Pupil Premium Strategy Statement: 2024-2027

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	2024-2025	2025-2026	2026-2027
School name	Radcliffe Primary School		
Number of pupils in school	217	222	198
Proportion (%) of pupil premium eligible pupils	43%	43.6%	49.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027		
Date this statement was published	September 2024		
Date on which it will be reviewed	July 2025	July 2026	July 2027
Statement authorised by	A Walsh		
Pupil premium lead	B McKenna	R Kenyon	R Kenyon
Governor / Trustee lead	S Thornton / M Granby		

Funding overview

Detail	Amount 2024-2025	Amount 2025-2026	Amount 2026-2027
Pupil premium funding allocation this academic year	£176,120	£146,555	£153, 450
Recovery premium funding allocation this academic year	£0	£0	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£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	£176,120	£146,555	£153, 450

Part A: Pupil premium strategy plan

Statement of intent

At Radcliffe Primary School, we are committed to providing the best quality education and highest outcomes for all our children. As a diverse school, we are acutely aware of the differing needs of our children and their families. Our aim is to ensure that all children are able to succeed and thrive. To enable all children to succeed we have carefully considered possible barriers to success that may face some of our learners. We have carefully designed a curriculum which will engage all learners through Quality First Teaching. We have worked hard to ensure that the SEMH needs of our children can be met by creating a nurturing culture. We have developed strategies to increase the cultural capital of our learners and enhance parental expectations. We ensure that we set high expectations for all learners and we carefully scaffold that path for those children experiencing additional challenges as a result of socio-economic disadvantage. We continually work with a range of outside agencies and access appropriate training in to support our children and families.

We want children in our school feel safe, secure and ready to learn; all families within are school community feel valued and empowered. We want to create learning opportunities which will have the greatest impact and that we work together as a school community to produce the next generation of well rounded, well-educated and proactive citizens.

Challenges

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

Challenge number	Detail of challenge
1.	To improve oral language skills among Early Years children where the entry into Reception is well below national.
2.	To support all children to establish and maintain positive mental health and emotional wellbeing.
3.	To close the gap between disadvantaged pupils and others at the end of all key stages.
4.	To ensure that the attendance and punctuality of all children, focusing on those in receipt of pupil premium grant is at least in line with national average.

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 oral language skills among Early Years children where the entry into Reception is well below national.	Pupil Progress data and ongoing teacher assessments will show improvements throughout the academic year. Children will be able to acquire, use and apply vocabulary in a range of learning contexts. Children apply skills and develop early reading skills.
To support all children to establish and maintain positive mental health and emotional wellbeing.	Children talk about and explore emotions freely. Children develop skills to self-regulate and manage their emotions. Children will feel positive about their experiences in school. Children will feel safe in school and will be ready to learn. ▪ This will be evidenced through classroom visits, pupil voice, parents' voice and SDQ's
To close the gap between disadvantaged pupils and others at the end of all key stages.	All children will have made good progress and attain well at the end of key stage assessments, especially those in receipt of PPG. Careful and accurate assessment of groups and individuals will have identified gaps in learning. Research based intervention will ensure that misunderstanding can be rectified. Catch-up programmes will be used to close gaps for groups and individuals. ▪ Evidence will be found informative and summative assessment, as well as though learning conversations with children
To ensure that the attendance and punctuality of all children, focusing on those	% attendance for children in receipt of PPG will be 96% or above.

in receipt of pupil premium grant is at least in line with national average.	Use of 'Studybugs' app will inform parents immediately of concerning attendance. ▪ Evidence will be found in weekly meeting notes between Attendance Lead and Attendance Officer

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 for September 2025= £13,420

