Mousehole School

Primary Disadvantage Strategy
Academic Year 2025-2028
Truro & Penwith Academy Trust

"At Mousehole we aim to create an exceptional school that harbours confidence, respect and a love of learning and prepares children for the challenges and adventures of life."

Pupil premium strategy statement

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
Mousehole School	November 2025
Number of pupils in school	95 (80 in mainstream and 15 in Nursery)
Proportion (%) of pupil premium eligible pupils	19%- 15 children
Academic year/years that our current pupil premium strategy plan covers **(3 year plan)**	Nov 2025- Nov 2028
Date this statement was published	30.11.2025
Date on which it will be reviewed	30.11.26
Statement authorised by head teacher	Sarah Trow

Pupil premium lead	Sarah Trow
Governor / Trustee lead	Liz Garner

Funding overview

Detail	Amount 2025-2026	Amount 2026-2027	Amount 2027-2028
Pupil premium funding allocation this academic year	£32,427	£32,853	£31,794
Recovery premium funding allocation this academic year	0	0	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0	0	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,427	£32,853	£31,794

TPAT approach to supporting disadvantaged pupils:

Addressing disadvantage is not about supporting pupils to 'escape' their lives. It is about ensuring they have agency and choice and access to opportunity to make a positive contribution. (to school and community). As a trust we are committed to ensuring that our strategy raises the outcomes for our pupils from disadvantaged backgrounds. In writing this paper guidance has been taken from the EEF research, the DFE approach to pupil premium and OFSTED. The DFE highlights a 3-tier approach which our trust strategy is based on. All the

initiatives that we suggest supporting schools are based on research which is evidenced below.

Part A: Pupil premium strategy plan

Statement of intent

At Mousehole School, our aim is to ensure that every pupil, regardless of their background or the challenges they face, makes strong progress and reaches high standards in all areas of learning. The focus of our Pupil Premium strategy is to provide targeted support for disadvantaged pupils, helping them to achieve this goal, while also ensuring that even our highest achievers continue to make progress.

We understand that some pupils face additional challenges, such as those with a social worker or young carers, and we are committed to providing the support they need to overcome these barriers. Our approach is designed to meet the needs of all our pupils, ensuring that they are given every opportunity to succeed, regardless of their circumstances.

Our approach is designed to support all pupils, whether disadvantaged or not, with a focus on high quality, 'quality-first' teaching. This ensures that disadvantaged pupils receive the specific support they need, helping to close the attainment gap while benefiting all pupils. Our strategy is based on robust diagnostic assessments, addressing both common challenges and individual needs. By focusing on targeted interventions and continuous support, we aim to sustain and improve the

progress of both disadvantaged and non-disadvantaged pupils. Each approach we adopt complements the others, working together to help all pupils achieve their full potential.

To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.
- Act early to provide support once a need has been identified.
- Close the attainment gap between pupil premium and their peers.
- Address non-academic barriers to attainment such as attendance, behaviour and cultural capital.
- Ensure that the Pupil Premium grant reaches pupils who need it the most, with the recognition that not all students who are socially disadvantaged are registered or qualify for free school meals

Challenges

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

	Detail of challenge
1	**Attainment** 2025 data: KS2 Data: Combined Expected Standard 100% - Pupil Premium 5 out of 5 pupils KS2 Data: combined meeting Greater Depth Standard 0% – Pupil Premium 0 out of pupils Our KS2 data combined data for PP children has fluctuated over the last 3 years, but outcomes for PP children have been lower than Non- PP. Pupil Premium 2024:75 % - 3 out of 4 pupils Pupil Premium 2023: 60 % - 3 out 5 of pupils Phonics data: 100% = 2 out of 2 pupils Our phonics data for children who are in receipt of Pupil Premium funding has been strong for the last 3 years with all children (inc PP) achieving strong outcomes. Pupil Premium 2024: 100% - 2 out of 2 pupils Pupil Premium 2023: 100% - 2 out of 2 pupils *Although this is in line or above with National Average, we continue to strive for our school's standard of aspiration for all year on year.*
2	**Lower Attendance and Punctuality** **2024-2025** Attendance for all 2024/2025: 96.4% Attendance for non- Pupil Premium: 98% Attendance for Pupil Premium: 95.5% Children who are Pupil Premium who are persistently absent: 15.4% Children who are Pupil Premium who need support with punctuality: 21% *Although the attendance for all children is good, the attendance for children who are receipt of Pupil Premium funding is significantly lower. There are individual challenges for these families, but the school needs to raise expectations and increase support further.*
3	**Parental engagement and support from home** Staff work hard to ensure strong parental engagement. In the Autumn and Summer progress meetings 2024-25 90% of parents of children entitled to PP attended parent's meetings (19 of 21 families) EYFS currently don't have any PP recipients. Teaching staff contact all parents who have not made a meeting appointment. Alternative times and dates are offered to ensure that as many parents as possible attend in support of their child. This approach ensures high parental engagement. Parents are often met on a more regular basis to support in a range of ways and are able to communicate through Seesaw with their class teachers to address any concerns.

