2025-26 v1

St Paul's Catholic School Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Paul's Catholic School
Number of pupils in school	1135 (936 in Yrs 7-11)
Proportion (%) of pupil premium eligible pupils	19.5% (182 students)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-27
Date this statement was published	August 2025
Date on which it will be reviewed	August 2026
Statement authorised by	S Conaghan
Pupil premium lead	L Boyle
Governor / Trustee lead	D Macdonald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,876.33 (Full Year 1/3 of new funding) £114,129 (Sep – Mar, 7/12's)
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school

Challenges

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

Challenge number	Detail of challenge
1	27% of the cohort disadvantaged students (compared with 9% of the cohort of non-disadvantaged students) are below their expected reading age, this impacts on students' extended writing ability, comprehension of complex texts, access to the content within lessons and oracy and their ability to articulate their learning plans; ultimately leading to lower attainment across a suite of subjects.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain high. 58 pupils (38 of whom are disadvantaged) currently require additional support with social and emotional needs. Analysis of 'low level' behaviour sanctions (on average PP students are issued twice as many low level behaviour sanctions) demonstrate that students can lack the self-regulation strategies in the classroom to access and manage their learning effectively. 80% of low level behaviour incidents recorded are in year 7,8,9 (year 8 has highest individual percentage.)

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3	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5-6% lower than for non-disadvantaged pupils. 39.4% (Nat. 40.9%) of disadvantaged pupils have been 'persistently absent' compared to 12.4% (17.6.0% Nat.) of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	The cultural capital of many students is low (data obtained from year 7 on entry shows this), and they are not exposed to enough opportunities to widen their horizons and tap into gifts and talents.
5	In line with national data, some PP students do not progress onto Level 4 study in line with non-disadvantaged students' data. 75 % of DA students moved onto L4 compared to 77 % of their non-DA peers.
6	At St Paul's we understand the important of developing strong study habits and homework is an integral part of this. Our less advantaged students are more likely to need support in developing these study habits, and we use several platforms that are easily accessible and to use. This is to work on the statistic that although only 15.3 % of our cohort last year was PP 32% of homework detentions were awarded to DA students. Consequently, we have invested in SatchelOne to allow students to effectively monitor their homework and GCSEpod which is a platform which supports homework and allows students to develop those crucial study skills.
7	Disadvantaged families have greater economic challenges, therefore we have assigned an amount of money that can be used at their discretion. Additionally, this discretionary fund is used for school trips and other forms of enrichment that students would otherwise miss out on if they did not have this fund to fall back on. The 2024/2025 overall spend on this was £11,522 across all year groups showing a significant need for this level of support. An additional amount of money is assigned for students at KS4 and 5 to buy them revision materials, should money be a barrier to them accessing these.
8	Although DA students are making better progress than in previous years, they are still behind their non-DA peers in both English and maths, so targeted interventions in these subjects need to be maintained in the next academic year. **2023 GCSE English** All –0.3 DA –0.7 **2024** , All 0.2 DA -0.3 **2025** 4.8 DA 5.8 all **2023 GCSE maths** All -0.3 DA –0.9 **2024** All 0.3 DA –0.2 **2025 –** 3.6 **DA All** 5.1

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.

<table>
<tr><th>Intended outcome</th><th>Success criteria</th></tr>
<tr><td>For all students to be adept readers and writers; able to articulate their learning and reading broadly and widely to enrich their curriculum experience, measured through student voice, analysis of assessment data, learning walks and improved overall attainment at each Key Stage</td><td>
Improved attainment measured through end of year tests/GCSE results.
<table>
<tr><td>2023 GCSE English</td><td></td></tr>
<tr><td>All –0.3</td><td>DA –0.7</td></tr>
<tr><td>2024</td><td></td></tr>
<tr><td>All 0.2</td><td>-0.3</td></tr>
</table>
Improved progress 8 scores
<table>
<tr><td>2023 P8</td><td>A8</td></tr>
<tr><td>All 0.2</td><td>4.9</td></tr>
<tr><td>DA –0.8</td><td>4.1</td></tr>
<tr><td>2024 P8</td><td>A8</td></tr>
<tr><td>All 0.3</td><td>5.0</td></tr>
<tr><td>DA -0.1</td><td>4.7</td></tr>
<tr><td>2025 no P8</td><td>A8</td></tr>
<tr><td>All</td><td>5.4</td></tr>
<tr><td>DA</td><td>4.2</td></tr>
<tr><td>2026 no P8</td><td>A8</td></tr>
<tr><td>All</td><td>5.2</td></tr>
<tr><td>DA</td><td>4.4</td></tr>
</table>
Student voice to show that students are confident and competent in knowing how to improve their learning through an understanding of their ‘next steps’
Interventions used effectively
</td></tr>
<tr><td>Consistent application of behaviour for learning approaches improving students’ experience; analysis of behaviour sanctions (detentions/isolations and exclusions) analysis of the use of pastoral support programs and alternative provision for disadvantaged students.</td><td>
Decrease in detentions/isolations and exclusions data.
<table>
<tr><td>24-25</td><td></td></tr>
<tr><td>DA</td><td>Non-DA</td></tr>
<tr><td>31%</td><td>69%</td></tr>
<tr><td>23-24</td><td>Exclusions data</td></tr>
<tr><td>DA</td><td>Non-DA</td></tr>
<tr><td>48.4 % (53/109.5)</td><td>51.6 % (56.5/109.5)</td></tr>
<tr><td>22-23</td><td></td></tr>
<tr><td>DA</td><td>Non-DA</td></tr>
<tr><td>57.3 % (82/143)</td><td>42.7 % (63/143)</td></tr>
</table>
DA students had been twice as likely for receive a detention as their non-DA peers and we have worked to
</td></tr>
</table>

