Pupil premium strategy statement

2026- 2029 Year 1

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Painsley Catholic College
Number of pupils in school	1379
Proportion (%) of pupil premium eligible pupils	186
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2026-2029 Year 1 is 26/27
Date this statement was published	September 26
Date on which it will be reviewed	August 27
Statement authorised by	Mrs R Waugh (Principal) Mrs A Green (Chair of Governors)
Pupil premium lead	Mr F Waugh (Vice Principal)
Governor / Trustee lead	Mrs L Alcock (Local Governing Body representative)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,530 (October 25 Census)
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	£221,530 (October 25 Census)

Part A: Pupil premium strategy plan

Statement of intent

At Painsley, we live the mission statement of our school: 'In our College we value and respect every person as a child of God, as we grow together in faith, knowledge, understanding and love to serve the community.' Our mission is summarised in the motto 'Know Yourself'. In addition, the 'Painsley way' is guided by Gospel values and Catholic social teaching. Through this we guide and encourage all students to achieve academic excellence and ensure their God-given gifts and talents flourish and especially all disadvantaged pupils in our school by prioritising support with need through our PP first strategy

What are your ultimate objectives for your disadvantaged pupils?

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve high attainment and progress in all areas of the curriculum and especially for high attainers, and in RE (core of the core curriculum), English and maths. This focus supports disadvantaged pupils to make consistently good progress by knowing more, remembering more, and doing more in all areas of the curriculum.

Quality first teaching is at the centre of our strategy in all curriculum areas and especially within areas in which disadvantaged pupils require the most support. This is in order to close the disadvantage attainment gap so that disadvantaged pupils' attainment and progress will be sustained and improved in line with that of non- disadvantaged pupils. This focus fosters pupil's enjoyment of their learning and development of interest, passion, enthusiasm for their work as well as excellent behaviour for learning.

Attendance of disadvantaged pupils is also a focus area. The attendance of all pupils in the school should be, at least, at the target level of 97%. This is to ensure that all pupils, including disadvantaged pupils, maximise their learning opportunities at school. A range of strategies will be used to support and challenge attendance issues so this can be achieved. This assists in fostering engagement, development of knowledge and understanding, supporting health and wellbeing as well as the skills of being a competent learner.

Our disadvantaged pupils should have full access to the entire range of enrichment opportunities to enhance their educational experience. We will work closely with families to support the inclusion of disadvantaged pupils in such experiences to support their educational development, especially with retreat and other residential experiences so that they actively participate in, and contribute to, opportunities provided by the school cultural capital.

Our approach also ensures that disadvantaged pupils have access to excellent pastoral care and personal development , including careers guidance, in order that they can make informed choices about their career pathway and next steps for their futures, contributing positively to society. This focus allows pupils to embrace their personal responsibility to care for our common home, pursue the

common good and to serve those in need, as well as develop a deep respect for their own personal dignity and that of others all of whom are made in the image and likeness of God.

How does your current pupil premium strategy plan work towards achieving those objectives?
At present, we focus on the key challenges that are preventing our disadvantaged students from attaining well: This includes attendance of disadvantaged students in all year groups, performance in Basics 5+, overall progress across all subjects, progress in maths, and the progress of disadvantaged students, especially those who are SEND. Our approach continues to be rooted in robust diagnostic assessment and responding to gaps that assessment identifies. In this we guide and encourage all students, especially disadvantaged pupils, to achieve academic excellence and ensure their God-given gifts and talents flourish and especially all disadvantaged pupils in our school by prioritising support with need.

What are the key principles of your strategy plan?

