadvantaged groups. High-quality specialist teaching in foundation subjects is also supported by wider EEF and Ofsted messaging that a rich, well-taught curriculum contributes to closing gaps in cultural capital and attainment for disadvantaged pupils. 	3,4
<p>CPD and Resources to support Teaching and Learning</p> <p>Maths – White Rose £184</p> <p>Maths – TTRS £110</p> <p>Twinkl Subscription £720</p>	<ul style="list-style-type: none"> The EEF Pupil Premium Menu evidence brief states that high-quality teaching can be strengthened by investment in high-quality curriculum materials and assessments, where these are used thoughtfully as part of a coherent approach. 	1,3

<p>Kapow £750</p>	<ul style="list-style-type: none"> • EEF maths guidance emphasises that coherent, well-sequenced curricula and mastery approaches, supported by high-quality teaching and focused interventions, are promising for raising attainment, especially in disadvantaged pupils – which aligns with the design of schemes like White Rose. • TTRS is an adaptive digital platform specifically focused on multiplication fluency; its design reflects evidence that frequent, focused practice and retrieval of key facts improves automaticity in maths, freeing working memory for problem-solving. • Case-study and school-level reports describe notable gains in speed and accuracy of recall and improvements in pupils' confidence with multiplication. Formal independent trials are still emerging, so schools should use TTRS as an evidence-informed tool within a wider maths strategy, not as a stand-alone intervention. • Twinkl & Kapow – curriculum resources and embedded CPD. • The DfE <i>Workload Reduction Toolkit</i> highlights that using pre-prepared, high-quality planning and resourcing can reduce unnecessary workload, allowing teachers to focus more on responsive teaching, assessment and feedback – activities linked to improved outcomes for disadvantaged pupils. • Kapow provides curriculum schemes with built-in CPD videos and clear 	
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	<p>progression, aligned to the National Curriculum and DfE/Ofsted expectations, supporting non-specialists to deliver stronger teaching in foundation subjects and build pupils' cultural capital.</p> <ul style="list-style-type: none"> By combining evidence-aligned schemes (e.g. White Rose Maths), fluency tools (e.g. TTRS) and workload-reducing resources (Twinkl, Kapow) within an implementation plan informed by EEF guidance, schools can strengthen consistency of high-quality teaching and free staff capacity to focus on PP pupils' needs. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £9,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Termly pupil progress meetings between teachers and SLT.</p> <p>£3,500</p>	<ul style="list-style-type: none"> The EEF's <i>School Planning Guide</i> and <i>Targeted Academic Support</i> guidance stress that additional support should be targeted using assessment information and reviewed regularly, so that intensity and focus can be adjusted over time. Termly pupil progress meetings give a structured way to do this. The EEF <i>Implementation</i> guidance (<i>Putting Evidence to Work</i>) highlights that schools should treat implementation as a process, using ongoing monitoring and data to refine approaches, not as a "one-off" 	1

	<p>decision. Pupil progress meetings are a concrete mechanism for this kind of purposeful monitoring.</p> <ul style="list-style-type: none"> • EEF guidance on <i>Teacher Feedback to Improve Pupil Learning</i> stresses that high-quality feedback is most effective when it is timely, based on accurate information, and focused on next steps; structured review meetings help teachers and leaders translate assessment data into clear feedback and action plans for disadvantaged pupils. • There is a collective responsibility for PP children's progress in order that they make accelerated progress. Staff know who they are, identify their barriers to learning and the strategies needed to meet their educational and emotional needs. 	
<p>Support Staff interventions: Teaching Assistant directed time for provision of Reading, Writing and Maths interventions to increase knowledge and skills and improve attainment of all disadvantaged children.</p> <p>£3,200</p>	<ul style="list-style-type: none"> • The EEF Teaching Assistant Interventions strand finds that, when TAs deliver high-quality, structured one-to-one or small-group interventions linked to classroom teaching, pupils make on average around 4 additional months' progress – particularly in reading and maths. • EEF trials show that TA-led literacy and numeracy interventions can significantly improve outcomes: for example, a TA-led maths programme for Year 2 pupils produced around 2 months' additional progress, including for pupils eligible for FSM. • The <i>Making Best Use of Teaching Assistants</i> guidance report – and the updated 2025 TA guidance – recommend that TAs are redeployed away 	1,3