Budgeted cost for September 2026= £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD foundation subject curriculum design (Subject Leads to drive this forward)	▪ Review of the whole school curriculum by new subject leaders to ensure a high-quality structured curriculum ▪ Retrieval Information and memory skills being used to encourage sticky knowledge is embedded ▪ Quality first teaching observed around school during learning walks and book looks ▪ Adaptive teaching used to support attainment by meeting individual learners needs ▪ Monitoring of 1:1, or small group, tutoring tailored to the needs of disadvantaged children to specifically address difficulties and gaps in learning (Ofsted Curriculum Research assessing intent, implementation and impact 2017) **July 2025:** • **New subject leaders in place** • **Subject leader folders monitored and action plans in place** • **Subject leaders given leadership time to monitor their subjects – See files** • **MS led staff meetings through the year** • **MS used research to enhance and review the maths curriculum** • **Learning walks conducted by SLT and Director of School Improvement – See records** • **Intervention folders reviewed termly and class teachers met with SENDCo**	2 / 3

	• Staff meetings led by Gareth Rennie and SENDCo to update Inclusion Quality First Teaching Guidance, revisited during staff meetings • School invested in more high quality resources and topic specific books. • Children's books, learning journey displays, monitoring and Pupil Voice demonstrate children's continued positive views and understanding of different subjects. • Evidence can be found in new subject leader files • External reviews and moderation have validated this: Evidence can be found Gail Kemp report: October 2024 **September 2025:** • Subject policies updated and new action plans in place • Monitor and review curriculum subjects to continue • Review and monitor the curriculum leader folders • Review assessment across subjects **July 2026:** Adaptive teaching has remained a significant focus throughout the academic year and has continued to strengthen the quality of provision for all pupils, particularly those who are disadvantaged and those with SEND. Through ongoing professional development, coaching and curriculum monitoring, teachers have further developed their ability to identify barriers to learning and adapt teaching effectively to meet the needs of individuals within the classroom. A consistent focus on scaffolding, targeted questioning, pre-teaching of vocabulary, retrieval practice and responsive feedback has enabled more pupils to access age-related curriculum content successfully. Monitoring undertaken by the SENDCo, alongside senior leaders through lesson visits, work scrutiny, pupil voice and learning walks, has identified increasingly strong adaptive practice across the curriculum. Staff demonstrate a greater understanding of how to support pupils whilst maintaining high expectations and ensuring pupils remain fully included within high-quality classroom teaching. This has	

<table>
<tr><td></td><td>contributed positively to pupil engagement, confidence and progress across a range of subjects.

Whilst leaders recognise the significant improvements made, adaptive teaching remains a key priority within the School Development Plan for 2026-2027. Leaders will continue to develop staff expertise through bespoke professional development, coaching and collaborative planning to ensure that all pupils, particularly disadvantaged pupils and those with SEND, can successfully access the full curriculum and achieve their potential.</td><td></td></tr>
<tr><td>Whole school Read, Write, Inc. (RWI) continued support and development

(Phonics Leader to drive this forward)</td><td>▪ Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds
▪ Regular RWI assessments used and showing children's knowledge improving and moving up groupings
(Education Endowment Trust 2020)

<u>July 2025:</u>
RWI continues to be delivered daily, groups are fluid and staff are rotated accordingly.
Phonics lead completes assessments every half term and children are re-grouped according to results. Evidence can be found in Phonic Lead folder.
All staff continue to receive continuous CPD. This is set according to individual need by the Phonics Lead. Regular monitoring continues from SLT and Phonics Lead which validates that the teaching and delivery of phonics is consistently good.
Following the Spring Mock screen, carefully targeting interventions were put in place to help close identified gaps.
Even though children were identified and interventions put in place for the Y2 recheck, only one child passed the screening test.
This is documented in the headteacher's report.

