

Our Lady and St Brendans Catholic Primary School
Pupil Premium Strategy Statement 26/27

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	41.8% (71 pupils)
	2024/2025 2025/2026 2026/2027 (Year 3 of 3)
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Sarah Delany Headteacher
Pupil premium lead	Carly Eagleton
Governor / Trustee lead	Maria O'Connell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,200
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£116,200

Part A: Pupil premium strategy plan

Statement of intent

Our Lady & St Brendan's aims to use Pupil Premium funding to improve outcomes for all socio-economically disadvantaged pupils. We recognise that children from socio-economically disadvantaged backgrounds face a disadvantage and attainment gap before they even begin school, as research proves (EEF, 2017).

Our Lady and St Brendan's is a school with an increasingly diversity community. Currently, in addition to 41.8% PP eligible, 48.2% of pupils are of ethnic minority with 31.1% EAL. The school is a place of welcome and safety for children with an array of experiences which include escaping domestic violence, social mobility and relocating country for parental work and family commitments. Our aim for all our pupils, but particularly for those who have challenges in their lives outside of school, is to provide a place of safety, routine, stability, enjoyment and excellence. The focus of our pupil premium strategy is to level up the opportunities that will allow learners to have an education that affords them to value and enjoy learning, to be driven by ambition and to have meaningful and memorable experiences which inspire them to use their God-given talents to excel in their lives becoming a valuable member of society. Our strategy considers the challenges faced by vulnerable pupils, such as those who have a social worker, have varying forms of SEN, lack of support systems or those families living in poverty.

The schemes we have outlined in this statement are also there to support all children's needs regardless of the challenges they face. Ensuring that high quality, adaptive teaching and learning is at the heart of our approach, with a focus on the areas in which disadvantaged pupils require the most support. Research shows that this approach has the greatest impact on improving outcomes for all pupils including those who are in receipt of Pupil Premium. The strategies outlined acknowledge that there are children who are disadvantaged in our school who do not receive Pupil Premium whom we wish these interventions to benefit. For our school, it is all our families (in low paid work), who just miss out of accessing the benefits systems. Our strategy considers the impact of the current economic climate and cost of living crisis for our families. It is based on the specific needs and gaps identified in this school at this time. Central to this plan is the principle of having high expectations for all and that every learner matters and matters equally. (UNICEF)

Our rigorous diagnostic assessment of pupils will ensure that unconscious bias does not lead to lowered expectations for any of our pupils here at Our Lady and St Brendan's. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Alongside research conducted by the EEF, we remove the common barriers to learning for disadvantaged children. Eg, fatigue, hunger, loneliness, device dependence, lack of support at home, parental mental health, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and impoverished attendance and punctuality. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that quality first teaching is in place and all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. Disadvantaged pupils are supported equally regardless of their level of attainment.

Our aims are:

- To narrow the gap between disadvantaged and non-disadvantaged pupils' attainment.
- For disadvantaged pupils to meet age-related expectations or exceed them.
- To strengthen the social, emotional, and mental health of disadvantaged learners, ensuring they are prepared for learning

We aim to do this by:

- Ensuring inclusive access to provision for pupils in vulnerable and disadvantaged categories.

- Ensuring adaptive teaching and learning that meets the needs of all pupils.
- Allocating pupil premium funding to support all pupils or groups that have a social disadvantage, as not all entitled children are registered for free school meals.
- Providing funding at the school-wide level

Ensuring these objectives:

Provision will include:

