

# Childwall Valley Primary Pupil Premium Strategy Statement 2022-23 & Review of Outcomes 2021-22

This statement details our school's use of pupil premium for the 2022 to 2023 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	Childwall Valley Primary School
Number of pupils in school	205 (222 inc Nursery)
Proportion (%) of pupil premium eligible pupils	35% (October 2022)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr. C. Davey
Pupil premium lead	Mrs. S. Evans
Governor / Trustee lead	Mrs. M. Sangare

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,495
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£125,495
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## Part A: Pupil premium strategy plan

### Statement of intent



Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. When planning our Pupil Premium Strategy for the year ahead, we take a three-tiered approach. This means we identify areas for whole school development, targeted support for groups of pupils and areas of need and finally, a personalised approach for individuals in need, breaking down barriers to education.

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise half termly reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

Our implementation process:

Explore	Prepare
<ul style="list-style-type: none"> <li>Identify key priorities to be addressed</li> <li>Systematically explore appropriate specified plan</li> <li>Assess the readiness of the school to deliver the plan</li> <li>Make practical preparations</li> </ul>	<ul style="list-style-type: none"> <li>Develop a clear, logical and well specified plan</li> <li>Examine the fit and feasibility with the deliver the plan</li> </ul>
Deliver	Sustain
<ul style="list-style-type: none"> <li>Support staff and solve any intervention from the outset</li> <li>Reinforce initial training with follow on reward good implementation practices</li> <li>Drive faithful adoption and intelligent process adaption</li> </ul>	<ul style="list-style-type: none"> <li>Plan for sustaining and scaling the problems using a</li> <li>Continually acknowledge, support and</li> <li>Treat scale-up as a new implementation</li> </ul>

## Challenges

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

Challenge number	Detail of challenge
1	Support for non-academic issues that impact success in school, such as attendance, punctuality, parental engagement, behaviour and social and emotional challenges
2	Supporting the health and wellbeing of pupils within school which has the potential to improve their educational outcomes & their health and wellbeing outcomes.
3	Closing the attainment gap between all disadvantaged children and their peers including our middle and high attainers.
4	Disadvantaged pupils are 1.6 times more likely to be below language expectations at age 5, compared to their non-disadvantaged peers. This grows to twice as likely to be below language expectations at age 11. * On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. There is a 19-month gap between the language skills of 5-year olds in the lowest and highest income groups (quintiles)**

\*Moss and Washbrook 2016 Understanding the Gender Gap in Literacy and Language Development. \*\*Communication Trust

## 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
To improve the attendance gap between PP and other pupils	Improved attendance to national average and reduced numbers of persistent absentees for disadvantaged pupils.
To improve our provision in supporting the mental health & emotional well-being of disadvantaged pupils so they have the strategies for self-regulation when faced with challenge.	Improved academic attainment, attitudes, behaviour and attendance of PP children.
To ensure quality first teaching by providing all staff with the knowledge, skills and strategies to challenge and stretch disadvantaged learners, reducing the difference between PP and other children.	QFT for all pupils with a particular focus on the needs and progress of PP pupils. Staff are consistent in their expectations of high standards, engagement and effort to ensure progress of all PP eligible pupils against the key measures: <ul style="list-style-type: none"> <li>Phonics screening check</li> <li>Multiplication Check</li> <li>RWM at the end of KS1 <ul style="list-style-type: none"> <li>Expected standard in RWM at the end of KS2</li> <li>Pupils attaining GD in RWM at the end of KS2</li> </ul> </li> </ul>
To give disadvantaged children the experience and confidence in using high quality communication, language and vocabulary	Improved PP pupils' communication and oral language skills, supporting higher attainment by reducing the difference between PP and other children against key measures.

To increase engagement for all PP parents	Improved parental engagement of PP families
Improved mental health/ emotional well-being of disadvantaged pupils.	Improvement in academic attainment, attitudes, behaviour and attendance of PP children
Give effective ad-hoc support to disadvantaged pupils, pupil groups and families	Improvement in attainment/attendance or other measures for targeted pupils.