- Outstanding education for all pupils regardless of their background through recruitment, retention of staff and the use of the PAINSLEY model (based on Rosenshine's educational principles) as best practice for teaching and learning. This is further supported by the Painsley coaching model that facilitates the quality assurance and further development of first-class teaching using the support of external lead practitioner, with a particular focus on oracy and instructional coaching.
- Recruitment, retention, and professional development opportunities for staff. The investment in staff development involves 2 days guaranteed individual and bespoke opportunities as well as a learning ticket to purchase resources to complement their professional development.
- The development of specialist working groups across the CMAT with a focus on effective use of assessment.
- The focus on the development of foundational knowledge of pupils ensuring they are secondary ready.
- Exceptional communication skills across the school to enhance the spiritual development, life chances and opportunity of all in our community. This is shown in excellent communication between school and home to identify area of focus and provide bespoke support to meet the needs of individual circumstances, as well as responding to areas raised in pupil and parent surveys.
- For the gap between disadvantaged and non-disadvantaged pupils to be significantly lower than the national gap by 2029 across the breadth curriculum. This is developed through targeted academic support for disadvantaged students including intervention, small group tuition, mentoring, as well as assessment and examination support.
- Provision of excellent opportunities for all students, especially disadvantaged students, including enrichment, extracurricular and personal development, including careers guidance.
- Strategies to support disadvantaged students with their attendance, and wellbeing including the bespoke pastoral lead provision, regular review through the Emmaus programme and Pupil Premium first strategy in all aspects of school life.

Challenges

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

Challenge number/ Detail of challenge	
1	*Raising Progress of disadvantaged pupils, and especially those that are also SEND, from their starting points at KS2 in all subject areas and especially in RE (core of the core curriculum), maths, English, French or Spanish. Data should reflect that disadvantaged pupils are at least in line with all pupils nationally and aims to be in line with school target by 2026. This is further supported by the embedding of foundational knowledge and effective delivery of the breadth curriculum.*
2	*Further development of the enrichment offer for all pupils including disadvantaged students, addressing the enrichment benchmarks so that pupils engage in purposeful and fun opportunities with a focus on wellbeing, social skills and the development of skills. This supports a thriving childhood and successful transition to adulthood*.
3	*Development of attainment and progress of pupils in English and Maths.* *In English, on entry to year 7 there is a gap of 1.49 (2023), 2.00 (2024) ,1.0 (2025) 4.00 (2026) scaled score between disadvantaged and non-disadvangtaged pupils. This difference is also evident in Y11 does not diminish completely e.g. English Language PP attainment in 2026 was 5.0 and NPP was 5.5.* *In maths, on entry to year 7 there is a gap of 1.72(2023) 3.2 (2024), 2.7 (2025) and 5.2 (2026) scaled score between disadvantaged and non disadvangtaged pupils. This difference is also evident in Y11 does not diminish consistently e.g. Maths PP attainment in 2026 was 5.1 and NPP was 5.4.* *In addition* *In English on entry to year 7, 25% (19% in 2025) of our disadvantaged pupils arrive below age-related expectations compared to 7.3 % of their peers. This gap persists during pupils' time at our school with a gap of 19.5 % in the achievement of 5 + (55.6 % disadvantaged compared with 66% non-disadvantaged in GCSE 2026 English Language).* *In maths on entry to year 7, 20% (17% in 2025) of our disadvantaged pupils arrive below age-related expectations compared to 6.9% of their peers. This gap persists during pupils' time at our school with a gap of 7.6 % in the achievement of 5 + (55.6% disadvantaged compared with 63.2% non-disadvantaged in GCSE 2026 in Maths).*
4	*Further development of aspirations and opportunities for disadvantaged pupils through effective perosonal developmement and careers guidance. This is to be enhanced by the review of the personal development programme with a focus on Cathoilic social teaching and British values, as well as the delivery of the modern work experience and careers across the curriculum. Destination data should show that all students are in education or employment after Year 11, including disadvantaged students. The risk of NEET index (pupils at risk of not being in education, employment or training) should be closely monitored to proiortise guidance for pupils and families.*
5	*Ensuring excellent attendance of disadvantaged students. Attendance of disadvantaged students should be at least 97%, in line with all students. Current data indicates from July 26 that there are gaps in the attendance of disadvantaged students in all years, although these are reducing over time in some areas. Across the school there is an average gap of 2.6% between disadvantaged and non-disadvantaged pupils across the different year groups in the school.*

