

Swaffham C of E Primary Academy's Pupil premium strategy statement with December 2022 Review

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils and **includes a review as of December 2022 shown in purple.**

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 December 2022

Detail	Data
School name	Swaffham C of E Primary Academy
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2023/2024 (3 academic years)
Date this statement was first published	December 2021
Date on which it will be reviewed	December 2022 December 2023
Statement authorised by	Nicola Kaye
Pupil premium lead	Nicola Kaye
Governor / Trustee lead	Bill Muir

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022/ 2023: £102490 2021/2022 £101840
Recovery premium funding allocation this academic year	2022/ 2023: £11455 2021/ 2022 £9400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	2022/ 2023: 2021/ 2022 £111240



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If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our aim is to provide the best curriculum experience for every child so that all children will make good or better progress in their learning, regardless of any challenges they may face or differing backgrounds they may have. Through our curriculum, high quality of teaching and our holistic approach to supporting all children, we aspire that all children will be able to speak, read and write with fluency by the time they leave us in year 6 and that they will be creative, resilient problem solvers.

High-quality teaching is central to every child making progress in our school. Informed by research produced by such bodies as the Education Endowment Fund (EEF- **Moving Forward, Making a Difference: Planning Guide For Schools**), we know that it is this that has the biggest impact in closing the attainment gaps between disadvantaged and non-disadvantaged groups. Furthermore, high-quality teaching (**The 5 a day approach- EEF**) is the biggest single factor that facilitates progress for ALL children, not just disadvantaged. High-quality teaching is further supplemented by targeted support that focuses in on the specific needs of our disadvantaged pupils.

We recognise that the COVID pandemic has meant that children have gaps in their education and that these gaps are greater for disadvantaged pupils. Our Pupil Premium strategy includes accurate diagnostic assessment of evident and emerging gaps and responsive teaching strategies which aim to close gaps and address misconceptions through whole class teaching and targeted interventions. Our interventions include pastoral interventions and academic therapies delivered in the school day as well as use of the Recovery Curriculum to support the delivery of School Led tutoring- some of which is delivered after the school day.

While published research helps identify common challenges for disadvantaged pupils, we place huge emphasis on the needs specific to our pupils and families in our school community. Robust scrutiny of individual, class and cohort needs is carried out as a matter of routine through regular Pupil Progress Meetings and contributes to us deciding how we use our Pupil Premium and Recovery Premium funding to support wider strategies which we feel will further reduce the gap between our disadvantaged and non-disadvantaged pupils.

Pupil Premium funding is designed to address underlying inequalities and challenges faced by pupils who are eligible for or have previously been eligible for free school meals (FSM and Ever 6), Looked after Children (LAC), and those who have parents in the Armed Forces. We monitor outcomes for these pupils in all areas – academically, socially and emotionally, and for attendance.

We aim to support not just individual children but the whole school community as we recognise that all children regardless as to whether they are eligible for pupil premium have extra needs at different times in their school life.

Challenges: These have been reviewed in December 2022- review comments shown in purple

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

Challenge number	Detail of challenge
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1	Assessment, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers. Most recent assessment data shows that: 55% of current Yr 6 disadvantaged pupils are not yet secure at the expected standard for writing and reading (Nov 2022). 90% of current Yr 5 disadvantaged pupils are not yet secure at the expected standard for writing and reading. 88% of current Yr 4 disadvantaged pupils are not yet secure at the expected standard for writing and 75% are not yet secure at the expected standard for reading. 92% of current Yr 3 disadvantaged pupils are not yet secure at the expected standard for writing and 75% are not yet secure at the expected standard for reading. 75% of current Yr 2 disadvantaged pupils are not yet secure at the expected standard for writing or reading. New Reception cohort data shows that: 30% of all pupils are working at age related expectations for speaking and 42% of disadvantaged pupils are working at the age related expectations. So, a significant number of Reception age pupils are below ARE for speaking. 33% of all pupils are working at age related expectations for comprehension/ 57% of disadvantaged pupils. 37% of all pupils are working at age related expectations for word reading, 42% of disadvantaged pupils. 37% of all pupils are working at age related expectations for listening, attention and understanding, 57% of disadvantaged pupils. 30% of all pupils are working at age related expectations for writing, 29% of disadvantaged pupils.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Dec 2022 Review: this challenge remains.
3	Assessments, observations and discussions with pupils indicates gaps in number and arithmetic skills with disadvantaged pupils having lower confidence and ability with mathematics compared to their peers. This impacts on their fluency and confidence in maths. Most recent assessment data shows that: 71% of current Yr 6 disadvantaged pupils are not yet secure at the expected standard for maths. 91% of current Yr 5 disadvantaged pupils are not yet secure at the expected standard for maths.