## 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: £42,754.50

Activity	Costing	Evidence that supports this approach	Challenge number(s) addressed
<p>Relevant CPD training for all staff &amp; governors through the National College, SIL &amp; other providers.</p> <p>Additional time given to SLT &amp; subject leads to develop own CPD. To use learnt knowledge to develop expert classroom practitioners &amp; continue to enrich their curriculum area with in-school activities, feedback, training, monitoring; &amp; prioritising PP pupils.</p>	<p>National College Subscription £1194.00</p> <p>SIL Primary team training £4000</p> <p>Other CPD training providers (approx.) £5000</p> <p>% cost of cover for ½ day (weekly) time for LMT £7427.55</p> <p>Cost of cover for ½ day (termly) Subject Leads time £1207.50</p>	<p><i>'Pupils have positive, mature attitudes to their learning. They work well independently and support each other when needed. Pupils build strong relationships.'</i> OFSTED May 2022</p> <p><i>Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. (EEF)</i></p> <p><i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. (EEF)</i></p>	2, 3 & 4
<p>Additional time for CPD of new Pastoral Leads (Mrs Coltherd &amp; Miss Bonham) &amp; time allocated to complete duties; prioritising disadvantaged pupils.</p>	<p>% of time Pastoral Leads allocated to PP children £487.50</p> <p>Training costs:</p>		4

Whole staff CPD in priority areas including: Mental health, ACES, Rockets; ROAR Metacognition; Voice21	£4000 (approx).		2
Additional teacher in mornings (Mon-Thurs) supporting English and Maths for Yr6 teachers and collaborative learning enabling pupils to work together in smaller groups and each participant creating equal opportunity to contribute. (22-23).  <b>'Push for Progress'.</b> Mastery learning, Overlearning, precision teaching tracking, feedback.	£18,000	<i>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 (EEF)</i>  <i>'The curriculum has been designed carefully so that pupils have many opportunities to return to prior learning and build on their knowledge over time.'</i> OFSTED May 2022	3
Staff are fully trained in the RWI phonics programme to deliver high outcomes/ accelerated progress in phonics for all pupils & close the gap for PP eligible pupils	(1-day cover for 3 staff to attend RWI training at St John's primary School- Sept 22) £200  RWI Lead Training- £300	<i>'Schools take an approach that is rigorous, systematic, used with fidelity (any resources used should exactly match the GPC progression of their chosen SSP approach). (Ofsted)</i>  <i>'The phonics programme is well organised and effective. Staff are well trained.'</i> OFSTED May 2022	3
Participate in Voice21 Oracy project to develop expert oracy classroom practitioners with in school activities prioritising disadvantaged pupils.	£219 training session	<a href="https://voice21.org/impact/">https://voice21.org/impact/</a> (Voice21)  <i>'They are confident when talking about what they have learned.'</i> OFSTED May 2022	4
EYFS staff are fully trained to deliver 'Stoke Speaks Out' speech and language intervention programme.	Additional resources approx. £500	<i>'Treating communication &amp; language difficulties early on can prevent potential problems with behaviour, learning, reading and social interaction. By age 3, most of the major brain structures are mature, and it becomes more difficult to make significant changes in a child's growth and development.'</i> (First Words Project)	4
Staff trained to teach pupils a variety of specific strategies to set goals, & monitor & evaluate their own academic development	£219 training session	<i>"Learning to learn' helps pupils think, more explicitly, about their own learning.'</i> (Third Space Learning)	3

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

Budgeted cost: £15,587

Activity	Costing	Evidence that supports this approach	Challenge number(s) addressed
Staffing allocated to provide specific interventions as appropriate across the school to give priority to those disadvantaged pupils who need the greatest support. e.g. Smaller phonics sets across EYFS/KS1 KS2; PP interventions in Y5/Y6 led by HP x 2 mornings per week Additional teacher- mornings in Yr6 (Mon-Thurs) EYFS/KS1 lead released from class. Senior leadership allocate staff as appropriate across the school to give priority to those who need the greatest support.	% of PP ch'n EYFS/KS1 (29 ch'n)  Yr5/6 (29 ch'n) £0 (Teacher Volunteer)  Budget allocated for cover £2712	<i>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 teachers &amp; teaching assistants can provide targeted academic support, including how to link structured 1:1 or small group intervention to classroom teaching, is likely to be a key component of an effective PP strategy (EEF)</i>	3
PP pupils to read 1:1 every day in school with an adult (inc. HA). PP pupils to receive daily feedback/ support in mathematics/reading/writing with an adult. Smaller RWI groups for targeted support.	% cost of time for all PP ch'n to read 1:1 daily £2925 % cost of time for all PP ch'n to receive feedback 1:1 daily £2925	<i>'Quality teaching helps every child' (EEF) 'The curriculum has been designed carefully so that pupils have many opportunities to return to prior learning and build on their knowledge over time.' OFSTED May 2022</i>	3
Progress meetings used to review progress & identify the best use of resources/strategies e.g. providing resources to allow the release of teachers to work with PP groups identified as requiring accelerated progress e.g. those identified as more able or with potential to be in this group.	Budget allocated for any additional resourcing costing allocated £6000  i.e .EAL Specific books and reader pens (£280.50)	<i>'Support middle and high attainers too- The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.' (EEF)</i>	3