	reduce this through early intervention and support. • Students demonstrate positive attitudes to their learning in student voice (data obtained in Dept Review Exercise) • Increased use of homework club by disadvantaged students at KS3 . • Pastoral support manager is currently working with several students who fall below the threshold for working with either of our mental health leads. The intention of this is to put in place early intervention so that students' issues do not escalate to the point where they require more intensive intervention. This is being trialled to see how effective this is as a strategy.
Persistent absenteeism rates decrease amongst disadvantaged students measured through weekly, monthly, and termly attendance data.	• Termly tracking of PA students and the evaluation of effectiveness of actions/interventions. Data is generated weekly by VBA to send to HoY to discuss with SLT line manager.
An increase in disadvantaged students accessing level 4 courses to improve life chances and increase social mobility	• Using intended destinations data collated over time • Use of Connexions to expose disadvantaged students to opportunities on level 4 courses and/or training. • QA – student voice, learning walks, careers week evaluation, compass evaluation.
Disadvantaged students to be given the opportunity to learn an instrument	• 100% uptake of peripatetic lessons in current Year 7 rolling into other years
Students are supported in boosting their mental health by the support of our mental health workers and consequently their attendance and attainment improve.	• Attendance to school and lessons improves • Attainment improves • Students develop self-regulation skills and can support themselves using the strategies that they have been taught.
Students are supported to complete homework which consolidates their learning in class	• Those students who require support are invited to attend homework club. • Attendance is regular and sustained

	• Detentions for homework decrease for those students who attend homework club.

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 (Sep 25 to Mar 26): £24,877

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG rating – current evaluation	Review comments
Students are able to confidently articulate what they 'know, understand and can do' as a result of ambitious teaching	2025/26 QA (student voice/lesson drop ins/curriculum lead interviews) demonstrates that DO NOW tasks are embedded in lessons demonstrating a focus on spaced learning and regular retrieval practice. Retrieval lessons are in place in moist curriculum areas, structuring the curriculum to maximise the benefit of this. An area of focus includes maths and computing.	1		QA for 25-26 focused specifically on retrieval practice amongst PP students to ensure that the pedagogy is consistently embedded across all year groups. Student voice and lesson drop ins from QA demonstrate students confidence in this.
A program of CPD on teaching strategies that develop effectiveness and efficiency of learning in all classrooms.	2025-26 CPD review demonstrates a focus on T and L strategies which are successful in faculties where T and L is strong. QA learning walks to focus on evaluating the effectiveness of CPD. EEF Pupil Premium Guide, The EEF Guide to the Pupil Premium | Education Endowment Foundation	1		2025-26 CPD was tailored, planned and personalized to meet the needs of staff both inside the classroom in relation to pedagogy for PP students and outside of the classroom in relation to building relationships and supporting the holistic needs of our vulnerable students.
Development of excellent classroom practice for individuals by implementing a structured program of Instructional Coaching for teachers at all careers stages.	In terms of impact on student outcomes, instructional coaching has one of the strongest evidence bases of any form of CPD A number of staff are receiving instructional coaching at the moment to make improvements to their classroom practice which will have a significant impact on experiences and outcomes for students. Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims Quantitative Education Research	1		This year instructional coaching has been used with numerous teachers to support and enhance their practice. This has worked in two strands; a number of staff have volunteered to be coached as part of their desire to improve their practice but another group has been coached because quality assurance showed that a small number teachers need extra support to enable them to support the needs of all students in