- Ensuring all teaching is good or better for ALL children.
- Individualised or personalised support to be available when necessary.
- EEF recommended intervention programs.
- Additional learning support.
- Contributions towards trips, visits and first-hand experiences.
- Activities that develop cultural capital (Including our Trips/Experience)
- Guidance on strategies, provision, tailored group work and support for those with social, emotional and mental health difficulties.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	Persistent absenteeism and lateness is higher for pupil premium pupils; this affects their attainment and progress. Analysis of attendance data shows that the majority of Persistent Absentees are also eligible for Pupil Premium. Attendance for Pupil Premium children is significantly lower than for non-PP children. 2025/26 Attendance disadvantaged: 92.4% (0.14 below school attendance and in line with National). Disadvantaged Pupils attendance figures: 26.8% very low (down from 36%), 15.5% low (down from 21%), 56.3% very good (up from 33%).
2 Wellbeing / Cultural Capital	Reduced access to cultural capital opportunities due to socio-economic status affects children's subject knowledge and understanding, in turn leading to lower progress and attainment. Our assessments (including pupil voice wellbeing survey) show that although our pupils feel very happy and safe in school, their confidence, wellbeing and experiences outside of school have been narrowed by the effects of the pandemic and the current economic climate. For this reason, and linked to our whole school curriculum intent, trips, visits and experiences are at the heart of our strategy.
3 Maths	In maths, monitoring including learning walks, children's attitudes and engagement in Maths lessons continues to improve but there are still gaps in progress and development of key skills.
4 GPS	In KS2 particularly, our assessments, moderation and observations show some disadvantaged children are not performing as well as their non-disadvantaged peers. The gaps are around spelling, punctuation and grammar and sentence structure. (General writing)

5 Oracy	Reduced oracy skills and exposure to vocabulary which can affect attainment across all areas of the curriculum. Assessments, observations, and discussions with pupils indicate underdeveloped oracy skills especially in Reception and Year 1. The skills gap is more evident in disadvantaged pupils but is also prevalent in non-disadvantaged pupils which is negatively impacting on all areas of their learning particularly reading and writing.
6 SEMH	High proportion of children with SEMH needs that need to be addressed in response to behavioural concerns raised through CPOMS. Reduced social and emotional development can negatively impact pupils' readiness to learn, often limiting executive functioning skills such as attention, self-regulation, and working memory. These challenges are frequently influenced by factors within the home environment, highlighting the need for targeted support to build resilience and learning capacity.

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
Priority 1: Improve attendance and reduce persistent absenteeism through strengthened parental engagement and collaborative strategies that promote consistent school attendance.	Improve attendance of disadvantaged pupils to LA average • Ensure the majority of PP cohorts meet the School Target of 96% Attendance. • Diminish difference in the majority of cohorts between PP and Non-PP % Attendance. • Decrease the % of PA to less than 15% • Reduce the % difference in lates between PP and Non-PP in each cohort, from Sept to July 2027. • Increased parental participation in attendance meetings, targeted interventions and workshops, measured by sign-in records and engagement logs. Sustained high attendance for all pupils is evident through attendance being above 96%. Disadvantaged children's attendance is broadly in line with their peers. PA for all children is reduced but especially those children who are disadvantaged.
Priority 2; Broaden and enrich cultural capital experiences while fostering high-quality writing and positive citizenship behaviours to prepare pupils for life and learning beyond school.	All pupils have access to a wide range of cultural capital opportunities, both within and beyond school, including a minimum of two trips or experiences each year. Meaningful and memorable educational visits, trips, visitors, instrumental tuition, yoga and experiences to enrich the curriculum. • % increase in the number of PP children accessing sports/extra curricular clubs/events. • All PP pupils access yoga / instrumental tuition or extra curricular support throughout the school year • A curriculum offer that is enhanced by cultural capital opportunities. • Evidence of improved writing outcomes in curriculum assessments and moderation, particularly in extended writing tasks linked to cultural experiences. • Pupils demonstrate positive virtues to love by behaviours (e.g., respect, responsibility,