Highly-trained staff in EYFS to assess children on entry using the new Stoke Speaks Out Early Assessment Tool, identifying children requiring intervention to address speech & language needs and deliver bespoke programmes to ensure they rapidly make progress in their speech and language development.	% PP accessing SSO intervention training 10 ch'n (7days) £525  Resources costing- approx. £500	<p><i>S&amp;L development are the building blocks for learning. Good communication is essential for socialising, learning &amp; to developing their full potential. Language delay has been linked to poor educational attainment, anti-social behaviour &amp; long term mental health difficulties. We know that the</i></p> <p><i>majority of brain growth takes place in the first 3 years of life so Stoke Speaks Out is focused on early life &amp; early education to ensure all children are supported as well as they can be.</i></p>	4

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

Budgeted cost: £67,153.50

Activity	Costing	Evidence that supports this approach	Challenge number(s) addressed
Continue to fund attendance FLO to identify attendance concerns and provide strategies to improve attendance and punctuality.  Designated attendance champion (Mrs Hoos) to create, build and maintain systems and performance	% of time dedicated to PP families £6177  % of time dedicated to PP families £3159	'Pupils need to attend school regularly to benefit from their education.' (DFE)	1
Access to outside agency resources & support particularly with regards to counselling for all pupils & staff in school to support emotional health and wellbeing, mental health and safeguarding. i.e. Brighter Horizons, ROAR, Seedlings and Trailblazers 1:1 counselling places are prioritised for our disadvantaged pupils.  Pastoral lead provides in-house support for pupils with emotional wellbeing needs, with PP children prioritised.	£2925        £4387	<p>🕒 2020-21 data shows a reduction in the number of EHATS 🕒 More positive talk regarding Mental Health</p> <p>🕒 2020-21 progress data shows all children taking part in Brighter Horizons Counselling made between +7 &amp; +14 points of progress.</p>	1

Celebration Assemblies (STAR) attendance rewards Discounts on school residential trips for good attendance. Prioritising PP for individual roles & responsibilities including prefects, ambassadors, school council.	Approx. £5000	<p><i>'Studies show adventure learning experiences have positive benefits on learning, particularly for more vulnerable students' (Third Space Learning).</i></p> <p><i>'Pupils enjoy taking part in the wide range of extracurricular activities on offer.'</i> OFSTED May 2022</p> <p><i>'Pupils learn the importance of being responsible citizens. They contribute well to school life, for example through their roles as school councillors, school ambassadors, play</i></p>	1
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		<p><i>leaders and prefects.'</i> OFSTED May 2022</p>	
<p>Respond to specific needs or opportunities which arise to support children, pupil groups and families as required including:</p> <ul style="list-style-type: none"> <li>- funding for; additional books, breakfast club, afterschool clubs</li> <li>-applying for magic breakfast</li> <li>-attendance at higher-ability workshops/after- school clubs targeted at disadvantaged pupils</li> <li>-transport for parents to attend annual reviews</li> <li>- support for pupils to access a range of offsite educational trips/visits and experiences</li> </ul>	<p>Approx. allocations £35,000</p>	<p><i>'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.'</i> (EEF)</p>	1
<p>Engaging disadvantaged families including:</p> <ul style="list-style-type: none"> <li>- in-school workshops/support with relevant resources shared. funding for LEGO therapy equipment &amp; training.</li> <li>-time investment in SIMS to increase parental engagement for those 'hard to reach' families.</li> </ul>	<p>Approx. allocation of Business manager time to SIMS (39.3% PP families) £ 6318</p> <p>Budget allocated for equipment/resources £2500</p>	<p><i>'Parental engagement has a positive impact on average of 4 months' additional progress.'</i> (EEF)</p>	1