				their classrooms. In both cases, improvements in practice has been seen and consequently, this benefits our disadvantaged students most as they are the students for which the quality of teaching has the greatest effect.
Adaptive teaching	The removal of barriers to learning is paramount in allowing all students, regardless of starting points, to be able to access the curriculum. In-house CPD and external from Educational Psychologist will happen this academic year and into the next. Adaptations and additional support | EEF Guide to Inclusive Teaching | EEF	1		Adaptive teaching is recognized as having the most significant impact for removing barriers for our most vulnerable learners. CPD across school focused on adaptive teaching strategies and how staff can implement these. QA cycle ensured that these were routinely checked in lessons.
Sparx maths To develop better study skills to support progress in maths through the introduction of (**£1400** for Sep 25 to Mar 26 – 7/12's) Full Year = £2,400	Sparx Maths - Impact Students have a platform of regular and tailored homework. This platform is designed to meet the needs of all learners regardless of start-points. Maths homework now closely matches the curriculum.			Maths outcomes for PP students have improved from 3.6 to 3.8. whilst the gap between PP and non PP remains, the focus on key maths skills across the school shows a positive impact on outcomes.
Developing more effective literacy skills for all through Form time reading (with CPD for staff) **Fresh Start** phonics programme for our weakest readers (**£817** for Sep 25 to Mar 26 – 7/12's) Full Year = £1,400 Using **Sparx Reader** to maintain positive reading habits across KS3 (**£2,333** for Sep 25 to Mar 26 – 7/12's)	At St Paul's we recognise that fluency in reading is an essential skill for students to have to enable them to produce excellent outcomes. Consequently, we have a comprehensive program of strategies around literacy and reading. These strategies are evidence-based on the articles below. Why focus on reading fluency? | EEF 2. About Fresh Start - secondary schools - Ruth Miskin Literacy Sparx Reader - Home	1		English continues to have one of the strongest attainment scores for PP students at 4.4, highlighting the importance of continuing to develop strong literacy skills across all key stages to ensure that students are confident in accessing the GCSE English curriculum. Continue form time reading as research shows that students who have positive reading skills modelled to them are more likely to engage in reading for pleasure and therefore raise their literacy levels.

Full Year = £4,000 Reading across the curriculum (with CPD for staff)	EEF Blog: What do we mean by 'disciplinary literacy'? | EEF EEF_KS3_KS4_LITERACY_POSTER.pdf Current long term absence of literacy TLR holder means consistency of current programmes are limited. Plan to introduce Little Wandle Phonics program for next academic year.			
Literacy Lead TLR (**£2,827** for Sep 25 to Mar 26 – 7/12's) Full Year = £4,846	Current long-term absence of literacy lead but is being led partially by second in English department. A programme of training on teaching students how to read will begin on the literacy leaders return to school.	1		Long term absence means role is currently inactive.
Alternative Provision Top Up (part funded, 55k from ALP Cost Centre) Bespoke strategies to support alternate provision funding secured to ensure a range of pathways are accessed for PP learners. A greater range of pathways are explored such as apprenticeship access and careers support (**£5,833** for Sep 25 to Mar 26 – 7/12's) Full Year = £10,000	A small percentage of disadvantaged learners complete Key Stage 4 with significantly lower attainment outcomes than non-disadvantaged learners. Alternate provision fulfils a route to enable these learners to pursue appropriate courses, providing a bespoke curriculum. Adapted curriculum for those students who cannot cope with the standard pathway at GCSE. Salary contribution for the FP teacher who leads and delivers the programme for 15 students.	5		The number of students needing to access alternative provision has decreased, highlighting how in school support is proving more effective for all students, including those who are most vulnerable. St Paul's continues to use a hybrid approach for more students, where they access both AP and mainstream education in school.
Future Pathways Curriculum To ensure that students are offered a rich and challenging curriculum suited to need. Future Pathways	0% Neets amongst all students. Future Pathways cohorts are particularly vulnerable post covid. Some graduates from this programme have entered higher eduation post – 18.	5		All students, including those who are PP, continue to have 100% pass rate for the future pathways course at level 2.

(**£11,667** for Sep 25 to Mar 26 – 7/12's) Full Year = £20,000				
Bespoke strategies and interventions to support PP student who are also EAL	37% of PP students are also EAL. EAL coordinator to lead interventions.	1		All EAL students who received support from EAL coordinator, went on to level 3 courses.