	collaboration) observed through behaviour logs, pupil voice, and classroom practice. Enhanced vocabulary and language use in writing, reflecting exposure to cultural experiences Pupils have a wide range of experiences which support their wellbeing and inspire them. Disadvantaged pupils can talk confidently about how these visits, trips, visitors and experiences have helped them to learn more and remember more. Good pupil mental health is evident through pupil voice, surveys and conversations with parents. There is a significant increase in participation in enrichment activities particularly among disadvantaged pupils (including residential).
Priority 3: To improve adaptive teaching in all lessons to enable all pupils to achieve.	Training for enhancing the curriculum to allow learning objectives to accurately match the task design. Pupils have the digital resources they need to access a curriculum which equips them for the future. SEND assessment is accurate, purposeful and informs teaching and learning.
Priority 4: GPS and adapted teaching strategies to support writing	Training for enhancing the curriculum to allow learning objectives to accurately match the task design. Pupils have the digital resources they need to access a curriculum which equips them for the future. SEND assessment is accurate, purposeful and informs teaching and learning. As part of our English curriculum, a drama coach will come into school each week to bring pupils' class text to life through drama, helping pupils explore their class book in a creative and engaging way. The aim is that these experiences will enthuse and provide rich inspiration for high-quality writing back in the classroom.
Priority 5: Improved oracy skills	- Opportunities for oracy and spoken language clear in planning and lesson delivery within all aspects of the curriculum and day to day learning. - Pupils are observed to be more confident in explaining, reasoning and using more ambitious vocabulary.
Priority 6: Strengthen self-regulation, executive functioning, and positive learning behaviours to enable pupils to manage attention, control impulses, and develop resilience for effective learning	Pupils feel safe and happy so that they can access learning at all levels, and know where to find support should they need it (measured and evaluated by Pupil Interviews and questionnaires.) - Monitored by SLT informally and formally through individualised provision maps, intervention records and through support of external services. - All staff manage the behaviour of most children consistently, according to Feelings Board training and a thorough Behaviour Policy including Restorative/PACE approach as the norm

	• A carefully considered personal development and well-being plan created to support children's individual character development through Virtues to Live By.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £36,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA trained to specialise in SALT under direction of SENDCo SLT to lead on oracy across school and continue to implement an action plan that focuses on the effectiveness of oracy development across the curriculum and within children's day to day learning. Maths lead to provide CPD, coaching and devise lesson studies for staff to develop use of vocabulary and oracy through their maths lessons, including through reasoning and problem solving opportunities. EYFS and Y1 to screen their cohorts using Wellcomm to identify gaps in oracy and adapt interventions and curriculum to close these gaps. English leader to provide CPD/modelling to staff on the importance of peer and group feedback as part of the writing process. 'Talk Tuesday's or Thursday Thought's' to occur weekly and develop discussion within the classroom through the use of Voice 21 action points. Inclusion lead to signpost parent classes to improve engagement with school and develop vocabulary. Staff to implement the Oracy Progression Document stipulated by the oracy lead, taking into account the experiences available for these to occur.	EEF Mastery learning +5 EEF Parental engagement +4 EEF Teaching Assistant interventions +4 EEF Oral Language interventions +6	Priority 5: improved oracy skills

All children in school to access The Story Project lessons, building on resilience, as well as parental workshops offered to support behaviour, emotions and sleep. Consistent daily timetables, chunked activities and visual cues to those who require it to reduce cognitive overload and support executive functioning skills. Explicit teaching of developing children's working memory and organisational skills in order for children to be able to plan and manage tasks independently. Class dojo to be used across school to support positive learning behaviours. An effective rewards system to continue to be implemented alongside this, to support behaviour but also increase parental engagement (assemblies etc). Inclusion Team to lead on Trauma Informed Practice and Restorative Practice/PACE approach to support interactions around positive regard Virtues to Live By delivered through assemblies will reinforce core values and practical strategies for positive behaviour, embedding these into whole school culture Emotional Literacy to be taught through The Story Project within all year groups, as part of our PSHE curriculum, to enable children to self-regulate and identify emotions with readiness to learn. My Feelings check in boards to be provided in every classroom for children to check in daily and regulate their emotions. Staff to actively check in with children throughout the day through this provision.	EEF Small group tuition +4 EEF Parental Engagement +4 EEF Social and Emotional Learning +4 EEF Metacognition and self-regulation +7 EEF Self-regulation strategies +3 EEF Behaviour interventions +4	Priority 6: SEMH: Strengthen self-regulation, executive functioning, and positive learning behaviours to enable pupils to manage attention, control impulses, and develop resilience for effective learning.
Curriculum development through training and planning. Release of leaders to ensure curriculum areas provide relevant and meaningful experiences for children. Embed Lyfta for cultural capital.	EEF Parental Engagement +4	Priority 2: Broaden and enrich cultural capital experiences while fostering highquality writing and positive citizenship behaviours to prepare pupils for life and learning beyond school

