

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year but is a plan for the 2024-2027 period) 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	<b>Bird's Bush Primary School</b>
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	41% (36 % last year)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2027
Date this statement was published	January 2025
Date on which it will be reviewed	January 2027
Statement authorised by	Darryl Asbury
Pupil premium lead	Scott Brockhurst
Governor / Trustee lead	Ann Brown

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,560.00
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£69,560.00

## Part A: Pupil premium strategy plan Statement of intent

Birds Bush Primary School is a small school that serves a well-established and connected community in the Belgrave ward of Tamworth. Belgrave is one of ten wards all of which are unique in both character and spatial features. Tamworth has strong historical links with Birmingham as an overspill settlement, which has had a lasting effect on urban form, population, and housing provision. The overspill agreement prompted the relocation of Birmingham residents into the borough, creating significant urban growth during the 1960s. Therefore, many families have lived in Belgrave for generations that includes generations of families attending Bird's Bush Primary School.

Our aim at Bird's Bush Primary School is to provide an ambitious curriculum designed to ensure that all pupils, regardless of their background, have the opportunity to succeed. We are committed to overcoming the barriers faced by disadvantaged pupils, and we acknowledge that many of these children start school with a need to develop their vocabulary and self-regulation skills. Our strategy is rooted in consistently high-quality first teaching and a curriculum that is well-adapted to meet the needs of all pupils, ensuring progress and high attainment across all subject areas.

Reading, vocabulary, and oracy development are essential components of our strategy. We know that these skills are critical for accessing learning across the curriculum. We use robust diagnostic assessments and follow evidence-based recommendations from the Education Endowment Foundation (EEF) to guide our teaching strategies. These include targeted interventions and high-quality teaching designed to close attainment gaps.

We prioritise early intervention and place a strong emphasis on enhancing language skills, including vocabulary, oral communication, and reading. We firmly believe that our curriculum equips our students with the necessary knowledge, skills, and opportunities to level the playing field and enhance the prospects for our educationally disadvantaged students.

Our ethos of inclusion is underscored by a compassionate strategy for engaging with our students and their families. There is a unified understanding among our staff about the effects of disadvantage on student learning, and they are united in their commitment to our goals for all students, fully recognizing the role they play in overcoming educational barriers.

Leadership at our school is deeply involved in ensuring the quality of our students' learning experiences. Our leaders play a vital role in monitoring progress and providing quality assurance in a supportive manner. They dedicate time to work with our staff on collaborative planning, teaching, and direct classroom involvement, offering real-time coaching, training, and feedback to enhance teaching practices. Through this strategy, we aim to improve attendance, behaviour, and wellbeing for all pupils, particularly those from disadvantaged backgrounds.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Assessments, observations, and discussions with pupils, teachers and parents have supported us to identify the challenges outlined.

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with families indicate that the majority of our children begin school with a need to significantly develop their oral language skills and vocabulary. In addition, our baseline data indicates that more children are not at age related expectations for Speaking when compared with the other Prime Areas.</p>
2	<p>Assessments, observations and discussions with pupils have identified that many of our educationally disadvantaged pupils experience many challenges which potentially impact on their learning. Therefore, we work to provide opportunities for all our children.</p> <p>2024 data continues to show a difference between PP pupils and NPP in reading, writing and maths.</p>
3	<p>Assessments, observations and discussions with pupils have identified that many of our educationally disadvantaged pupils experience several challenges which potentially impact on their learning, wider school life and their experiences beyond the school gate. These pupils may be at greater risk of poor attendance because of the impact of socio-economic (and other) disadvantages on their lives over time.</p> <p>Our 2024 attendance data shows that attendance of our disadvantaged pupils is lower when compared with other pupils. This includes proportions of children who are late for school.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified an increase in social and emotional issues for many pupils and their parents. These challenges particularly affect disadvantaged pupils, including their attainment and attendance. Teacher referrals and parent referrals for support have increased since the pandemic and subsequent cost of living crisis. It is also significant to note that the support services available locally have significantly reduced so our parents do turn to school for support. These pupils are again at risk of underachievement because of the socio-economic (and other) disadvantages on their lives.</p>