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

Budgeted cost (Sep 25 to Mar 26): £60,394

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG rating current evaluation	Review Comments
School Counsellor and Mental Health worker (**£39,661** for Sep 25 to Mar 26 – 7/12's) Full Year = £67,990	A range of complex needs are identified as barriers to learning and self-actualisation. Mental health worker has engaged PP students in a number of group interventions focusing on exam stress, emotional regulation and positive relationships. PP students are selected as a priority.	2,3		QA shows that Disadvantaged students benefitted enormously from this service. 38 students accessed a one to one series of appointments; PP students targeted for specialised group sessions to develop self regulation techniques. A whole school approach including assemblies on a range of mental health contributors such as sleep deprivation and online behaviour for instance; along with form time activities and special recognition days, raises the profile and education of mental health (student voice QA) across the whole school community thus benefitting the PP students particularly.
CIAG external Level 6 meetings, Y11 (**£3,196** for Sep 25 to Mar 26 – 7/12's) Full Year = £5,478	PP students are much more 'likely to become NEETs' in Post 16 education**. (House of Commons paper: 28th August 2018)** PP students are selected as a priority for L6 appointments to ensure appropriate choices are made for Post-16.	5		This service allows PP students to have access to detailed and tailored career advice which encourages raising aspirations of PP students and ensuring that they are applying for appropriate courses post-16. Strategy to continue given that the 25/26 cohort has no students who are NEET.
Online learning resources for students and subjects	Access to suitable online resources directly contributes to increased attainment.	1,5		QA shows that students engage well with online platforms. Online access allows for

(**£10,714** for Sep 25 to Mar 26 – 7/12's) Full Year = £18,366	Satchel One, GCSEPod (Access Group), ExamPro, National College (Prof Dev), Schoolcloud (TES), TenTen, Little Wandle. Online resources have been carefully evaluated by heads of faculty and SLT to ensure only the most impactful are being used.			a greater number of students to have timely access to review material. Streamed for 2025-26 to reflect the platforms which have the greatest impact.
Homework Club salary contribution (**£4,489** for Sep 25 to Mar 26 – 7/12's) Full Year = £7,695	To enable access to targeted support after school. PP students are less likely to be supported or have access to resources at home.	1,5		PP students require somewhere to work to ensure that they have ample opportunity to complete homework. Disadvantaged families (according to research) often do not have the space at home appropriate to the completion of homework. Disadvantaged students who do not complete homework are targeted to attend homework club.
KS3 AP Outdoor curriculum (NOLA Group) (**£583** for Sep 25 to Mar 26 – 7/12's) Full Year = £1000	To support some of our most vulnerable students with targeted inventions. **2**025/26 Improvement in attendance for 4 out of 6 students. No attendance concerns for other 2 students. An 80% improvement in 'oncalls' for one student. Improved transition period for year 7 student.	1,5		25-26 saw the first group of NOLA students complete the course. 60% of the cohort were PP. The group saw an improvement in attendance for all PP students and a reduction in the number of behavioural incidents recorded in mainstream lessons. Student voice showed an improved sense of school belonging for all in the group.
Easter School Year 11 (**£1750** for Sep 25 to Mar 26 – 7/12's) Full Year = £3000	A successful strategy from 2023-25. With targeted support and teaching leading up to the examination period	1,5		Strategy to continue – as above. PP students have less access to learning resources at home and family

	60% of year 11 PP students attended Easter school			support can, at times, be limited. Access to positive learning environment needed.

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

Budgeted cost (Sep 25 to Mar 26): £41,065

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG rating current evaluation	Review Comments
School budget to top up **FSM + Breakfast Club** (**£11,667** for Sep 25 to Mar 26 – 7/12's) Full Year = £20,000	School use budget to ensure that FSM students are able to receive breakfast and lunch each day. Research shows that balanced nutrition is key for students wellbeing and achievement. School food and attainment: review of the literature	1,2		Research shows the importance of good nutrition being linked to learning outcomes. PP students have the opportunity to have breakfast, as well as being provided with options of hot or cold food at lunch time. Cost of living impacts food costs for families and PP families are therefore more dependent on meals being provided at school.
20% salary contribution VB Allocation of funding to include a dedicated Attendance Officer who will focus on reducing Persistent absenteeism (**£3,992** for Sep 25 to Mar 26 – 7/12's) Full Year = £6,844	In 2023-24 40% of PP students had attendance below 90% compared with Non PP students of which only 20% were below 90%. 25/26 shows an Improvement of 1.8% which is currently above national average for PP students. Early intervention strategies from attendance officer, working closely with the pastoral team, are shown to continue to be effective in engaging PP students and families. PP attendance continues to be above national average.	3		Persistent AP continues to be a driver in our attendance policy, particularly for PP students. 35% of PP students are persistently absent compared with 39.4% in 204/25 showing a positive increase in PP attendance. PP attendance continues to improve and remains consistently above national average.
Duke of Edinburgh Award Scheme. To support students with engagement in	School engagement is very strong and successful with 37 students participating in the Bronze award with 6 of those being PP. The funding has been used to	4		The Duke of Edinburgh continues to be popular for PP students. The money has been used to support students with equipment needed.

