Pupil premium strategy statement

This statement details our Mapperley Plains Primary 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	Mapperley Plains Primary School
Number of pupils in school	310 (+ 27 F1) as of 25.9.25
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-26 (3 Years to 2025-28)
Date this statement was published	Dec 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Abi Quant-Epps
Pupil premium lead	Nicky Napier
Governor lead	Daniel Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,420
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£40,420

Part A: Pupil premium strategy plan

Statement of intent

At Mapperley Plains Primary School, our aim is to inspire every learner and begin shaping their future through a rich, inclusive educational experience. We are committed to preparing all pupils for the next stage of their educational journey, regardless of their background or the challenges they may face.

Our Pupil Premium strategy is focused on securing strong progress and high outcomes for disadvantaged pupils, including those who are already high attaining. Central to our approach is ensuring access to high-quality teaching for all, with targeted support where it is needed most. We place particular emphasis on developing key skills, knowledge, and core values that enable pupils to thrive academically, socially, and emotionally.

While our strategy is designed to address the needs of disadvantaged pupils, it is underpinned by the principle that **all** pupils—regardless of their eligibility for Pupil Premium—benefit from a culture of high expectations and excellent teaching. We are committed to sustaining and improving attainment for all learners, ensuring that progress for disadvantaged pupils moves in line with or exceeds that of their peers.

This strategy also aligns with wider school priorities for educational recovery following the impact of the COVID-19 pandemic. We continue to prioritise high-quality teaching and well-targeted interventions to support pupils who have been most affected—whether disadvantaged or not.

Our approach is responsive to both common barriers and individual needs, informed by rigorous assessment and ongoing monitoring. The strategies we have chosen are carefully aligned to complement one another, ensuring maximum impact.

To ensure this, we will:

- Provide all disadvantaged pupils with appropriate challenge and high expectations in their learning.
- Implement timely, evidence-informed interventions as soon as a need is identified.
- Embed a whole-school culture of collective responsibility, where all staff are accountable for the progress and achievement of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	**Social, Emotional and Mental Health (SEMH)** Assessments, observations, and teacher referrals indicate that the emotional well-being of many disadvantaged and vulnerable pupils remains a significant concern. This has been notably affected by the impact of partial school closures during the COVID-19 pandemic. While all pupils have experienced some disruption to their social and emotional development, disadvantaged pupils have been particularly affected, with many missing key milestones in their personal, social, and emotional development (PSED) due to reduced opportunities for interaction and structured support.

	Since the return to full-time education, there has been a marked increase in the number of concerns and referrals raised by staff, reflecting the ongoing needs in this area. Supporting pupils' mental health and emotional well-being remains a priority within our Pupil Premium strategy, ensuring that all children—particularly those who are disadvantaged—receive the pastoral care and interventions they need to thrive both personally and academically.
2	**Attainment and Progress in Core Subjects** Assessment, monitoring, and evaluation activities show that disadvantaged pupils are more likely to have gaps in learning and hold misconceptions in reading (including phonics), writing, and mathematics. Internal data highlights that overall attainment for disadvantaged pupils, particularly in combined reading, writing, and maths, is below that of their non-disadvantaged peers. There is variation in progress across the disadvantaged cohort, indicating a need for more consistent and targeted support. Additionally, lower attendance among some disadvantaged pupils continues to be a barrier to both academic progress and engagement, further widening the gap in attainment. Addressing these gaps through high-quality teaching, targeted interventions, and improved attendance remains a key priority of our Pupil Premium strategy
3	**Attendance** Attendance for disadvantaged pupils (94.6%) remains lower than that of their non-disadvantaged peers (96.5%), which continues to impact learning and progress. However, there has been some improvement over time, attendance for disadvantaged pupils is above national average (92.2%), reflecting the impact of targeted strategies and increased pastoral support. Despite this progress, reducing the attendance gap remains a key priority, as consistent attendance is essential for securing positive academic and personal outcomes for disadvantaged pupils.