KS2 Reading Ambassadors trained to read/listen to PP pupils read/Chatterbooks after-school clubs	£ 402 training time	<p><i>'Nothing is more important in education than ensuring that every child can read well.'</i> (Reading: the next steps-supporting higher standards in school; OFSTED)</p> <p><i>'Older pupils enjoy a wide range of high-quality books. Leaders have carefully selected books to support pupils' personal development.'</i> OFSTED May 2022</p>	3
Encouraging and celebrating participation in extra-curricular activities in and outside of school through Children's University.	£1285	<p><i>Participation in extracurricular activities can positively impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience. Research shows that children that do not have access to these opportunities fall behind, lack confidence, and fail to develop career aspirations. The resulting attainment gap is so significant that 25% of children from the most disadvantaged backgrounds achieve below expected attainment levels. (Children's University)</i></p>	1

**Total budgeted cost: £125,495**

## **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 2021 to 2022 academic year.

<b>Aim</b>	<b>Outcomes</b>
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<p><b>To improve our provision in supporting the mental health &amp; emotional well-being of disadvantaged pupils so they have the strategies for self-regulation when faced with challenge.</b></p>	<p><b>Improved attitudes, behaviour:</b></p> <ul style="list-style-type: none"> <li>Less CPOMS behaviour logs reported during summer term (Autumn Term- 67; Spring Term- 52; Summer- 18)</li> </ul> <p><b>Improved attendance:</b></p> <p>2020/21: In Autumn term, 34% of PP attendance was below 90%. In Summer term that has dropped to 28%. In Autumn term, 9.3% were below 80%, in Summer term that has reduced to 5%.</p> <ul style="list-style-type: none"> <li>2021/22: In Autumn term, 34% of PP attendance was below 90%. In Summer term that has dropped to 28%. In Autumn term, 9.3% were below 80%, in Summer term that has reduced to 5%.</li> </ul> <p><b>Mental Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>2021-22 data (3) shows a reduction in the number of EHATS from 2020-21 data (4)</li> <li>More positive talk regarding Mental Health</li> <li>2021-22 progress data shows all children taking part in Brighter Horizons Counselling made between +7 &amp; +14 points of progress.</li> </ul>
<p><b>Sims Parent App</b></p> <p><b>To increase engagement for all PP parents</b></p>	<p>Parents/Carers positive feedback on sims (95%+ sign up)</p> <p>High uptake of PP families attending activities in school including Meet the Teacher, STAR Awards Assemblies (100% uptake),</p>

	<p>Come Read With Me, Come Write With Me and Come Count With Me.</p>
<p><b>Learning Resources</b></p> <p>Letterjoin, RWI White Rose maths, Tapestry, TT Rockstars, Reading Plus, Get Set PE, PATHS, PSHE Association, Liverpool Sacre, Nessy, B Squared, CGP, Chess for schools, LSSP, High Impact, Resonate, IAMTHECODE, Voice21</p>	<ul style="list-style-type: none"> <li>Phonics screening check: 83% (10/12) of Year 1 PP children passed their phonics screening check; and 78% (7/9) of Year 2.</li> </ul>
<p><b>To ensure quality first teaching by providing all staff with the knowledge, skills and strategies to challenge and stretch disadvantaged learners, reducing the difference between PP and other children.</b></p>	
<p><b>Swimming</b></p>	<ul style="list-style-type: none"> <li>High level of children leaving KS2 able to swim to national curriculum requirements: <ul style="list-style-type: none"> <li>77% Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>94% Year 6 cohort use a range of strokes effectively</li> </ul> </li> </ul>
<p><b>PATHS</b></p>	<ul style="list-style-type: none"> <li>PATHS has equipped the children with the vocabulary and skills to recognise their own and each-others feelings and emotions.</li> </ul>
<p><b>Breakfast Club</b></p>	<ul style="list-style-type: none"> <li>Significant numbers attend the club. This has reduced lateness with identified families</li> </ul>