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
Further improve the attainment of disadvantaged pupils from their starting points at KS2 for all year groups, especially Year 11 in RE (core of the core curriculum), Maths, English, Science and French.	The attainment of Disadvantaged students is at least in line with the attainment of other students nationally and line college target for all students, the attainment 8 in college gap diminishing by 6.4 by 2029. (based on 2026 performance)
Evaluate the embedded enrichment offer for disadvantaged students, addressing the enrichment benchmarks so that pupils engage in purposeful and fun opportunities with a focus on wellbeing, social skills and skill development.	Disadvantaged students engage in a range of enrichment and extracurricular opportunities that support the development of skills, including social skills and promote wellbeing.
Further improve outcomes for all disadvantaged pupils, especially in English and Mathematics.	Disadvantaged students to perform at least in line with all non-disadvantaged students nationally in English and Mathematics. Disadvantaged students to achieve average attainment in English and maths that is above National other data and in line with collage targets diminishing the gap by 0.9 in English and 0.3 in Maths by 2029 (based on 2026 performance) Reading ages tested for all pupils in Year 7 and 8. Pupils in reading programme to improve from starting points by 6 months (impact of reading – EEF).
Evaluate the embedded aspirations and opportunities for disadvantaged students in the review of personal development, careers guidance, accessing the modern work experience and guidance through all curriculum areas.	Disadvantaged students have increased exposure to a reviewed personal development programme including careers guidance with at least 3 careers-based events each academic year including university and employer encounters. All disadvantaged to have priority support through careers interviews, targeted work experience support and additional interviews as required following risk of NEET index review.
To further improve attendance for disadvantaged students in all year groups.	Disadvantaged students to attend at least in line with all non-disadvantaged students nationally. Average Attendance gap of 2.6% (July25) currently to reduce to 1% currently across all year groups between disadvantaged and non-disadvantaged pupils by 2027.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £74, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing professional development (CPD) for staff relating to the Teaching school hub and Maths Hub- to support Early Career teachers, Initial Teacher training, National Professional Qualifications and opportunities including EEF feedback guidance. Teaching School Hub and Maths Hub will be used to provide a range of Teaching activities next year including; • Secondary Mastery Specialist Programme. • Year 7 multiplicative reasoning work group • Secondary Subject Leaders Community • Cross Phase Supporting students to achieve a L2 qualification Work Group • Non-specialist EEF Trial. • Secondary Teaching assistant programme • Teaching for Mastery Work Groups: • Secondary Maths programme. This will include quality assurance of application of course knowledge through class visits/ student voice/ data points and will have a focus on the coaching model and mastery through the Neriage technique. • Bell foundation EAL CPD CPD support is a specific focus as part of the appraisal process for all staff. All staff to be provided with 2x 1-day bespoke Professional development (PD) opportunity alongside a learning ticket to purchase resources to support PD. Findings and feedback from courses to be shared through school briefings/strategic meetings – evidence of application in lesson visits.	Quality of Teaching for All (EEF Reducing Class sizes +1/ small group tuition +4/ Mastery learning +5) https://educationendowmentfoundation.org.uk Guidance Report from EEF – strategies to support Professional development.	1, 3