	50% of current Yr 4 disadvantaged pupils are not yet secure at the expected standard for maths. 50% of current Yr 3 disadvantaged pupils are not yet secure at the expected standard for maths. 75% of current Yr 2 disadvantaged pupils are not yet secure at the expected standard for maths. New Reception cohort data shows that: 52% of all pupils are working at age related expectations for number and numerical pattern, 57% of disadvantaged pupils are working at the age related expectations in both.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge and skills gaps leading to pupils falling further behind age-related expectations, especially in maths, spelling, handwriting, grammar and reading comprehension. December 2022: this challenge remains.
5	Our assessments (including pupil voice survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities and social isolation during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. December 2022 Review: This challenge remains and is significant. Very notable in new Reception cohort last year (current year 1) as well as Year 3 (now year 4) as a cohort who transitioned to us in September 2021 having missed lots of school in Years 2 and 1 due to lockdowns. This can be seen in behavior data for 2021- 2022; number of exclusions in Reception, Year 3 and incidents. The leadership team recognise that our SEMH provision needed to change to meet the need and have invested in THRIVE as a whole school approach to supporting SEMH need and provision which should reduce exclusions. The implementation of this approach will mean that we need to adapt our Behaviour Policy to reflect this. We are already seeing a significant impact to this approach.
6	Our attendance data over the Autumn Term 2021 indicates that attendance for disadvantaged pupils has been 4.55% lower than for non disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Dec 2022 Review: attendance has improved (see data at the review section of this report) but remains a challenge.
7	The COVID pandemic has impacted negatively on disadvantaged families/ pupils more than for non disadvantaged. Finances are strained for many disadvantaged families and this has contributed to being ready to learn by having a good breakfast and having the right equipment/ environment to learn at home if remote learning was imposed as well as impacting on mental health.

Dec 2022 Review: This challenge remains and is increased with the cost of living crisis.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading progress and attainment among disadvantaged pupils and attainment gap between disadvantaged and non disadvantaged pupils is reduced.	Each class can evidence that the current attainment gap between disadvantaged and non disadvantaged pupils is diminishing. KS2 reading outcomes in 2024/25 show that disadvantaged pupils have made accelerated progress to close the gap with national figures.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Each class can evidence that the current attainment gap between disadvantaged and non disadvantaged pupils is diminishing. KS2 maths outcomes in 2024/25 show that disadvantaged pupils have made accelerated progress to close the gap with national figures.
To improve attainment in writing for disadvantaged pupils at the end of KS2 through a focus on handwriting, spelling, grammar and modelling writing skills.	Each class can evidence that the current attainment gap between disadvantaged and non disadvantaged pupils is diminishing. KS2 writing attainment 2024/2025 shows that disadvantaged pupils have made accelerated progress to close the gap with national figures.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Those pupils who have regular input and intervention from the SAFS Team/ Inclusion Manager make progress at least in line with their disadvantaged peers. Sustained high levels of wellbeing from 2024/25 demonstrated by: - qualitative data from pupil voice, parent surveys and teacher observations - a significant reduction in behaviour issues related to friendship



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	a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: - the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. - Attendance in line with national data
All children including disadvantaged are offered a breakfast bagel at the start of the day and disadvantaged pupils are supported financially to make sure that they have the right equipment to access learning if remote learning.	Daily breakfast bagel is available to all pupils and ensures a calm start to the day which in turn impacts on attendance and progress (improving for all pupils). Disadvantaged pupils have the right equipment for learning at home- chromebooks.