Implement a school extra-curricular enhancement calendar, identifying a broad range of after school activities. Target extra-curricular / wider curricular opportunities towards PP children Subject leaders to include cultural capital opportunities on long-term and medium-term curriculum plans. Continue to partner with In school instrumental music lessons Continue partnerships with Yoga. Introduce partnerships with Bradford City (targeted PP Dartboard Maths) English Lead to implement a writing curriculum, which support children's oracy, vocabulary understanding and ability to write for a range of purposes, linked to cultural capital opportunities.		
Purchase of Boxall Profiling, Dyslexia Portfolio SEND assessments to effectively assess, monitor plan for SEMH needs across school Purchase of Voice 21 oracy programme	EEF communication and language approaches.	Priority 3: To improve adaptive teaching in all lessons to enable all pupils to achieve.

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

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm SALT interventions delivered 1:1 or in group situations by designated HLTA and TA's as guided by SENDCo Many children with SLCN as primary SEND need also in receipt of PP. Small group pre-teaching sessions for N2E and early acquisition EAL learners – accelerate vocabulary acquisition. New children to school to be assessed once entering school to address any SEND or EAL issues.	EEF one to one tuition +5 EEF oral language interventions +6	Priority 5: Improved oracy skills
Use BOXALL profiles to identify interventions and classroom strategies for children with an identified SEMH need. Inclusion lead and SEMH TA support children in class and within group situations. 'SEMH provision room' to be developed to support those who struggle to remain in class full time due to their underlying/undiagnosed SEND.	EEF Parental Engagement +4 EEF Social and Emotional Learning +4 EEF Metacognition and self-regulation +7 EEF Self-regulation strategies +3 EEF Behaviour interventions +4	Priority 6: SEMH Strengthen self-regulation, executive functioning, and positive learning behaviours to enable pupils to manage attention, control impulses, and develop resilience for effective learning.

Targeted interventions led by the InclusionTeam, including friendship group sessions, Emotional Literacy/Feelings Workshops, Team Work and Social Skills. JAMES Emotional Wellbeing Workshops for parents of children who are PP or have an identified support need. Identified SCIL support for groups of disadvantaged pupils with SEND and behaviour needs. SEMH SCIL Practitioner to provide coaching for staff within the classrooms to further develop consistency across school.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 38,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop initiatives to increase parental engagement based on the 8-steps of the Oxford Report: - o Creating a welcoming ethos - o Communicating effectively with parents - o Reaching the hard to reach - o Engaging dads - o Parent groups and workshops - o Parents evenings - o Involving parents in their child's interventions Form partnerships with local charities to enable opportunities for families to access events and opportunities that impact outside of the school day (Coats4Kids, Mission Christmas, Food Bank, Uniform Bank). Develop the use of parental workshops, in school, online or with external support where possible, to enhance parental engagement within school (OLSB Baby & Toddler Group / Parent Event Group).	Experiences allow knowledge and learning to come to life and to have real meaning. Children need to be exposed to learning experiences and opportunities which strengthen their learning. John Dewey- Experience and Education in Lekah Sharma- Curriculum to Classroom 2020P EEF Parental engagement +4	Trips, visits, visitors and experiences Priority 2: Broaden and enrich cultural capital experiences while fostering highquality writing and positive citizenship behaviours to prepare pupils for life and learning beyond school.
Office manager to continue to lead on and drive attendance through school, with a focus on disadvantaged pupils. • Office manager to be deployed to manage pupil sickness and absence. • The Attendance Policy to be developed and continue to be aligned with the DfE guidance.	EEF Parental engagement +4 DFE Working Together to Improve School Attendance	Improving Attendance and reducing PP PA Priority 1: Improve attendance and reduce persistent absenteeism through strengthened parental engagement and collaborative strategies that promote