<table><tr><td colspan="2">Y1 PHONICS DATA 2025</td></tr><tr><td>June 2025
Y1 Screening</td><td>85%</td></tr><tr><td>Phonic Recheck Y2
June 2025</td><td>10%</td></tr></table>
<u>September 2025:</u></td><td>1 / 3</td></tr>
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	• **Ensure that the delivery of phonics continues to consistent and has a high profile in school** • **Continue CPD for all staff delivering RWI on a regular basis** • **Regularly assess the impact of RWI** • **Targeted intervention is in place for the children going into Y3 who did not pass the Y2 resit** **July 2026:** **Read Write Inc. continues to have a significant impact on early reading outcomes. Daily phonics teaching, regular assessment, targeted interventions and ongoing staff training ensured consistency of approach across the school.** **In June 2026, 86% of Year 1 pupils passed the Phonics Screening Check, maintaining outcomes above national averages. Targeted tutoring, daily reading and intervention programmes enabled vulnerable pupils to close gaps quickly and make accelerated progress. Monitoring by the Phonics Lead and senior leaders confirms that phonics continues to be taught effectively and consistently across school.**	
Accelerated Reader continued support and development (Reading Lead to drive this forward)	▪ **'Accelerated Reader' increases the reading age of pupils by 3 additional months within 22 weeks** ▪ **The effect on low-income pupils is greater, with reading ages improving by 5 months in the same amount of time.** **(Education Endowment Trust 2019)** **July 2025:** **School invested in more high-quality reading books for the 'Ready Steady Write' programme for every class. This will continue next year.** **More quality reading books purchased for classes to promote the 'Reading For Pleasure' initiative.** **September 2025:** • **Accelerated Reader will continue to be a focus for the next academic year** **July 2026:** **Accelerated Reader has continued to have a significant impact on reading engagement, reading stamina and reading attainment across the school.**	3

	The programme has enabled staff to closely monitor reading practice, comprehension and reading age progress, ensuring that pupils receive appropriately matched texts whilst developing a love of reading. Regular reading opportunities, high-quality classroom texts, targeted support and consistent monitoring have contributed to strong progress for disadvantaged pupils. **The impact of Accelerated Reader can be demonstrated through the progress of one disadvantaged pupil who began the programme in 2025 with a reading age of below 6 years and 11 months. Through daily reading, regular Accelerated Reader quizzes, targeted adult support and carefully matched reading material, the pupil has made exceptional progress and now has a reading age of 8 years and 9 months. This represents a gain of almost two years in reading age within a relatively short period and has significantly improved the pupil's confidence, comprehension skills and access to the wider curriculum. Pupil voice indicates that the child now reads more frequently for pleasure and approaches reading tasks with increasing independence and enthusiasm.** **This success reflects a wider trend across the school, with Accelerated Reader supporting improved reading outcomes, increased reading engagement and greater confidence amongst disadvantaged pupils. Leaders will continue to prioritise reading development through Accelerated Reader as part of the school's commitment to ensuring all pupils become fluent, confident and enthusiastic readers.**	

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

Budgeted cost for September 2025= £127,135

Budgeted cost for September 2026= £132,450

Activity	Evidence that supports this approach	Challenge addressed
Small group evidence-based interventions for children in Early Years.	WELLCOMM	1 / 2 / 3

(EY Leader to drive this forward)	▪ WellComm speech and language toolkit used with children from 6 months to 6 years of age ▪ WellComm will identify areas of concern in language, communication and interaction ▪ WellComm resources used to enable targeting of children who have language difficulties, from semantics, sequencing and organisation, story structure and memory "The ability to communicate – to say what you want to say and to understand what other people are saying – is fundamental to life chances" Jean Gross, Time to Talk, 2013 <u>EARLY TALK BOOST (Nursery)</u> ▪ Early Talk Boost is a targeted intervention aimed at 3–4-year-old children with delayed language development, boosting their language skills to help narrow the gap between them and their peers (Early Talk Boost Evaluation Report 2015) <u>EARLY TALK BOOST (Reception / KS1)</u> ▪ A targeted and evidence-based intervention, which supports language delayed children in Reception and KS1 to make significant progress with their language and communication skills (The Communication Trust 2017) <u>SPEECH + LANGUAGE THERAPIST (SALT)</u> ▪ Early intervention helps children develop the skills needed for meaningful conversations, understanding social cues, and building relationships ▪ This social competence enhances their emotional well-being, making them less likely to experience frustration, isolation, or low self-esteem ▪ School work closely with LA therapist to identify and support children ▪ Termly visits to discuss concerns with staff and work with children to complete new assessments and review plans **<u>July 2025:</u>** **EYFs children accessed WellComm and 'Early Talk Boost' interventions, see data below.** **School worked closely with SALT therapist to identify and support children. Termly visits through the year from two speech and language and therapist. They delivered intense targeted sessions and assessments on children.**	