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
Improved Attainment in Core Subjects Disadvantaged pupils will make improved progress and achieve higher outcomes in reading, writing, and maths by the end of Key Stage 2, helping to close the attainment gap with their non-disadvantaged peers.	• KS2 reading outcomes in 2027 – 2028 show that more than 75% of disadvantaged children have met the expected standard. • This directly supports **School Improvement Priority 2**, which focuses on strengthening the quality of teaching and learning across the school. Through our ongoing work with **WalkThrus**, we are embedding consistent, evidence-informed classroom practice to ensure all pupils, particularly those who are disadvantaged, benefit from high-quality first teaching and targeted support.
Improved Attendance We aim to improve the attendance rates of our disadvantaged pupils to ensure they have full access to learning opportunities.	An improved and sustained higher percentage of attendance from 2025/28 conveyed by: • Overall attendance rate being 97% for all children and no lower than 95.5% for our disadvantaged pupils, meaning the gap is closed • Closing the attendance gap between disadvantaged and non-disadvantaged pupils, will support greater engagement, progress, and attainment. This remains a key priority, with targeted interventions and close monitoring to address barriers to regular attendance.
Improved Wellbeing	By 2025–2026, improved and sustained levels of pupil wellbeing will be demonstrated through:

We aim to achieve and sustain improved wellbeing for all pupils, with a particular focus on our disadvantaged pupils.	• Positive qualitative data from pupil voice, parent surveys, and staff observations. • Tracking data reflecting measurable improvements in wellbeing indicators. • A significant increase in disadvantaged pupils' participation in enrichment and support activities. • Effective involvement from the Mental Health Support Team (MHST) via referrals, workshops, parent signposting, and group activities, showing a positive impact on wellbeing. • A supportive and nurturing school environment that enables pupils to develop resilience, confidence, and emotional skills, contributing to their academic and personal success and supporting our wider goal of removing barriers to learning.
Enhanced Parental Engagement and Support We aim to develop and expand parental support through workshops, drop-ins, and other engagement opportunities.	By 2025–2026, an improved and sustained offer of support and signposting for parents will be demonstrated through: • Positive feedback from parent and carer voice consultations and surveys. • An expanded range of resources and support available to parents via the school website. • Ongoing collaboration with the Mental Health & Well-Being Team to provide targeted support. • These initiatives will empower parents with the knowledge and skills to support their children's academic progress and social-emotional wellbeing, strengthening the home-school partnership and particularly benefiting disadvantaged 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: £ 18,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed use of Standardised assessment and move forward to providing high quality feedback to PP pupils alongside gap analysis to support specific barrier removal.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction alongside high quality feedback: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback Structured conversations with pupils each half term incorporate release time for teachers.	2

Developing quality first teaching and learning techniques across the curriculum and throughout school. Teaching and learning release time to support development of QFT across the school.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory Use of Walk Thrus to improve the quality of teaching and learning throughout the school https://walkthrus.co.uk/ Quality First Teaching | EEF (educationendowmentfoundation.org.uk)	2
Training for staff to ensure a consistent approach to the teaching of Phonics with use of pure sounds, through Little Wandle. We will fund release time for the Phonics Lead to provide ongoing support for staff.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Phonics | EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches	2
Accessing professional learning – CPD and Networks are enabling staff to stay up-to-date with the latest research allowing the school to remain outward facing.	DfE 2016 - Effective professional development for teachers is a core part of securing effective teaching. It cannot exist in isolation; it requires a pervasive culture of scholarship with a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching. A number of Networks have been purchased through the LA, an associate adviser is supporting subject leaders and we are in our second year of involvement with the Minster Maths Hub.	2

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

Budgeted cost: £11,197.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing the number of staff in KS1 to allow for targeted teaching to Y1 and Y2 pupils respectively. Target grouping in Y56 enabling pupils to have booster sessions.	Pupils have the chance to be taught in a separate age group, allowing them to become secure in the basic skills needed at their level. Small group tuition positively impacts on pupil progress. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support: accuracy with phonics and fluency. Additional TA provision to be implemented. Release time for the Phonics lead & other class teachers to track pupil progress, quality assure teaching and learning and support staff as appropriate.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Small group reading to enable pupils to catch up. In addition to phonics, there will also be a focus on reading comprehension. We will fund release time for the English lead to provide ongoing support for staff. Small group interventions, including SEMH such as ELSA, Interoception.	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) Refining the teaching and learning of reading so that there is a consistent approach, with improved reading comprehension outcomes in KS1. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2
Responding to marking with a view to pupils 'keeping up' rather than catching up'.	Providing feedback is well evidenced and has high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and sometime after learning.	2