Activity in this academic year 2022- 2023

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: £ 40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments- PIXL. Pupil Asset Training for staff to ensure assessments are interpreted and administered correctly. Release time for Raising Standard Lead	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3
CPD for teachers and TAs Communication Champions NELI/ WELLCOMM Resources and training External agency referral (SALT)	‘Most children develop speech and language skills effortlessly, but some are slow to develop these skills and then go on to struggle with literacy and academic skills throughout their schooling’ see DFE Research Report DFE -RR134, Sue Roulstone et al.	1, 2

	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
CPD and resources for teachers and TAs Phonics, spelling, Jolly Grammar, reading, vocabulary, addressing punctuation, supporting leadership- early reading monitoring. Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Further refine Reading Masters. Ensure that our library is well resourced	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 Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Oral language interventions Toolkit Strand Education Endowment Foundation EEF Our Reading Masters approach is relatively new – assessment analysis and deep dives shows that it is having a positive impact on pupil progress in reading comprehension. It needs to be refined so that it develops the children's dexterity when answering different question types.	1, 2
CPD and resources for teachers and TAs Maths Improving basic number skills, arithmetic and fluency. Including Maths Mastery training, CPA approach and resources, TTRS (Times table Rock Stars)	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2, 3
CPD and resources for teachers and TAs Curriculum development Release time to work with curriculum leaders. Continue our work with the Boleyn Trust. Engage in VNET Disadvantage Project	VNET Closing the Gap conference 12th Nov 2021- sessions from Christine Counsell, Roy Blatchford sited the importance of schools combating disadvantage by giving all pupils equal entitlement to knowledge through a coherent and ambitious curriculum. We are an outward looking school and recognise that we can learn from other school leaders within Norfolk (VNET network) as well as from leaders of schools in another MAT- The Boleyn Trust- sharing expertise. VNET membership gives us access to experts in their field on closing the disadvantage gap and curriculum design.	1, 2, 3, 4, 5, 6, 7
Additional Teaching Assistant for mornings - Communication and Language to support pupils in class and deliver interventions.	Ensuring that no child is left behind- listening to readers and bespoke intervention to address gaps in oracy and communication.	1, 2

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

Budgeted cost: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic therapies to address gaps in reading and maths- PIXL therapies + additional phonics sessions - Delivered by class teachers. - Delivered by TAs - Delivered by additional teachers	By using PIXL (Partners In Excellence) effectively, we are able to forensically analyse data to identify a multitude of information which all plays a significant part in ensuring success for each child. Years 2-6 complete a PIXL assessment for Reading, Grammar and Maths each term (Year 1 Spring and Summer). Teachers are responsible for completing and uploading the associated question level analysis (QLA) documents in line with the annual agreed PIXL dates to allow school-to-school comparison. Teachers use the QLA documents to identify specific gaps for individual children, small groups and the whole class. PIXL therapies, specifically designed to address curriculum objectives, are used to address these gaps.	1, 2, 3, 4
Nessy intervention for targeted children	Personalised support for phonics, reading and vocabulary development. Nessy uses a highly structured, sequential, cumulative and synthetic phonics based learning program that progresses to fluency.	1, 2
School Led Tutoring to supplement above. In school and beyond the school day. Afternoon small group/ 1;1 tutoring- phonics, PIXL therapies- additional teacher to support + sessions delivered by TA outside of main classroom setting. After school sessions for reading and maths catch up years 2- 5. After School SATS Booster sessions for Year 6.	As part of the targeted support available through the national tutoring programme. We are using our own school staff to deliver school led tutoring as our staff know our pupils well and they can utilise their training and expertise of the PIXL resources. Our school received £8505 ring fenced funds for this purpose (2021- 2022) Allocated figure for 2022- 2023 is £11,988. We are supplementing those funds from our Recovery Premium and Pupil Premium funds to provide School Led Tutoring. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	School Led Tutoring