NURSERY WELLCOMM DATA Children On Track	
September 2024	41% (7 children)
Summer 2025	48% (11 children) 23 in cohort

RECEPTION WELLCOMM DATA Children On Track	
September 2024	35% (7 children) 20 in cohort
Summer 2025	77% (18 children) 22 in cohort
* Children had received intervention in summer term in Nursery / Early Talk Boost + WellComm	

RECEPTION COM + LANG Children Achieving GLD	
September Baseline 2024	40%
June 2025	82%

Sept 2025:

- **The same process will continue next year**
- **RK to monitor throughout the year and discuss information and any concerns with SENDCo**

July 2026:

Case Study 1: WellComm and Early Language Intervention

Nursery Child A (PP)

Before Intervention	Support Provided	Outcome

	Child entered Nursery significantly below age-related expectations for communication and language. Limited vocabulary, difficulty following instructions and reluctant to engage in sustained conversation. **WellComm assessment completed on entry. Daily language activities, targeted WellComm intervention, Early Talk Boost sessions and additional SALT advice implemented.** **After two terms, the child moved from WellComm Red to Green. Vocabulary increased significantly, confidence improved and the child became able to communicate needs and ideas effectively within class activities. Reception transition assessments indicated the child was broadly in line with age-related expectations in communication and language.** **The success of this intervention reflects wider improvements seen across WellComm assessments and communication and language outcomes within EYFS.**	
Small Group Intervention and matching resources to enhance outcomes in Reading, Writing and Maths in KS1 and KS2	▪ RWI small-group lessons (daily) ▪ 1:1 RWI Daily Tutoring Programme ▪ RWI Fresh Start Programme ▪ 1:1 Daily Readers ▪ Small-group Ready to Progress lessons (maths) ▪ Small-group writing lessons ▪ A Teaching Assistant assigned to every class to support highly structured teaching in the morning ▪ Bespoke small-group support within the classrooms to allow all children to fully access the curriculum ▪ In the afternoons, staff are assigned to intervention groups, following an audit of skills and need	1 / 2 / 3

July 2025:

Regular Cohort Learning Conversations with staff continued through the year. Phonics and MTC practice mock tests were conducted through the year. Writing consultant, Deborah Ainscoe, provided targeted writing support for Year 6 children. This enabled teachers to target children for specific interventions in school. PPG will continue to be used to enable children to reach their full potential through targeted interventions and small group work as needed.

See attainment for 2024-2025:

CASE STUDIES	Before	After
6x Y1 children: Phonics ▪ Daily RWI phonic lessons ▪ 1-to-1 RWI Daily Tutoring Programme ▪ 1-to-1 Reading	6 'Amber' children at risk of not passing.	All 6 children passed phonic screening.
6x Y1 children: Phonics ▪ Daily RWI phonic lessons ▪ 1-to-1 RWI Daily Tutoring Programme 1-to-1 Reading	6 'Red' children below age related expectations / Not on track to pass.	3/6 children passed phonic screening. Other children are new to school or SEND.
Y6 CHILD MP: Writing ▪ Sentences shared and adult modelled ▪ Writing up-levelled with child 1-to-1 ▪ Pre-teaching tasks ▪ Scaffolded support for lessons ▪ Sessions with DA	September 2024: Child working below Y6 expected	July 2025: Child working at Y6 expected (this was externally moderated)

	Y4 CHILD HM (EHCP + PP): Times Tables ▪ Group interventions autumn 2024 ▪ Targeted 1-1 intervention spring 2025	September Score: 4 April Score: 10	June Score 16	

September 2025:

- **PPG will continue to support these targeted interventions, which enable children to reach their full potential**
- **Children discussed and highlighted during termly Cohort Learning Conversations with staff**

July 2026:

Targeted intervention programmes, quality first teaching and careful pupil progress monitoring ensured disadvantaged pupils received the support required to achieve their potential.