	<ul style="list-style-type: none"><li>Cost covered for breakfast and afterschool club for 14 families- 26 children who have taken this up this year: N:1, R: 1, Yr1: 3, Yr2: 3, Yr3, 2, Yr4: 6, Yr5:4, Yr6: 6</li></ul>																																																																																				
SATS revision Book Year 6	<ul style="list-style-type: none"><li>Helped support children and parents in preparation for SATS</li></ul>																																																																																				
<b>Residential</b> Year 6 Robinwood <b>Subsiding school visits-</b> Tatton Park, Safari Park, Western Approaches Museum, One day Creative, Liverpool Cathedral, Liverpool Museum, Story barn, Drama workshops <b>Building Learning Power</b> <b>Children’s University</b> <b>Rewards Prizes</b> <b>Family Links Nurture</b>	<ul style="list-style-type: none"><li>Children demonstrated increasing levels of confidence and skills</li><li>Very positive feedback from children in relation to their learning.</li><li>Increasing participation in school clubs. Raising aspirations and self esteem</li><li>One child funded place on a residential</li><li>Twelve children cost covered for other experiences (school trips etc.)</li></ul>																																																																																				
To improve the attendance gap between PP and other pupils	<p>Since the introduction of our FLO, we have seen improved attendance for our PP families. There will continue to be weekly meetings identifying families, agreed actions and data analysis to measure progress.</p> <ul style="list-style-type: none"><li><b>Improving the attendance gap:</b> <b>School PP: 89.7%</b> <b>National: 90.9%</b> <b>Difference: -1.2%</b></li><li><b>School Non-PP: 94.2%</b> <b>National: 94%</b> <b>Difference: +0.3%</b></li><li><b>School PP: 89.7%    School Non-PP: 94.2%</b> <b>Difference: 4.5%</b></li></ul>																																																																																				
To give disadvantaged children the experience and confidence in using high quality communication, language and vocabulary	<p><b>Stoke Speaks Out</b></p> <p>Autumn term 8/12 children were identified in the red or amber rating of the assessment. In Summer Term 11/12 (1 absent during assessments) are green and won’t need to continue. In Autumn term 12/30 children in Reception were identified in the red or amber rating of the assessment. 3 EAL 4 PP 1 SEND (SALT) In Summer term 1 EAL has moved to amber b made huge improvement from spring term.</p>																																																																																				
	<p><b>Oracy, communication, language and vocabulary:</b></p> <p>Significant increase in the number of PP making expected progress across the wider curriculum from Aut to Sum term in subjects that require higher levels of communication and oral language skills, supporting higher attainment by reducing the difference between PP and other children against key measures.</p> <table><tr><th></th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr><tr><td>Art</td><td>42%</td><td>44%</td><td>73%</td><td>57%</td><td>77%</td><td>67%</td></tr><tr><td>Computing</td><td>50%</td><td>56%</td><td>55%</td><td>64%</td><td>77%</td><td>73%</td></tr><tr><td>DT</td><td>50%</td><td>67%</td><td>72%</td><td>50%</td><td>62%</td><td>67%</td></tr><tr><td>Geography</td><td>42%</td><td>67%</td><td>54%</td><td>50%</td><td>62%</td><td>53%</td></tr><tr><td>History</td><td>42%</td><td>44%</td><td>54%</td><td>57%</td><td>69%</td><td>53%</td></tr><tr><td>Music</td><td>42%</td><td>44%</td><td>55%</td><td>86%</td><td>69%</td><td>60%</td></tr><tr><td>PE</td><td>58%</td><td>56%</td><td>64%</td><td>71%</td><td>62%</td><td>87%</td></tr><tr><td>PSHE</td><td>33%</td><td>67%</td><td>73%</td><td>57%</td><td>62%</td><td>67%</td></tr><tr><td>RE</td><td>50%</td><td>67%</td><td>73%</td><td>50%</td><td>62%</td><td>53%</td></tr><tr><td>Science</td><td>42%</td><td>56%</td><td>64%</td><td>64%</td><td>69%</td><td>67%</td></tr><tr><td>Spanish</td><td>42%</td><td>56%</td><td>55%</td><td>50%</td><td>69%</td><td>47%</td></tr></table>		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Art	42%	44%	73%	57%	77%	67%	Computing	50%	56%	55%	64%	77%	73%	DT	50%	67%	72%	50%	62%	67%	Geography	42%	67%	54%	50%	62%	53%	History	42%	44%	54%	57%	69%	53%	Music	42%	44%	55%	86%	69%	60%	PE	58%	56%	64%	71%	62%	87%	PSHE	33%	67%	73%	57%	62%	67%	RE	50%	67%	73%	50%	62%	53%	Science	42%	56%	64%	64%	69%	67%	Spanish	42%	56%	55%	50%	69%	47%
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## 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

## 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.*