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

Budgeted cost: £ 45 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing pastoral and mental health support for pupils. SAFS Team- dedicated release time. Maintain effective pastoral provision by continuing to employ a non teaching Inclusion Support Officer MH whole school strategy. Engage with MH training and webinars/ networks as they are made available. From Sept 2022: Implement and embed THRIVE: Purchase Thrive Train HT + 2 Thrive practitioners, release time to support implementation and assessments.	The 'Mental Health Organisation' states that 'Mental health problems affect around one in six children.' And that 'Alarminglly, however, 75% of children and young people who experience a mental health problem aren't getting the help they need.' https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people Our Deputy Head Teacher undertook mental health training delivered by the The Anna Freud National Centre for Children and Families in June 2021 and as a school we have identified 'Promoting and Protecting Mental Health' as a core priority within our school development and improvement planning. The DfE's paper, 'Mental Health and Behaviour in Schools' further outlines the direct link between a child's mental health and their ability to concentrate and learn to the best of their ability. On pages 13 – 15, this document highlights both risk and protective factors in terms of developing resilience and one of the risk factors that can contribute to a lack of resilience and, in turn, poor mental health and low learning levels, is socio-economic disadvantage. Thrive: following self- evaluation of behaviour patterns, assessment of needs on entry in Reception and Year 3 it is clear that our school needs a whole school approach to addressing mental health and SEMH need. This area of need is particularly pressing for our school since transitioning to an all through primary.	4, 5, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Inclusion Support Officer Dedicated Attendance time for office staff Purchase attendance package through LA	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5, 6, 7



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Funding/ part funding equipment needs including IT resources for our disadvantaged pupils, uniform and subsidising voluntary contributions to attend trips.	Our pupils live in a digital; age where not only education but also socialising can be enhanced by access to digital technology. We are aware that a number of our disadvantaged pupils do not have access to technology at home and so, if they were required to remote learn for a period of time then they would not be able to access our remote learning provision. The government has supported this by supplying chrome books. We need to ensure that these are maintained and looked after whilst children are in school so they are ready to issue should a child be required to remote learn. There appears to be little evidence base for the impact school uniform has on academic outcomes (EEF - School Uniform and Educational Outcomes). The EEF recognises this: 'Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour...' We believe that by supporting disadvantaged children/ families to pay voluntary contributions to fund school trips/ residential visits, means that they are more likely to be able to take place and all children will then have enrichment opportunities as a result. We feel that this experience benefits children as it prepares them for later life through a greater awareness of the wider world, puts class based learning into context, fosters deeper relationships between peers and teachers and pupils and improves pupils' resilience, self- confidence and well being.	5, 6, 7
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Total budgeted cost: £ 115 500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on **pupils in the 2021 to 2022 academic year**. Please see **version 4** document for a review of 2020 to 2021.

Our Pupil Premium Strategy aims for 2020- 2021 were as follows- **outcomes/ impact is shown in purple:**

- Improved oral language skills and vocabulary among disadvantaged pupils.
A clear speech, language and communication strategy is in place-website link:
<https://primariesite-prod-sorted.s3.amazonaws.com/swaffham-ce-primary-academy/UploadedDocument/cfb4c6e7-9aea-4ea9-9f06-28a1cf735387/communication-and-language-at-swaffham-primary-academy.pdf>
DHT and Reception teacher are trained Communication Champions. Appointed TA-supports R children with speech and language. Pupils in Reception are assessed using WELLCOMM (3 x a year)- pupils with SLC needs are identified early and supported with targeted intervention including NELI intervention. Internal school data shows impact.

	SPA	Norfolk	National
Early Learning Goal	83%	65%	65%
Good Level of Development	87%	64%	Not yet released
APS			31.4

SPA pupils in Reception cohort 2022 achieved above the national for ELG and GLD indicating that our approach to improving oral language skills and vocabulary from Reception is having an impact.

Improved reading progress and attainment among disadvantaged pupils and attainment gap between disadvantaged and non disadvantaged pupils is reduced.

2022 Yr 1 phonics outcomes shows impact of phonics teaching and interventions with SPA pupils in Year 1 achieving above the national.

Year 1 Phonics Screening

	SPA	Norfolk	National
Achieving pass or above	84%	72%	76%
Average score	33	31	Not yet released

Year 6 KS2 Outcomes 2022 show impact of teaching in terms of progress of where this cohort were and how far they have travelled.