At the end of Key Stage 2, 66% of pupils achieved the expected standard in Reading, Writing and Mathematics combined, demonstrating continued improvement in outcomes. Cohort Learning Conversations enabled staff to identify barriers quickly and implement interventions to support individual pupils. External moderation and quality assurance activities validated teacher assessments and school judgements.

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

Budgeted cost for September 2025= £6,000

Budgeted cost for September 2026= £8,000

Activity	Evidence that supports this approach	Challenge addressed
Attendance	Being in school is important to your child's achievement, wellbeing, and wider development. Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. Our research found that pupils who performed better both at the end of primary and secondary	1 / 2 / 4

school missed fewer days than those who didn't perform as well.

(Gov.Uk- Why is school attendance so important and what are the risks of missing a day?)

- Whole school approach to valuing, promoting and rewarding good attendance through a number of strategies eg/ Celebration Assembles and Attendance Raffle
- The HT is responsible for attendance and an action plan is written with a focus on improving attendance for vulnerable groups
- HT and attendance officer (AO) weekly meeting notes and tracking of children provides detailed information of involvement and support for families
- Early identification of patterns or issues, so they can be addressed proactively
- New 'Studybug' app providing weekly data and informing parents of falling attendance and importance of regular attendance at school
- Text messages, letters and pre-referral meeting are held to explore and remove barriers to good attendance, other agencies are involved as required

(Gov.Uk- Improving School Attendance: Support for Schools 2021)

(Gov,Uk- Moments Matter, Attendance Counts: Toolkit For School Jan 2024)

July 2025:

Attendance Officer (AO) continues to support families with attendance and punctuality.

Weekly meetings with AO and attendance lead to discuss children.

PERSISTANT ABSENCE	2024-2025
Autumn	15.6% (Nat: Approx 18%)
Spring	14.8% (Nat: Approx 17.2%)
Summer	16.5% (Nat: Approx 16.9%)

September 2025:

	• **This remains a key priority for 2025-2026** • **Attendance Officer to continue working with school next year** **<u>July 2026:</u>** **Attendance remained a key priority throughout the academic year, supported by a relentless pursuit from all staff to ensure children were in school every day and on time. Weekly attendance meetings between the Headteacher, Attendance Officer and pastoral staff enabled early identification of concerns and swift intervention. Strong partnerships with families, regular communication and targeted support ensured that attendance for disadvantaged pupils remained significantly above national averages.** **Attendance for FSM pupils was 93.2%, compared with the national figure of 89.13%, demonstrating the positive impact of the school's rigorous attendance procedures and commitment to removing barriers to attendance. Whilst persistent absence remains an area of focus, rates for FSM pupils reduced to 18.1%, reflecting continued success in engaging vulnerable families and improving school** **The school will continue to maintain a strong focus on attendance throughout 2026-2027. This remains a high priority on our SDP. This work aligns with stakeholder feedback which highlights the school's commitment to supporting and listening to families.** • **Sustain FSM attendance above national figures** • **Reduce FSM persistent absence below 15%.**	
Wellbeing	Research evidence shows that education and health are closely linked, so promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes. (Public Health England 2014) ▪ There has been a focus in enhancing and protecting wellbeing and SEMH in school ▪ In all year groups, children will be identified for nurture sessions: According to the <u>Collaborative for Academic, Social, and Emotional Learning</u> (CASEL), social-emotional learning involves developing 5 core competencies: self-awareness, self-management, social awareness, relationship	1 / 2 / 3 / 4

skills, and responsible decision-making (CASEL, 2015)

Research strongly suggests that school-based programs that enhance these competencies help students succeed not only academically, but personally as well.(Durlak et al., 2011).