	<p>from ad-hoc “VELCRO support” and towards planned, evidence-based interventions with clear structure, training and materials, as this has far greater impact on disadvantaged pupils.</p> <ul style="list-style-type: none"> • EEF’s <i>Targeted Academic Support</i> guidance emphasises that small-group and one-to-one tuition are powerful tools when they are diagnostically targeted, time-limited, and closely monitored, which is exactly how directed intervention time for TAs can be structured. 	
<p>Phonics and reading interventions: Supersonic phonics subscription/ Accelerated reader</p> <ul style="list-style-type: none"> • Supersonic phonics: £300 • Accelerated reader: £2,200. 	<ul style="list-style-type: none"> • The EEF’s <i>Phonics</i> strand identifies phonics as one of the most secure, best-evidenced areas of pedagogy, typically leading to around 4-5 months’ additional progress in early reading when delivered systematically, and benefitting older struggling readers too. • DfE lists Supersonic Phonic Friends as a validated systematic synthetic phonics (SSP) programme that meets its core criteria for effective SSP (carefully sequenced, fully decodable texts, training and resources), meaning it has been reviewed against evidence-based principles for teaching early reading. • English Hubs and school guidance note that validated SSPs like Supersonic Phonic Friends support consistency of approach, high-quality staff training, and clear progression from EYFS to KS1, which are key conditions 	1,3

	<p>for disadvantaged pupils to keep up rather than catch up.</p> <ul style="list-style-type: none"> • EEF literacy guidance stresses that, alongside phonics, schools should ensure systematic teaching of reading comprehension strategies and frequent opportunities to read appropriately challenging texts. Programmes like AR can support this by monitoring comprehension, informing teacher feedback and helping to match pupils to texts, but need to sit within a broader reading strategy rather than replace it. 	
<p>Seesaw online: communication programme to strengthen home-school links and provide homework/interventions for PP pupils.</p> <p>£400</p>	<ul style="list-style-type: none"> • The EEF's <i>Parental Engagement</i> strand finds that well-designed approaches to working with parents typically lead to around 4 months' additional progress, with greater benefits for disadvantaged pupils, especially when the focus is on helping parents support learning at home. • The EEF guidance report <i>Working with Parents to Support Children's Learning</i> recommends regular, positive, two-way communication linked directly to learning, rather than generic information, and highlights the potential of simple, low-cost digital communication (texts, online platforms) to boost attainment and attendance when done well. • The EEF guidance report on <i>Using Digital Technology to Improve Learning</i> notes that technology has most impact when it supports effective 	1,2,3

	<p>teaching practices – for example, providing prompts about homework, sharing resources and giving feedback – rather than being used as a bolt-on.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Education Welfare Officer: increase Attendance and Punctuality of children across the school including disadvantaged pupils through embedding the principles of Improving School Attendance.</p> <p>£500</p>	<ul style="list-style-type: none"> DfE guidance <i>Working together to improve school attendance</i> is clear that good attendance is strongly linked to improved attainment, safety and long-term outcomes, and that schools should use proactive systems, strong relationships and early intervention to address absence. National analysis shows that disadvantaged pupils have higher rates of persistent absence, and that this is now a major driver of the widening disadvantage gap, making targeted attendance work for PP pupils a key equity priority. The EEF's work on attendance highlights that multi-component approaches (clear expectations, positive relationships, parental communication and recognition of improved attendance) are more promising than single actions, supporting the use of both EWO support and reward 	2

	systems within a whole-school strategy.	
<p>Provision of an Emotional Literacy Support Assistant (ELSA) as part of the school's wider tiered mental health system to ensure early support. Embedding of in-class ELSA strategies so that staff can support children with emotional and behavioural issues.</p> <p>£3,500</p>	<ul style="list-style-type: none"> • DfE's <i>Mental health and behaviour in schools</i> guidance states that unmet social, emotional and mental health needs directly affect learning and attainment, and recommends early, school-based support as part of a whole-school approach. • The EEF's <i>Improving Social and Emotional Learning in Primary Schools</i> report concludes that well-implemented SEL approaches improve behaviour, wellbeing and academic outcomes, and should be embedded in everyday classroom practice – exactly what ELSA-informed class strategies aim to do. • UK evaluations of the ELSA programme report improvements in pupils' emotional wellbeing, self-esteem and ability to manage feelings and relationships, particularly when ELSA is part of a tiered whole-school system with regular supervision and clear referral pathways. 	2,3
<p>Enrichment and Physical Activity</p> <p>Provision of access to extracurricular activities and visits including:</p> <ul style="list-style-type: none"> • Music Tuition provision for DA children. • Access to before and after School Clubs which include physical activity and sport. 	<ul style="list-style-type: none"> • The EEF's Arts Participation strand finds that arts education, including music, is associated with around three additional months' progress on average, and also supports motivation, confidence and engagement – key levers for disadvantaged pupils. • DfE summaries on health and attainment show a clear positive association between physical activity and academic outcomes, with 	2,3,4