KS2 outcomes for reading in SATS 2022: 63% achieved the expected standard.

Year 5 Spring assessment of this same cohort showed that: 28% were at the expected standard- evidence of strategies for improving reading as this figure has increased by 35%.

- Improved maths attainment for disadvantaged pupils at the end of KS2.

Year 6 2022 KS2 SATS outcomes for Maths: 73% achieved the expected standard (above the national of 71%). Year 5 Spring assessment of this same cohort showed that: 11% were at the expected standard- evidence of strategies for improving arithmetic and maths as this figure has increased by 62%.

Year 4 MTC outcomes June 2022: shows impact of approach.

	SPA 2022	Last Yr's national	This Yr's national
Average Score	18.9	18.7	Not yet released
% achieving full marks	32%	23.6%	Not yet released

- To improve attainment in writing for disadvantaged pupils at the end of KS2 through a focus on handwriting, spelling, grammar and modelling writing skills.

This has taken longer to see impact. KS2 outcomes were 37%. Year 5 Spring assessment of this same cohort showed that 6% were at the expected standard so there is evidence of the impact of strategies in Year 6 as this figure has increased by 31%. We believe that writing strategies need to be embedded year on year. Now that our school is a full primary we are able to do this from the start of Reception. Our bold beginnings approach which includes the implementation of 'Mighty Writer' is already showing a significant impact on writing standards in Years R and Year 1- evidence in books and internal monitoring.

- To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Behaviour Data shows that exclusions have fallen (Autumn Term 2022 compared to Autumn 2021 + 3 year trend over time) and that the number of incidents has decreased over a 3 year trend.

Behaviour Incidents:

Total overall number of behaviour incidents for all has fallen from 380 (2019) to 300 in 2022.

Number of most serious incidents has decreased from 10 to 3.

Incidents with disadvantaged fallen (214- 183 over 3 years).

Exclusions:

The number of sessions of exclusions has fallen from 64 sessions in 2019-2021 to 8 in 2020-2021 to 39 in 2021- 2022 to 3 in 2022- 2023.

In 2019- 2021: 7 pupils = repeat exclusion and 6 out of 7 were disadvantaged pupils.

2022- 2023 (to date): 3 pupils have received exclusions- no repeats as of yet and 1/3 of these pupils is disadvantaged.

This indicates that our approach to SEMH, pastoral work and mental health is having an impact on pupil behaviour.

- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

Attendance Dec 2022 for all pupils (FFT) = 94.6%. National = 94.7%- so figure is broadly in line.



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Attendance Dec 2022 for disadvantaged pupils (FFT)= 94.7%. National 92.7%- showing that disadvantaged pupils' attendance for our school is above the FFT disadvantaged national figure and in line with the FFT all pupils national figure.

Attendance: PAs have reduced. Dec 2022 PA = 15%, national = 18% so our figure is below national. This shows that our approach to supporting disadvantaged pupils to improve attendance is having an impact.

- All children including disadvantaged are offered a breakfast bagel at the start of the day and disadvantaged pupils are supported financially to make sure that they have the right equipment to access learning if remote learning.

Although the morning bagels for all was very popular, it was costly and financially unsustainable. It is hard to see whether this strategy was having an impact on attendance and improving outcomes on its own. The wider leadership team considered the cost of continuing with bagels against the cost of implementing THRIVE- a whole school approach to supporting all pupils with behaviour and SEMH including those in crisis and it was felt that the long term benefits of the thrive approach will have more impact on all pupils including those who are disadvantaged. So- breakfast bagels will not continue. The Thrive approach will be embedded and funded by the PPG grant as well as SEND funding for specific pupil need. The school will continue to fund part of school trip costs for disadvantaged pupils where there are cases that a pupil would not access a trip otherwise and the school will continue to fund cost towards uniform / equipment.

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
n/a	n/a
n/a	n/a

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?	We have an extremely low number of service children so the support we provided was covered through our whole



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	school approach to pupil premium – effective pastoral support and communication with families.
What was the impact of that spending on service pupil premium eligible pupils?	As above