LEGO® THERAPY

- LEGO® based therapy is a social development program that uses LEGO® activities to support the development of a wide range of social skills with individuals, or small group setting
- LEGO® bricks can help children enhance communication and problem-solving skills by building models to externalize thoughts, feelings, and emotions
- Playing with LEGO® can have a calming and relaxing effect and can be helpful for children who may have anxiety or worries
- Trained staff in school to deliver programme
- More staff to be trained to improve offer around school

MY HAPPY MIND

The University of Chester conducted a real world validation report which proved My Happy Mind as an effective school-based approach to both developing positive behaviours that strengthen pupil mental health, resilience, and wellbeing consistent with the expectations of current UK education and health policies.

- Children access weekly class 'My Happy Minds' sessions
- Adult support in place during sessions for targeted children
- Follow up interventions, 1:1 or small group for children struggling to manage emotions

July 2025

Whole school SEMH programme 'My Happy Mind', supported by NHS continued this year. Target to achieve 'Bronze Award'.

Children confident talking about emotions and how brain works. Calming strategies being used consistently by staff and pupils.

NHS funded 'Starlight' sessions for 8 children in school.

To continue next year

CASE STUDIES	Before	After

Y6 CHILD: Behaviour ▪ 'Social Story' interventions ▪ Managing behaviour strategies taught ▪ Support in place for unstructured times ▪ Regular check-ins with SLT ▪ Movement breaks during class sessions ▪ Restorative Practice following any incidents ▪ 'Starlight programme'	Previously on a PTT and at risk of permanent exclusion. LA involvement. Struggled to built relationships with staff and peers. A number of TA's unsuccessful. Lots of time spent out of the classroom and not involved with class activities.	Spending mornings and afternoons in class. Good relationships with adults, especially TA. Building good relationships with small group of peers. Participated in more whole class activities.

September 2025:

- **'My Happy Mind' and LEGO therapy to continue**
- **Continue to access Outreach support for individual children**
- **School to refer children to 'Starlight' programme as needed**
-

July 2026:

Case Study 2: Social and Emotional Intervention

Year 3 Child B (PP)

Before Intervention	Support Provided	Outcome
Child experienced difficulties managing emotions, had	Weekly nurture sessions, My Happy Mind activities,	By the end of the year, the child demonstrated improved self-regulation,

low self-esteem and frequently required adult support to regulate during the school day. Attendance was beginning to be affected by anxiety around school.	emotional regulation work, check-ins with trusted adults and parental support meetings.	increased classroom engagement and significantly improved attendance. The child became more confident contributing during lessons and developed positive relationships with peers.	

Case Study 3: My Happy Mind

Year 5 Child C (PP)

Before Intervention	Support Provided	Outcome
Child presented with low resilience and struggled when faced with challenge. Frequently withdrew from learning and lacked confidence when attempting new tasks.	Participation in weekly My Happy Mind sessions alongside targeted adult coaching using the programme's Meet Your Brain, Celebrate and Appreciate modules.	The child became increasingly resilient, developed strategies to manage setbacks and demonstrated greater independence within lessons. Pupil voice indicated improved confidence and positive attitudes towards learning.

	These outcomes mirror wider school improvements, with pupils confidently discussing emotions, self-regulation strategies and positive mental health. Pupil and parent voice continued to be overwhelmingly positive. Stakeholder feedback demonstrates that pupils feel safe, valued and listened to. Children reported that staff support them well, that behaviour is managed fairly and that there is always a trusted adult available should they need help. Parents recognised the school's commitment to communication, safeguarding and responding to concerns promptly. Stakeholders consistently described Radcliffe Primary School as a welcoming, nurturing and inclusive community where children thrive. This evidence demonstrates that the school's investment in wellbeing, inclusion and family engagement continues to have a significant positive impact on disadvantaged pupils and their families.	

Total budgeted cost: September= £146,555

Total budgeted cost: September= £153,450

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

See school SDP and SEF.

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
Starlight Programme	NHS / School Health
My Happy Mind	NHS
Oak LP Outreach Support	Oak Learning Partnership

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

Further information (optional)

Our pupil strategy is designed to complement the school already inclusive approach to ensuring that the needs of all children can be met with a strong emphasis on our school as a community, with strong SEMH provision and an emphasis on wellbeing amongst the children and staff.