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
Challenge 1 Children who are pupil Premium have a combined measure at end of KS2 which increases year on year	Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium: - By the end of 2025/2026, all year groups will achieve 50% in RWM 1/2 - By the end of 2026/2027, all year groups will achieve 40% in RWM 2/5 - By the end of 2027/2028, all year groups will achieve 67% in RWM 2/3 - By the end of 2025/2026, currently no PP recipients in Year 1 - By the end of 2026/2027, currently no PP recipients in Year 1 - By the end of 2027/2028, at least % of Year 1 PP will achieve in phonics out of 4 children. *Monitored by LMC, SLT, Data leader in half termly progress meetings*
Challenge 2 Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium	- By the end of 2025/2026 attendance for both non-PP children and PP children will be above 96% and the number of children who are Pupil Premium who are persistently absent is less than 12% - By the end of 2026/2027 attendance for both non-PP children and PP children will be above 96% and the number of children who are Pupil Premium who are persistently absent is less than 10% - By the end of 2027/2028 attendance for both non-PP children and PP children will be above 96% and the number of children who are Pupil Premium who are persistently absent is less than 8% - By the end of 2025/2026, there will be less than 15% of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school. - By the end of 2026/2027, there will be less than 10% of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school. - By the end of 2027/2028, there will be less than 5% of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school. - There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy. - There will be a reduced number of disadvantaged families receiving fixed penalty notices for taking holidays in school time. *Monitored by Attendance Officer and SLT in fortnightly meetings*

Challenge 3 Parents of children who are PP are involved in the school community and attend meetings to support their child	Parents of children who are PP are involved in the school community and attend events All children who are entitled to Pupil Premium will complete home learning every week. 95% of Pupil Premium parents/carers will attend Parents Evenings. Our admin team and SLT will monitor parental engagement in workshops and parents evenings Barriers are identified by school to enable the setting to be easier to reach *Monitored by SLT / PP lead*

Activity in this academic year

Teaching: minimum 50% of budget (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incremental coaching	To maintain high quality teaching, CPD must be embedded. Incremental coaching is a coaching approach where progress is made step by step, focusing on small, manageable improvement over time. It focuses on gradual growth, continuous feedback, sustainability and confidence building. The TPAT Pedagogy Project, based on WALKTHRUS focuses on a specific area of teaching each half term. STEPLAB TPAT pedagogy project - Rosenshine's Principles of Instruction https://www.aft.org/sites/default/files/Rosenshine.pdf - EEF: Teaching & Learning Toolkit https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit	1,