valuable extra-curricular activities (**£875** for Sep 25 to Mar 26 – 7/12's) Full Year = £1,500	pay for the expedition for all PP students and walking boots for 3 PP students.			
School Productions To support students participate in whole school cultural capital activities (**£1,400** for Sep 25 to Mar 26 – 7/12's) Full Year = £2,400	Student voice demonstrates a desire to participate if barriers to attending are removed. 2025/26 snowcase had 18.6% PP attendance Sister Act had 21% PP attendance	4		2025/26 snowcase had 18.6% PP attendance Sister Act had 21% PP attendance
Y10 Work Experience All students to have a rich and varied experience for work experience. (**£5250** for Sep 25 to Mar 26 – 7/12's) Full Year = £9,000	Student voice from 2023-24 demonstrates a strong engagement from PP students with 95% of students attributing World of Work week as a direct influencer in career decisions and aspirations used for Post 16 applications.	4,5		25/26 work experience moved back to 'traditional' work experience where students were provided with a work placement. Student voice showed that 92% of students found the placement beneficial and it helped them to develop skills for the future. All students, including those who are PP secured a work placement for the week.
PP Choice Spending (**£6,808** for Sep 25 to Mar 26 – 7/12's) Full Year = £11,670	Student Voice shows that students do not have access to resources or are able to participate in extra-curricular activities and trips equitably with non-PP students. High levels of sanctions issued for incorrect uniform/equipment	4,5		Analysis of PP choice spend shows that students utilise the funding on a range of different aspects which support their school experience: trips, stationary, uniform, prom etc – strategy to continue
Peripatetic music lessons available to students (**£3,645** for Sep 25 to Mar 26 – 7/12's)	2025/26 - although funding for peripatetic music lessons was cut, all parents of students taking part in lessons still decided to continue and	4		Music lesson uptake continues to be high with all parents continuing with lessons, even after contribution amount was changed.

Full Year = £6,249	add to funding themselves.			
35% Pastoral Support salary contribution TH Identified students appropriately referred to Pastoral support for a range of internal and external services and interventions (**£7,428** for Sep 25 to Mar 26 – 7/12's) Full Year = £12,734	A range of complex needs are identified as barriers to learning and developing good learning habits. Having a trusted adult in school is essential for students well being. PP students are prioritised for mentoring sessions.			This role has been replaced by the role of inclusion manager to ensure a broader level of support and proactive intervention for PP students.

Budgeted cost all strands (Sep 25 to Mar 26 – 7/12's): £126,334
12.2k over spend (7/12's Sep 25 to Mar 26) 18.5k for the full year

Total cost, all strands, full year: £216,572

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 2023 to 2024 academic year.

KS4 outcomes

Of the 182 students who were entered for GCSEs at the end of year 11 at St Paul's Catholic School in summer 2024, 33 (18.1%) were disadvantaged, a similar size cohort to last year (19.6%)

The Progress 8 score for disadvantaged students was -0.21, compared with

+0.50 for not-disadvantaged students (+0.30 for all students). The results continue with a three year upward trend.

The Attainment 8 score (A8) for disadvantaged students was 43.2, compared with 53.0 for not-disadvantaged. The results continue with a three year upward trend.

The number of students achieving **5 grade 5 GCSE's including English and Maths** was up to 40% up from 25% in 2023.

The number of students achieving **5 grade 4 GCSE's including English and Maths** was up to 63% up from 53% in 2023.

Source:

Key stage 4 performance, Academic year 2022/23 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

Attendance

Attendance is reported by FFT Aspire for FSM6 (those who have received school meals

in the last 6 years). Last year this was 88.5% which is significantly higher than national for PP. (3.1% higher) and is significantly higher than national in all year groups.

There are a small number of PP families where there is persistent absence. The Assistant Principal and the Pastoral Teams work with any relevant external agencies to target PP students with Persistent Absence and are working with families to ensure attendance is a priority.

Externally provided programmes (None Purchased)

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 (N/A)

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

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 fundi