<ul style="list-style-type: none"> • Support Residential Visits and other School Visits <ul style="list-style-type: none"> • HoneyBee Farmacy - allotment <p>£9,900</p>	<p>physically active pupils better able to concentrate, manage stress and participate fully in learning; structured clubs and sport are one way schools can secure this for disadvantaged pupils.</p> <ul style="list-style-type: none"> • EEF and wider UK evidence on enrichment (e.g. Children's University, extra-curricular participation studies) show that sustained access to cultural, sporting and residential experiences supports academic progress, aspirations and social skills, and that disadvantaged pupils are less likely to access these opportunities without financial support from school. 	
<p>Contingency fund for acute issues.</p> <p>£427</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 48,941

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact against intended outcomes

1) Pupils meet age-related expectations in Reading, Writing, Maths

Maths (Summer 2025):

- **PP (n=24):** 54.6% at **EXP+** (45.5% EXP, 9.1% GDS); 13.6% BLW, 31.8% WTS.
- **Non-PP (n=268):** 85.1% at **EXP+** (60.4% EXP, 24.7% GDS); 3.0% BLW, 11.9% WTS.
- **Gap at EXP+: -30.5 pp (PP behind). Above-target:** PP 4.5% vs non-PP 11.9%.

Reading:

- **PP:** 63.6% at **EXP+** (54.5% EXP, 9.1% GDS); 13.6% BLW, 22.7% WTS.
- **Non-PP:** 87.6% at **EXP+** (55.7% EXP, 31.9% GDS); 3.4% BLW, 8.9% WTS.
- **Gap at EXP+: -24.0 pp. Above-target:** PP 4.5% vs non-PP 9.8%.

Writing: (key weakness)

- **PP: 45.5% at EXP+** (36.4% EXP, 9.1% GDS); 18.2% BLW, 36.4% WTS.
- **Non-PP: 80.9% at EXP+** (61.3% EXP, 19.6% GDS); 3.8% BLW, 15.3% WTS.
- **Gap at EXP+: -35.4 pp. Targets:** PP average **WTS**; suggests writing is an area of challenge for PP pupils.

Evaluation:

Partially met. Many PP pupils reached expected targets set for them, but headline **attainment gaps remain** (largest in writing). The combination of **pre-teaching, adult scaffolding, mini-whiteboards** and **manipulatives** is valued and should continue; however, we will continue to enhance our **support** and **stretch for PP pupils, particularly in writing.**

2) Children enjoy the wide range of enrichment activities

What pupils told us:

- Enjoyment and engagement cited for **arts & crafts, allotment, Lego/boards/puzzles, bikes & scooters, clubs, and jobs/responsibilities** (“I really like doing jobs...”).
- Positive mentions of **Accelerated Reader, TT Rockstars, Blooket, Seesaw, and iPad use** for phonics/times tables; requests for “**more Blooket/Seesaw**”.

Evaluation:

- **Met.** Enrichment and curriculum-adjacent tools are **highly valued** and **support motivation and practice**. Continue to ensure **PP first access** and **active tracking of participation**.

3) Sustained improved wellbeing for all pupils

What pupils told us:

- Clear impact from **quiet spaces, structured lunch alternatives** (“coming off the playground has really helped me”), **emotion coaching**, and **trusted adults** (“I know the teacher will listen when I’m upset”).
- **Tiered support** (pre-teaching, check-ins, chunking, adult proximity) helps pupils **stay calm, focused and on-task**; rewards (bikes/scooters) motivate completion.

Evaluation:

- **Met.** Strong pupil voice evidences improved regulation and readiness to learn. Next year, we will pair this qualitative data with **simple pre/post measures** (e.g., brief goal-attainment scaling or standardised SEMH tools) to quantify impact alongside voice.

4) All PP children have access to appropriate support to reduce barriers

What worked:

- **Pre-teaching** (“a little lesson before the big lesson”), **adult support, front-row seating, small-step instruction, manipulatives** (100-square, cubes), **targeted digital practice** (TT Rockstars, phonics apps), and **scaffolded resources** increased access and focus.
- **Where to refine: Nessy** helped earlier in the year but became **too difficult**: teachers to continue to refine the use of technology to support PP pupils.

Evaluation:

- **Mostly met.** Access barriers are being actively addressed; **precision and ambition** should continue to develop to allow all pupils to achieve.

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
White Rose Maths Spelling Shed Edshed	White Rose
Testbase	Testbase
Nessy	Nessy Support
Accelerated Reader	Renaissance
TT Rockstars	Maths Circle Ltd
Life to the Full	Ten Ten

Service pupil premium funding (optional)

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

Provision of extra-curricular activities (music/ wrap-around care)

The impact of that spending on service pupil premium eligible pupils

Teachers and pupil voice have shown improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.