Primary Assessment Strategy	Termly NfER Reading, SPAG assessments and maths.co are used, analysed and inform future learning. Use of INSIGHT tracking for assessment and intervention analysis-Pupil Progress Meetings. Aligned pupil progress meetings focusing on children who are Pupil Premium Assessment identifies areas of strengths or areas they need additional support Assessments is robust and provides quantitate measures and indicative prediction of KS2 SATS Assessments indicate how a pupil, or group of children have performed in relation to others Assessments allows progress to be tracked over time Assessments are used to measure the impact of interventions Evidence: -EEF : making use of diagnostic assessment https://educationendowmentfoundation.org.uk/news/eef-blog-new-casestudies-making-effective-use-of-diagnostic-assessment	1,
"Disadvantaged reading project"	The TPAT Disadvantage Reading Project, initiated in September 2023 is a rigorous approach to teaching reading comprehension, focusing on vocabulary, retrieval and then inference. It is instructional in approach. Evidence: Reach Schools: https://reachschools.uk/	1
Digital pedagogy for the Advantage Project	IPad use in digital pedagogy in Primary schools impact positively on attainment. It focuses on equity (reducing barriers for children), engagement (boosting motivation and retention), personalised learning (supporting diverse learning needs), creativity (encouraging innovative thinking and expression), parental Involvement (strengthens homeschool connection). Evidence: EEF: Harnessing the potential of EdTech: https://educationendowmentfoundation.org.uk/news/effectiveness-ofedtech-reflections-from-new-review EEF: Using Technology to improve learning https://educationendowmentfoundation.org.uk/educationevidence/	1
Access to NPQs and ECT support programme & professional development	Having well trained teachers will affect the attainment of all children. CPD has an effect size (0.09) comparable to giving a teacher 10 years' experience. [epi.org.uk]. Improving retention of skilled teachers, especially in challenging schools, ensuring consistency and stability for disadvantaged learners. [epi.org.uk]. Empowering teachers to better	1,2

programme for support staff	support pupils with complex needs, leading to more inclusive and effective classroom practice. [researchsc...ool.org.uk] Evidence: About us – The National Institute of Teaching Educational Policy Institute - The effects of high quality professional development on teachers and students https://epi.org.uk/publications-and-research/effects-highquality- EEF: SEN In Mainstream Schools Special Educational Needs in Mainstream Schools | EEF	
Mastering number/Maths Hub training programmes	Mastering Number builds number sense early, developing fluency, flexibility and confidence with numbers EYFS-Y2. The programme also supports language development which is crucial for many children who are in receipt of Pupil Premium funding. High quality CPD is available and is a systematic and inclusive approach to learning. There is evidence that is closes the gap. Evidence: Mastering Number: Building Strong Foundations in Early Years [www.ncetm.org.uk]	1,2
ShREC Support EYFS	ShREC is a framework to support high quality adult-child interactions, especially during play and learning activities: Share attention, respond, Expand, connect Evidence: https://educationendowmentfoundation.org.uk/earlyyears/the-shrec-approach	1,2
Agenda in PPA time / Staff training / SLT	Having the discussion about children who are in receipt of Pupil Premium funding scheduled into an agenda, raises the profile of the children as individuals, their attainment, as well as their relationships, safeguarding, behaviour and engagement with school and their peers. This shows visible leadership and commitment, as well as a culture of high expectations. Evidence DFE https://assets.publishing.service.gov.uk/media/5a7f203840f EEF: https://educationendowmentfoundation.org.uk/usingpupil- Hampshire services: https://leadership.hias.hants.gov.uk	1,2,3

Targeted academic support : maximum 25% of budget (for example, tutoring, 1:1 support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group nurture and SEMH interventions e.g. TIS, Thrive, forest school	These programmes improve self-regulation, resilience and emotional wellbeing. There are studies which also show that those who attend Forest school outperform those who don't academically. It gives targeted support for children with ACES, also impacting on attendance. ***Evidence:*** Trauma Informed Schools UK https://www.thriveapproach.com/ **Early child developmental and care: forest schools** https://www.tandfonline.com/doi/pdf/10.1080/03004430.2018.144643 0 **EEF Outdoor Learning Experiences** https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/outdoor-adventure-learning **Mentoring** https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring **SEMH Interventions including Emotional Literacy Support Assistant (ELSA)** https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3
Targeted deployment of teaching assistants	Deployment of TAs in the classroom improves academic progress (esp in literacy and early years), support emotional regulation, inclusion and engagement and reduces teacher workload and improves classroom management ***Evidence:*** -**EEF: Deployment of teaching assistants** https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants **DfE: Deployment of Teaching assistants** https://assets.publishing.service.gov.uk/media/5d1397fc40f0b6350e1ab 56b/Deployment_of_teaching_assistants_report.pdf	1

Deployment of iPads to support home learning	There is growing evidence to support using iPads to support learning. There are academic gains, higher levels of engagement, equity and pedagogical support. ***Evidence:*** Teaching and Learning Toolkit | EEF **Apple Education support** https://www.apple.com/education/docs/ipad-mac-in-educationresults.pdf	1