Evaluating the embedded of teaching and learning strategies including the Painsley Teaching and learning Acronym, updated assessment policy, cultural capital, Etymology and Spaced learning to further support metacognition and mastery at KS3&4. This is to be supported by development Instructional coaching strategy to facilitate first quality teaching. This will include sharing of good practice across the CMAT as well the CMAT vision for 'Enquiring Minds'. Coach the coach training days to build sustainability in the coaching process – 3 days for 6 staff Train the Trainer training days to support succession planning with coaching training for new staff – 3 days for 6 staff. A continued focus on the regular review of teaching and learning by all teaching and support staff with a focus on the delivery of first quality teaching. This will take place through the school coaching processes with a a focus on the following Quality of questioning (I) Quality of written communication in books (L) Evaluating learning (A) during lessons including the quality of oracy and writing in lessons (S/E) Focus on meeting the needs of SEND and disadvantaged children so they achieve exceptionally well In addition, the following will also support teaching and learning Further development of teaching and learning library to support the Painsley model of teaching and learning with the purchase of the identified texts from staff voice. Evaluating the embedded Gifted and Talented provision to support HAT students in 7-11 including disadvantaged pupils through higher educational opportunities such as the Scholars programme, Y8 university experience and Year 7 Critical thinking event. The continuation of the Neriage technique across the department in mathematics across all groups in Y7-11 and use of designated pathways in each group to provide bespoke support for individual development in Mathematics.	Improve Outcomes for PP Students in curriculum areas including Mathematics and English (EEF- Mastery Learning +5/ Metacognition and self regulation +8) https://educationendowmentfoundation.org.uk <u>Rosenshine's Principles</u>	1, 3
Use of the Painsley data tracker to support teaching and learning with the identification of students requiring different levels of support (4 assessment points for each year group, with 3 for Y11 and 13).		1, 3

Use of FFT Aspire account as data tool to monitor and set aspirational targets. Continued use of Entrust provider to diagnose access arrangement for GCSE students including provision for disadvantaged students following successful use in 2026/7		
Development of resources/ opportunities in all subjects to support enrichment opportunities across KS3 &4 with £300 provided for departments to support enrichment initiatives for disadvantaged students, where required. E.g. increase in participation in music with music workshops from Entrust.		2
Development of careers related opportunities for disadvantaged pupils in all year groups to support aspiration and motivation as part of the Careers hub. 3 bespoke activities for each year group will be provided which meet the local context and develop the aspirations of pupils. Additional hours booked with Entrust Careers advisor with priority for all disadvantaged students in Year 11 and identified students in Year 10. A bespoke workshop led by Leek Building Society for disadvantaged students is to be provided for Year 9 pupils/ 10 pupils as 2 day 'Learn to Earn 'programme. An Information and guidance (careers) hub to be developed across the CMAT local region with secondary schools representatives to promote experience for all pupils including disadvantaged pupils, Subject Careers themes to be development to further promote subject specific guidance across the Advent, Lent and Pentecost terms in line with the updated GATSBY benchmarks. Extension of the JP Morgan funded 'Futures Ready Programme for 16 Year 8 pupils across 3 years (rolling to Y9 in 2026/7). 3 bespoke events to be organised with Future Ready Leader in school to promote successful implementation of the modern work experience.	Quality of Teaching for All (EEF Mastery learning +5) https://educationendowmentfoundation.org.uk	4
Evaluate the embedded personal development programme for all pupils in Year 7-11 and especially disadvantaged pupils to ensure full appreciation and development of Catholic social teaching and British values	Quality of Teaching for All (EEF Mastery learning +5) https://educationendowmentfoundation.org.uk	4

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

Budgeted cost: £ 74, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Summer school to support transition of disadvantaged pupils from primary school over a bespoke 3-day programme in addition to other transition days for all pupils. Provision of additional transition support for disadvantaged students including information for parents and teacher transition meeting in June 26. Communications with pupil premium families to take place during transition period including new induction parents evening, communication via primary schools and in September/October of Yr 7.	Teaching and Learning – (EEF Summer Schools +3) https://educationendowmentfoundation.org.uk	1, 3
Provision for targeted academic support for disadvantaged pupils that are SEND in all Key Stages with the effective use of teaching assistants and daily interventions as well as coaching to support pupils in lessons. Period 0 and period 6 additional sessions for Year 11 and Y10 pupils from all teaching staff. Academic resilience support for disadvantaged pupils including lower and higher attaining pupils via the Emmaus programme and bespoke pastoral support. Family learning opportunities to be used to support development of skills and foster positive relationships with home, pupil and school. This is planned to take place 3 times per year for KS3 with 6 sessions in total. The focus areas include; Advent term- transition support event with sports and physical health 3 x 1h30 workshops with a focus of Year 7. (planned to take place in Advent 1) Lent term – Healthy mind – arts workshop 1x 2h30 session. Pentecost term – Healthy eating Ready Steady Cook workshop 1x 2h30 session.	Teaching Assistants PP Provision & Intervention (EEF – extending school time + 3/ use of Teaching Assistants +4) https://educationendowmentfoundation.org.uk Best Practice Network Level 3 and 4 Teaching assistant apprenticeship pathways	1, 2, 3
Provision of study skills through the Pastoral programme and study facilities/enhancement through homework (3 session per week) clubs to support disadvantaged students.	Half-term support and intervention/ Success Criteria and Homework (EEF- Extending school time +3/ Homework +5/ Feedback +6)	1, 3