	Feedback | EEF	
Booster groups to take place in order to continue to narrow the gap in KS1 and Upper Key Stage 2.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. Small group tuition | EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £11,197.50 **Activity**	**Evidence that supports this approach**	**Challenge number(s) addressed**
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and supporting staff to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Attend training and use resources to support parent meetings.	3
Develop parental support / workshops / drop ins to support their children – academically and for those with social and emotional needs.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2 & 3
Develop wellbeing provision in school for pupils through opportunities that cater for pupil's aptitudes and interests through sports provision.	There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupil's access to high quality physical activity for the other benefits and opportunities it provides. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1
Provide a range of clubs, trips and residentials to enrich pupils' experiences.	Improve the range of activities and experiences for PP pupils	1, 3
Provide additional ELSA support by increasing the number of TAs trained in ELSA and Interoception.	We are experiencing more incidences of children presenting with social and emotional needs which exceeded our previous capacity to support. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	1

	Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	
Targeted pupils provided with Forest School sessions with a trained lead.	The Forest School Association provides evidence based on a longitudinal study on the impact of Forest School, citing evident changes in children's self-regulation and resilience. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning | EEF	1, 3
Nurture Club – Breakfast Club provided for targeted pupils to allow for a calm, steady start to the school day on a needs basis.	Improving Social and Emotional Learning in Primary Schools | EEF Free school breakfast provision | EEF	1,2,3
Mental Health Support Team linked to the school allowing for access to expert advice and swift route to referrals. MHST Lead will be given regular non-contact to enable regular contact with parents.	Parental engagement | EEF	1, 3

Total budgeted cost: £ 40,420

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 2023 to 2024 academic year.

Desired outcomes with success criteria:

Intended Outcome	Success Criteria
Improved attainment in reading, writing & maths for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2025 – 2026 show that more than 75% of disadvantaged children have met the expected standard.

Review:

NB Small numbers of FSM pupils, means data should be treated with caution.

End EYFS – 0 pupils

End KS1 (2024-5) – 3 pupils

- 0 FSM pupils in Y1
- At the end of KS1, 75% (2) achieved EXS and 25% (1) achieved GDS in Reading, Writing and Maths

Pupil Premium pupils meeting EXS standard across school:

Year / No of pupils	**Reading**	**Writing**	**Maths**	**Phonics**
EYFS	-	-	-	-
Y1	-	-	-	-
Y2 (3)	100%	100%	100%	-
Y3 (2)	100%	50%	50%	-
Y4 (6) (3 SEN)	33%	17%	33%	-
Y5 (5) (1 SEN)	80%	20%	80%	-
Y6 (4) (1 SEN)	75%	25%	25%	-

End KS2 (2024-5) - 4 pupils

Reading:

- 75% (3) of our FSM pupils achieved EXS, which was above the local area 65% and national 63.3%

Writing:

- 25% (1) of our FSM pupils achieved EXS, which was lower than both the local area 61.5% and national 59.6%

Maths:

- 25% (1) of our FSM pupils achieved EXS, which was lower than both the local area 62% and national 60.7%

- Despite good progress being made in Reading, Writing and Maths, this did not translate into end of year outcomes. 25% (1) of this cohort was SEND. 1 pupil made accelerated progress moving from WTS at end of KS1 converting to EXS at end of KS2