Use of key apps & online programme– iMovie/keynote/ TTRS	There is evidence starting to gather that TTRS can improve educational outcomes for disadvantaged children/ There could be improved maths fluency, increased engagement and potential to close gaps. This is the same for other educational Apps or online platform *Evidence:* **TTRS** https://ttrockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf **Spelling Shed** https://blog.edshed.com/spelling-shed-wins-a-bett-award/	1, 2,
Language buildings activities (storytelling, story baskets, rhyming games and songs, role play, I spy,	These games all develop vocabulary, expressive language, sequencing and language building activities. They also develop empathy, confident and communication. *Evidence* **EEF: Oral language interventions** https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions **Reach out and read** https://reachoutandread.org/article/intervention-research-to-improvelanguage-learning-opportunities-and-address-the-inequities-of-theword-gap/ **Nuffield Early Intervention (NELI)** https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/nuffield-early-language-intervention **Talk Boost** https://ican.org.uk/training-licensing/talk-boost-ks1/	1
Targeted English and Maths interventions e.g. Little Wandle, Mastering number,	Many targeted programmes include a structured teaching of strategies, focus on vocabulary and improve fluency in both English and maths. *Evidence:* **Literacy Trust** https://literacytrust.org.uk/programmes/interventions/ **Parliament** https://publications.parliament.uk/pa/cm5901/cmselect/cmpubacc/365/report.html **Third Space Learning** https://thirdspacelearning.com/blog/primary-school-interventions/ **Small Group Phonics** https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks-1	1
Revision support programme (KS2)	School based revision support programme, responsive to individual targets and QLA *Evidence* **EEF: Building Study habits** https://educationendowmentfoundation.org.uk/news/eef-guest-blogbuilding-study-habits-and-revision-routines **EEF: 7 steps programme** https://educationendowmentfoundation.org.uk/news/supportingrevision-and-the-seven-step-model	1

Attendance support	Attendance rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture. TPAT Attendance Policy and the Tiered approach supports individual families with attendance ***Evidence* DFE** https://www.gov.uk/government/publications/link-betweenattendance-and-attainment **Attendance works** https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wideAttendance-Incentives.pdf **Attendance Interventions** https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/attendance-interventions-rapid-evidenceassessment	1, 2
Music Hub	Evidence shows that learning an instrument gives academic gains (esp in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field) ***Evidence:*** **EEF: Arts participation** https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation **Cambridge University Press** https://www.cambridge.org/core/journals/british-journal-of-musiceducation/article/does-learning-to-play-an-instrument-have-an-impacton-change-in-attainment-from-age-11-to16/BC97A160E140E7DA3C80CFFFC35F83AB	1

Wider strategies: maximum 25% of budget (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for residentials, trips and visit	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. ***Evidence:***	1,2, 3

	- **EFF: Closing the Attainment Gap** https://educationendowmentfoundation.org.uk/educationevidence/bitesize-support/closing-the-attainment-gap	
Extracurricular clubs (employing provider/ TA for dance, gardening etc)	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. *Evidence:* - **EFF: Closing the Attainment Gap** https://educationendowmentfoundation.org.uk/educationevidence/bitesize-support/closing-the-attainment-gap **Nuffield: After school clubs** https://www.nuffieldfoundation.org/news/out-of-school-activitiesimprove-childrens-educational-attainment	1, 2
TPAT attendance strategy	The TPAT attendance policy offers support to families and to school to ensure high attendance the Tiered approach is tracked rigorously and it supported by the TPAT inclusion team. *Evidence:* Attendance - TPAT ConnectED/ https://www.gov.uk/government/publications/working-together-toimprove-school-attendance	1, 2,
Funding children for breakfast club	Where Breakfast clubs are a part of wrap around care, children who are PP may get offered a place free of charge. This sets the children up for the day with a calm sense of belong and needs met. *Evidence:* **Benefits of Breakfast Club** https://www.gov.uk/government/case-studies/benefits-of-breakfast-clubs	1, 3
Tracking of Personal development	Tracking personal development can increase educational outcomes by identification of barriers to learning, improved attendance and behaviour, identifying interventions *Evidence:* **NGA: Widening the Lens toolkit** https://www.nga.org.uk/media/ypchvl3f/nao-study-supporting-theattainment-of-disadvantaged-children-in-educational-settings.pdf **NFER tracking: supporting disadvantaged pupils** https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8d e/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils__briefing_for_school_leaders.pdf	1, 2, 3