• A reward system implemented to promote good and improved attendance. • Home visits to be conducted on the second day of no contact, or sooner depending on the circumstances of the child (PA, CP etc). Persistent absentees monitored every 2 weeks, with communication sent to parents and follow-up meetings held where necessary. • Whole school attendance data is monitored half-termly, with detailed analysis of pupil groups, including PP. • Case studies are written by the attendance lead • Meet parents of PAs and pupils with punctuality issues. • The Inclusion Lead will act as Early Help Support officer to work with SLT and pastoral team to ensure effective working knowledge around vulnerable families. • Attend safeguarding courses related to role e.g. DV, CME • Fining for holidays taken in termtime. • Increased level of parental communication e.g. letters, phone calls, support meetings, attendance newsletters and home visits. • Attendance supervision.		consistent school attendance.
Whole school well-being initiatives, such as; Antibullying week, World Mental Health Day and Safer Internet Day to continue to be implemented with progression in learning. • Inclusion team to receive training related to SEMH needs such as DV, trauma informed practice, restorative practice and bereavement. • PP lead to be part of the safeguarding team and have regular meetings with the DSL to support the welfare, safeguarding and child protection issues of disadvantaged pupils. Regular meetings will ensure that the academic progress and attainment is understood by all staff involved with the children and high aspirations are had for all.	EEF Social and Emotional Learning +4 EEF Metacognition and self-regulation +7 EEF Self-regulation strategies +3 The DfE guidance on supporting mental health in building relationships and offer support for both pupils and families to support their needs in delivering specialist therapeutic provision.	Priority 6; SEMH Strengthen self-regulation, executive functioning, and positive learning behaviours to enable pupils to manage attention, control impulses, and develop resilience for effective learning.

Total budgeted cost: £ 116,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall attendance continues to increase year on year from 92.4%, in 2022/23 to 93.7% for the current academic year. Persistent Absence was at 28.6% with PA for disadvantaged pupils making up a significant amount of the total PA children.

Our pupil premium strategy continues to remain focussed on disadvantaged pupil attendance and attainment. Improvements have already been noted.

In the 2024 academic year, we observed a narrowing of the achievement gap between disadvantaged pupils and their peers by the end of Key Stage 2. Specifically, the gap in reading and writing outcomes for disadvantaged pupils was reduced to -36.7% and -37.5% respectively, with 50% of disadvantaged pupils meeting the expected standards in reading and 62.5% in writing.

However, the achievement gap in maths remains a significant concern, standing at -56.2%. Only 43.8% of disadvantaged pupils met the expected standards in maths, compared to 100% of their peers. This area will be a primary focus for improvement in the 2024/25 academic year.

Early data from the current year indicate promising progress, with the maths gap now reduced to -14%. We are committed to continuing this positive trend and closing the achievement gap across all subjects.

The impact of accelerated reading outcomes for 2024 shows that disadvantaged pupil's growth in reading has accelerated thanks to the reading diet they have been given.

Year 1 Phonics data shows that children with disadvantaged backgrounds are making the same rate of progress as the non-disadvantaged.

This shows the menu of strategies are starting to have a positive impact from Strong Foundations.