Reading

- Progress in reading is evident 59% of PP pupils have achieved EXS. Little Wandle is beginning to impact on standards. Regular rigorous assessments have identified pupils in need of additional support; this has taken the form of Rapid Catch Up, Keep Up, Reading Practice Groups, Fluency Groups. As needs have changed, groups have altered. Reading interventions continue to be a priority
- Lexia has been introduced to target pupils enabling them to work independently to develop critical reading and language skills through individualised, motivating learning paths. Pupils work at their own pace with the teacher being notified when support is required
- Regular monitoring including lesson observations, demonstrates good progress in the quality of teaching and learning. Training opportunities have ensured staff expertise and confidence have grown; this has impacted on attainment and progress
- The purchase of new reading materials has been a priority. Books at the appropriate level are available for pupils
- The number of reading volunteers in school has increased allowing for targeted pupils to practice on a more regular basis
- The focus on Walk Thrus has had a positive impact on teaching and learning

Writing

- In writing, 35% of pupils have achieved EXS
- Whilst progress has been made, this has not translated into end of year outcomes. A number of PP pupils have SEND
- Pupils in vulnerable groups are a focus as part of our SIP priority on teaching and learning
- The focus on Walk Thrus has had a positive impact on teaching and learning

Maths

- In maths, 58% of pupils have achieved EXS
- Whilst progress has been made, this has not translated into end of year outcomes. A number of PP pupils have SEND
- Maths has been identified as a priority for 2025-26 with involvement from the Maths Hub and introducing Mastering Number
- The focus on Walk Thrus has had a positive impact on teaching and learning

Overall outcome:
Although the target of over 75% of disadvantaged pupils meeting the expected standard in KS2 reading has not yet been fully met, significant progress has been made across the cohort. Many pupils have demonstrated accelerated improvement from their starting points, particularly those with lower prior attainment. Focused interventions, increased access to high-quality texts, and targeted teaching strategies have contributed to improved reading fluency, comprehension, and engagement. While the headline figure remains just below the target, internal tracking shows a positive upward trend, and the gap between disadvantaged and non-disadvantaged pupils continues to narrow.

Intended Outcome	**Success Criteria**
A broad and balanced curriculum is on offer for all children which is designed to make changes to the children's long-term memory. There is an increase in the percentage of children achieving age-related expectations across the curriculum.	A broad and balanced curriculum is on offer for all children which is designed to make changes to the children's long-term memory. There is an increase in the percentage of children achieving age-related expectations across the curriculum.

Review:

- Subject leaders have accessed targeted CPD to strengthen their ability to monitor and evaluate progress within their subject areas, with a focus on disadvantaged pupils. This training has equipped them with the skills to analyse data effectively, identify gaps in learning, and implement strategies that support long-term retention of knowledge. As a result, leaders are now more confident in using evidence-informed approaches to help pupils know more and remember more over time. By embedding retrieval practice and strengthening curriculum sequencing, subject leaders are ensuring that disadvantaged pupils make sustained progress and build a secure understanding of key concepts across the curriculum.
- The use of WalkThrus based on Rosenshine's Principles of Instruction has had a positive impact on the quality of first teaching across the school, particularly for disadvantaged pupils. Teachers have adopted a more consistent approach to instruction, with greater focus on clear modelling, guided practice, and regular review. This has improved pupils' understanding and retention of key concepts, while enabling disadvantaged pupils to access learning more effectively from the outset. The structured use of retrieval practice, scaffolding, and checking for understanding has led to more responsive teaching and better-targeted support, helping to close the attainment gap and promote sustained progress for all learners.
- Evidence from monitoring indicates that Knowledge Organisers are helping pupils retain key information over time.
- Feedback from pupil voice shows that children are increasingly able to recall their learning and make links to topics from previous year groups.
- Observations and assessments suggest that the ongoing focus on effective teaching and its impact on long-term memory is beginning to raise standards of attainment.

Overall outcome:

A broad and balanced curriculum is in place for all pupils, carefully designed to support long-term memory development and deepen understanding over time. While the full impact is still embedding,

there is a noticeable increase in the percentage of children reaching age-related expectations across the curriculum. This reflects the positive direction of travel and the growing effectiveness of curriculum design and delivery.