Music Hub	Evidence shows that learning an instrument gives academic gains (esp in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field) ***Evidence:*** **EEF: Arts participation** https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation **Cambridge University Press** https://www.cambridge.org/core/journals/british-journal-of-musiceducation/article/does-learning-to-play-an-instrument-have-an-impact-on-	1, 2
	change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB	
Parental Engagement	There is growing evidence to show that increased parental engagement can increase academic gains (esp in literacy and Early Years development) and social-emotional growth. ***Evidence:*** **EEF: Parental Engagement** https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/parental-engagement **NFER: Narrowing the Gap** https://www.nfer.ac.uk/media/pwajjzq3/oupp02.pdf Reach Schools - The home of Reach Schools in West London/ Parental engagement	EE	1, 3

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 academic year.

Intended outcome	Success criteria	25-26	26-27	27-28
Challenge 1 Children who are pupil Premium have a combined measure at end of KS2 which increases year on year	Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium: - By the end of 2025/2026, all year groups will achieve 50% in RWM 1/2 - By the end of 2026/2027, all year groups will achieve 40% in RWM 2/5 - By the end of 2027/2028, all year groups will achieve 67% in RWM 2/3 - By the end of 2025/2026, currently no PP recipients in Year 1 - By the end of 2026/2027, currently no PP recipients in Year 1			

	- By the end of 2027/2028, at least % of Year 1 PP will achieve in phonics out of 4 children. *Monitored by LMC, SLT, Data leader in half termly progress meetings*			
Challenge 2 Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium	- By the end of 2025/2026 attendance for both non-PP children and PP children will be above 96% and the number of children who are Pupil Premium who are persistently absent is less than 12% - By the end of 2026/2027 attendance for both non-PP children and PP children will be above 96% and the number of children who are Pupil Premium who are persistently absent is less than 10% - By the end of 2027/2028 attendance for both non-PP children and PP children will be above 96% and the number of children who are Pupil Premium who are persistently absent is less than 8% - By the end of 2025/2026, there will be less than 15% of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school. - By the end of 2026/2027, there will be less than 10% of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school. - By the end of 2027/2028 ,there will be less than 5% of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school. - There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy. - There will be a reduced number of disadvantaged families receiving fixed penalty notices for taking holidays in school time. *Monitored by Attendance Officer and SLT in fortnightly meetings*	-	-	-
Challenge 3 Parents of children who are PP are involved in the school community and attend meetings to	Parents of children who are PP are involved in the school community and attend events All children who are entitled to Pupil Premium will complete home learning every week. 100% of Pupil Premium parents/carers will attend Parents Evenings and where needed with the SENDCO also. Our admin team and SLT will monitor parental engagement in workshops and parents evenings. Barriers are identified by school to enable the setting to be easier to reach and staff will inform parents before an event.			

support their child	Monitored by SLT / PP lead			

Good level of Development

	2025	2026	2027	2028
All Children	100%			
PP	No PP children			
Non PP	100%			

Phonics

	2025	2026	2027	2028
All Children	91.6%			
PP	100%			
Non PP	88.8%			

MTC

	2025	2026	2027	2028
All Children	61.5%-21.4 31%-25 /25			
PP	20%			
Non PP	87.5%			

KS2 Reading

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All Children	100%	41.7%						
PP	100%	60%						
Non PP	100%	28.6%						

KS2 Writing

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All Children	92%	0%						
PP	100%	0%						
Non PP	85.7%	0%						

KS2 Maths

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All Children	100%	58.3%						
PP	100%	80%						
Non PP	100%	42.9%						

KS2 Combined

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All Children	92%	0%						
PP	100%	0%						
Non PP	85.7%	0%						

Externally provided programmes - n/a

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
Little Wandle	Little Wandle
Grammasurus	Grammasuarus
TT Rockstars	Maths Circle
White Rose	White Rose
Insight	

Service pupil premium funding

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?	No service pupils attending
What was the impact of that spending on service pupil premium eligible pupils?	No service pupils attending