Outcomes for Disadvantaged Pupils (2025 – 2026)

EYFS Data (PP v Non-PP)

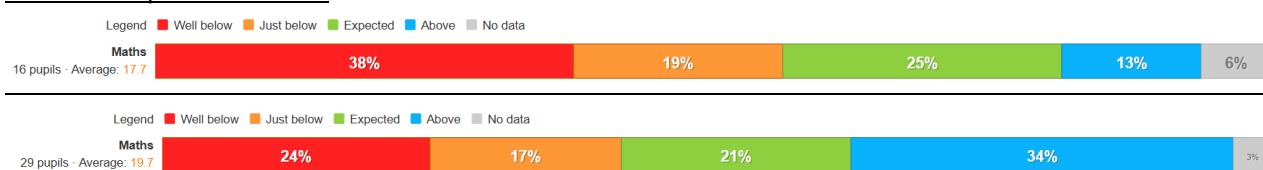
Early Years: Achieving a Good Level of Development



Year 1 Phonics screening check (PP vs Non-PP)



Year 4 Multiplication Check



End of KS2 Data (PP v Non-PP)

R/W/M Combined (Expected Standard)

KS2 SATs Attainment and Progress

	Reading EXS	Writing EXS	Maths EXS	RWM EXS	Reading GDS	Writing GDS	Maths GDS	RWM GDS
2026	84.4%	68.8%	78.1%	56.2%	16%	12.5%	31.2%	9.4%
2025	54.2%	50%	62.5%	45.8%	25%	8.3%	16.7%	4.2%
2024	67.7%	80.6%	71%	58.1%	19.4%	19.4%	19.4%	6.5%

Year 6 Cohort Context 2026/2027

No in class	% PP	% SEND	No EHCP
	26.7%	16.7%	1

KS2 SATs Attainment and Progress (Disadvantaged Pupils)

	Reading EXS	Writing EXS	Maths EXS	RWM EXS	Reading GDS	Writing GDS	Maths GDS	RWM GDS
2026	81.8%	45.5%	63.6%	36.4%	9.1%	0%	9.1%	0%
2025	60%	60%	70%	60%	30%	0%	20%	0%
2024	46.7%	60%	40%	26.7%	6.7%	0%	13.3%	0%

Year 6 Cohort Context 2026/2027

No in class	% PP	% SEND	No EHCP
	26.7%	16.7%	1

Attendance Review:

	2023/2024	2024/2025	2025/26
Pupil Premium Eligible	92.1% (-1.96%)	90.9% (-1.2%)	91.9 (+1%)
Non-Pupil Premium Eligible	93.5% (+2.89%)	94.8% (+1.3%)	94.0 (-0.8%)
Gap	1.4%	3.9%	3.1%

So far 2026/2027 = PP 94.3% vs Non PP 96%

Review of 2025-26 Intended Outcomes

Children at our school achieve exceptionally well from their individual starting points. Phonics data in Year 1 and MTC in Year 4 are consistently above national averages for all pupils. Disadvantaged pupils are targeted to ensure they keep up with non-disadvantaged peers and the results for Year 6 RWM for this group exceeded national figures in 2025. The trend in end of KS2 SATS results show an improving picture year on year since 2022.

Disadvantaged children at the end of KS2 achieve below national results. In 2026, 36.4% of disadvantaged children reached the expected standard in RWM compared with 49% nationally.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Curriculum, Assessment Package	NTS assessments
Reward System and Communication with parents	Class Dojo, Tapestry
Child Protection On-Line Monitoring System – also used for recording all incidents in school, eg, parent contact, attendance, behaviour, etc	CPOMs
Phonics programme used in school	Little Wandle
SEMH needs	Online Boxall Profiling Tool
Speech and Language Therapists	NHS Wellcomm
Curriculum support	Grammasaurus NCTEM West Yorkshire Maths Hub White Rose Maths Burley Woodhead English Hub Numbots TTRS Reading Eggs Lyfta Picture News Sports UK The Story Project Voice 21 Access Art
Drama/dance/creative arts workshops and productions for school	Yoga Bradford council music and arts Team Bradford and Dance services (BAD) Music Tuition

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.