Intended Outcome	Success Criteria
To develop parental support / workshops / drop ins to support their children – academically and for those with social and emotional needs.	An improved and sustained support and sign posting offer for parents by 2025-2026 demonstrated by: Parent / carer voice and surveys Extended offer to parents on website

Review:

- A variety of drop-ins and workshops are offered to support parents, including phonics information sessions, 'Stay and Read' events in EYFS, and mental health workshops tailored for families.
- A partnership has been established with the Mental Health Support Team, with a designated team member now directly linked to MPPS. Additionally, a specific member of staff has been trained to lead on mental health within the school. Over the course of the year, the number of referrals has increased, reflecting growing trust in the service. Parents have valued the support provided, and this collaboration has had a positive impact on both children and their families.
- A Speech and Language Therapist works directly with the school to support targeted pupils who have communication difficulties. This specialist support has been invaluable in helping children improve their speech, language, and communication skills, enabling them to access the curriculum more effectively. The therapist also works closely with families, providing guidance and strategies that empower parents to support their children's development at home. This collaborative approach has had a positive impact on both children and their families, helping to overcome challenges and boost confidence.
- Family SENCO is based at MPPS enabling additional support and advice for parents.
- Staff and the SENCO signpost parents through various channels to help them better support their children.
- Feedback from parents has enabled us to develop our methods of communication
- Parent voice evidences that many are involved in their children's learning and support their children's development, both socially and emotionally
- Support is targeted at specific families
- Parents surveys and informal discussions with parents tell us parents in the main, feel well-supported

Intended Outcome	Success Criteria
To achieve and sustain improved wellbeing for all our pupils in our school, particularly our disadvantaged pupils.	Improved and sustained levels of wellbeing in 2025- 2026 are demonstrated by: Data from pupil voice, pupil and parent surveys and staff observations. A significant increase in participation in enrichment and support activities, particularly among the disadvantaged children.

Review:

There has been a strong focus on enhancing pupil wellbeing, with various resources and interventions implemented to help pupils better understand and manage their emotional health. Key developments include:

- Enrichment activities have been made available, with pupil voice feedback highlighting the enjoyment and learning gained from these opportunities.
- One staff member has completed ELSA training and is delivering targeted intervention sessions for identified pupils.
- Several teaching assistants have been trained in interoception techniques to help pupils develop self-regulation skills.
- Progress of pupils receiving support is closely tracked to monitor impact.
- Targeted pupils have accessed the Sunflowers program, which offers small group sessions focused on sensory and learning experiences.
- The Mental Health and Wellbeing Lead has implemented the Zones of Regulation framework throughout the school.
- Coping strategies have been shared consistently with parents and pupils, with positive feedback indicating that pupils are now using these strategies to manage their wellbeing effectively.
- The CORAM SCARF scheme is becoming well embedded across the curriculum, supporting personal, social, and health education.
- 'Calm bags' have been introduced in every classroom by the Wellbeing Team, providing pupils with tools to self-regulate or to co-regulate with adult support as needed.
- The introduction of a Nurture Breakfast Club has provided targeted children with a gentle and supportive start to the school day.

Overall, these initiatives are beginning to have a positive impact on pupil wellbeing and provide a strong foundation for continued development.

Intended outcome:	**Success Criteria**
Improve attendance for our disadvantaged pupils.	An improved and sustained higher percentage of attendance from 2025 /2026 conveyed by: Overall attendance rate being 97% for all children and no lower than 95.5% for our disadvantaged pupils.

Review:

- Attendance is reviewed daily and first day contact calls are made
- Patterns in attendance data are monitored carefully with appropriate actions being taken as a result of outcomes
- Parents are informed where attendance drops below 90%
- Concerns with attendance are shared with teachers to discuss at Parents Evening
- Attendance meetings are held with parents, barriers are identified and actions are agreed for the pupil, school and parents
- Use of breakfast club to support families has resulted in improved attendance for pupils. Pupils start the school day ready to learn
- The gap between PP and Non PP is: 94.6 % Pupil Premium attendance v 96.4% Non-Pupil Premium attendance (August 25). Although there is a gap, our PP attendance is above national of 94.8%

Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	95.8%	96.4%
Pupils with free school meals (FSM)	93.9%	94.6%
Pupils with no FSM	95.9%	96.5%

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

The school does not receive any service pupil premium funding.

Further information (optional)

Sports premium to provide quality coaching in PE lessons and out of school clubs