Dedicated support for Key Stage 4 during the Easter and Lent and Pentecost holidays (2 weeks and 1 week respectively).	https://educationendowmentfoundation.org.uk https://www.gov.uk/government/publications/supporting-send/supporting-send	
Further improve literacy and skills for disadvantaged students with the use of NGRT reading tests used on entry to school and at the end of Year 7 and Year 8 Reading communications to be sent to families where further support is required, including PP families 16 X Year 12 students leaders trained to deliver support in English with KS3 students (weekly oracy 1 to 1 session for all identified students. This will also be supported by Trained Parent volunteers Evaluate the embedded Summer Reading competition for Year 7 and 8 pupils, additional focus with PP first strategy and support with provision of reading material, where required. Review development and use Department libraries for pupil use are to be developed for use across the school alongside ongoing CPD for staff for effective literacy support. Subscriptions to relevant organisations to be made available for support literacy at subject level (1 subscription for each subject area)	Improve literacy and number skills for disadvantaged students (EEF- Reading and Comprehension + 7/ Mastery Learning +5) https://educationendowmentfoundation.org.uk KS3 Literacy – Improving literacy in secondary schools EEF Improving Literacy at KS2 – EEF	1, 3
All Year 8 pupils to complete Pupil Attitudes to Self and School (PASS) short self-evaluation survey. The results from this are to be used to gain insight into attitudes that could be hindering achievement such as possible barriers to learning, including issues around confidence, resilience, motivation, concentration, disaffection and alienation.	Social and Emotional learning EEF teacher toolkit + 3months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	5
Axiom Programme for disadvantaged pupils to be delivered from September 26. This will involve 10 students in Year 7 PP high ability pupils to participate in a weekly programme of support to extend performance further Maths support programme to provide support for lower ability PP pupils to ensure they develop skills to ensure they are secondary ready.	Quality of Teaching for All (EEF Mastery learning +5) https://educationendowmentfoundation.org.uk	1,3

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

Budgeted cost: £ 73, 530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a Breakfast Club for disadvantaged pupils, where required for identified pupils, in order to ensure the best start to the school day as well as facility to keep up to date with school work. This will be supported by the supported by the Leadership Group as well Period 0 study sessions from Advent 2026. Provision of free toast facilities at breaktime for identified pupils every day.	Following the implementation of school breakfast clubs, teachers have reported gains in terms of school attendance, punctuality and motivation (increased attainment) and quality of life (social deprivation, behaviour and nutrition) of many children involved in the UK. (Research Excellence Framework) EEF- Extending school time +3	1, 2, 3, 4, 5
Evaluate the embedded strategies to support attendance of disadvantaged students. Supporting new intake parents in use for Arbor to allow parents to monitor school attendance, continued support by the Education Welfare officer, effective monitoring by the Painsley Pastoral lead system, including first day phone contact for absence of disadvantaged pupils for students in KS 3&4. Use of PP funds to subsidise transport for disadvantaged students where transport cost is a challenge to attendance. Use of FFT Aspire and DFE monitoring to monitor attendance.	DfE research (May 22) on improving attendance at school found that: • Pupils with higher attainment at KS4 had lower levels of absence over the key stage compared to those with lower attainment. • Pupils who did not achieve grade 9 to 4 in English and maths GCSEs in 2019 had an overall absence rate of 8.8% over the key stage, compared with 5.2% among pupils who achieved a grade 4 and 3.7% among pupils who achieved grade 9 to 5 in both English and maths. • Among pupils with no missed sessions over KS4, 83.7% achieved grades 9 to 4 in English and maths compared to 35.6% of pupils who were persistently absent. Pupils with persistent absence are less likely to stay in education Advice from the National Strategies (hosted on the National Archives) says that: • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years https://www.bps.org.uk/ School attendance, exclusion and persistent absence	1, 2, 3, 4 5

Pastoral Support to promote the wellbeing of disadvantaged pupils and support wellbeing concerns through the dedicated Emmaus and pastoral lead system, safeguarding team and enhance provision for school counsellor access. This also include social, emotional and resilience support for identified disadvantaged students as well as CPD for Pastoral staff (e.g. behaviour management and self-regulation) and fast-tracked diagnosis for SEND PP students. Academic Coaching and mentoring support for identified Year 11 students from September 26 to provide extended support and challenge in working towards target outcomes and next steps. Evaluate the embedded Emmaus process to continue to be implemented to review and support identified vulnerable students from across the school, reviewing their progress on regular basis with Key stake holders; PP Lead, SENDCO, Safeguarding lead, and Leadership Pastoral Leads. Pastoral Support Programmes to support resilience and character development for disadvantaged pupils as required. Possible programmes may include; ASM resilience sports programme. Progressive Masculinity Behaviour, appropriate language use and respect. WhysUp – vaping and addiction support Peak District Survival – resilience Year 9 PP Pupils to participate in Outward Bound residential experience in Lent 2 and in Year 2 of the 3 year Plan for Pupil premium including pupils attendance, motivation and behaviour for learning concerns. Revised Personal development programme to provide targeted and sequenced support for students in all Years addressing a range of pastoral	Teaching and Learning – (EEF social and emotional learning+ 3) https://educationendowmentfoundation.org.uk	1, 2, 3, 4, 5

and citizenship issues with the themes of catholic social teaching and British Values.		
Provision of bespoke support for students to ensure they can fully access education at Painsley. This will include working closely with families to ensure support during the financial crisis. This will take place through exceptional communication; • Liaison with all families regarding the changed in FSM eligibility, annual check and expansion to include Universal credit. • 3x contact points for parents with pastoral leads, to review academic and pastoral progress and support in Key stage 3 and 4, with a specific focus on those students who are PP and SEND. • Bespoke support for the most vulnerable disadvantaged students through staff PP advocates working with identified students to support individual needs. • Termly letters and reminders • Induction meeting with Y7 parents with Pupil premium focus • Transition communications with pupil premium parents • Transition meeting with Y6 teachers to review individual progress and successful strategies • Provision of drop in for parents at all parent information evenings. • Use of uniform store to support families. Areas of support may include subsidising transport costs, uniform costs, ready to learn educational equipment, assistance with music tuition, ICT equipment and educational visits including the Lourdes Pilgrimage and Duke of Edinburgh award scheme.	Teaching and Learning – (EEF parental engagement + 4) https://educationendowmentfoundation.org.uk Working with Parents to Support Children's Learning -EEF	1, 2, 3, 4, 5

Continued use and review of bespoke educational support for children under the care of the local authority in liaison with the safeguarding team. Use of the Painsley Allotment and Painsley Pantry in school to support the provision of food for vulnerable families as well support health and wellbeing of individual students through alternative activities Participation in the MY Voice project with 10 students across 4 x 1-hour sessions (subject to successful application for funding) . This can include; • The Big Clean • Antisocial behaviour • Rugby Club • The Giving table • Youth table		

Total budgeted cost: £ 221,530

Part B: Review of outcomes in this academic year

Pupil premium strategy outcomes; **This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year during the Advent term and Lent terms**

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

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?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.