## 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.	<ul style="list-style-type: none"> <li>• <b>Assessment Measures:</b> Assessments such as the Language Assessment (e.g., Language for Learning, WellComm) will be used at the beginning and end of the academic year to quantify improvements in oral language skills. Observations in class will also be documented to provide qualitative evidence of improved engagement and participation in discussions.</li> <li>• <b>Engagement Metrics:</b> Increased engagement in lessons will be monitored through participation rates in class discussions and group work, with an expectation that all disadvantaged pupils contribute at least once in every session.</li> <li>• <b>Written and Verbal Responses:</b> Improvement will be evident through enhanced quality of verbal contributions in class and written responses in assignments, measured through a standardized rubric focusing on vocabulary use, sentence structure, and clarity of expression.</li> <li>• <b>Formative Assessments:</b> Regular formative assessments will show a marked improvement in pupils' ability to articulate ideas, with target scores increasing by 20% from baseline assessments.</li> </ul>
Improved reading, writing and maths attainment among disadvantaged pupils by the end of KS2.	<ul style="list-style-type: none"> <li>• <b>Standardised Testing:</b> KS2 outcomes will be tracked through standardised assessments, including SATs, with the goal that at least 85% of disadvantaged pupils meet the expected national standard in reading, writing, and maths by the end of Year 6.</li> <li>• <b>Progress Tracking:</b> Continuous tracking of progress through termly assessments will be established, ensuring that disadvantaged pupils make progress at least in line with their peers, targeting an average of 6 points of progress across subjects per year.</li> <li>• <b>Intervention Impact:</b> The effectiveness of interventions (e.g., tutoring, targeted group work) will be evaluated through pre- and post-intervention assessments, aiming for a 25% increase in those who are achieving expected levels by the end of the academic year.</li> </ul>
Improved PSC outcomes by the end of Y1.	<ul style="list-style-type: none"> <li>• <b>Phonics Screening Check Results:</b> The PSC outcomes will be analysed, with an aim for at least 90% of disadvantaged pupils achieving the expected standard by the end of Year 1, reducing the gap between disadvantaged and non-disadvantaged pupils.</li> <li>• <b>Early Intervention Programs:</b> The impact of early intervention programs will be assessed through tracking progress in phonics sessions, with target benchmarks set for phonics assessments every half-term to ensure consistent progress toward the end-of-year goal.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Parental Engagement:</b> Engagement strategies will include workshops for parents on supporting phonics at home, with feedback surveys showing at least 75% of participating parents report an increase in understanding and support for their child’s phonics development.</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• <b>Wellbeing Surveys:</b> Qualitative data from student voice surveys will be collected at the start and end of the academic year, aiming for a minimum of 80% of pupils reporting an improved sense of wellbeing and belonging within the school community.</li> <li>• <b>Behaviour Incident Reports:</b> Analysis of behaviour incidents logged on CPOMS will show a 30% reduction in reported incidents for disadvantaged pupils, indicating improved emotional regulation and coping strategies.</li> <li>• <b>Emotional Literacy Sessions:</b> The effectiveness of Emotional Literacy Support (e.g., ELSA interventions) will be assessed through pre- and post-intervention assessments, targeting a 50% improvement in emotional literacy scores among participants.</li> </ul>
<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• <b>Attendance Data Analysis:</b> Attendance rates will be monitored through monthly reports, aiming for overall attendance rates to reach 96% and for disadvantaged pupils to reduce their absenteeism gap by 50% compared to non-disadvantaged pupils.</li> <li>• <b>Punctuality Tracking:</b> Punctuality will be recorded with an aim to reduce persistent lateness by 40%, supported by regular communication with families regarding the importance of attendance.</li> <li>• <b>Parental Engagement Initiatives:</b> The impact of initiatives to engage parents in attendance (e.g., workshops, home visits) will be evaluated through feedback forms, aiming for at least 75% of parents indicating they feel more informed and empowered to support their child’s attendance.</li> </ul>

Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £34,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Fund Release Time for Staff for CPD and Monitoring Purposes</b></p> <p>Allocate part of the Pupil Premium budget to provide release time for staff. This will enable them to engage in continuous professional development (CPD), participate in quality first teaching monitoring, and adapt teaching strategies based on real-time observations and feedback. This initiative will include:</p> <ul style="list-style-type: none"> <li>Scheduled CPD sessions focused on effective teaching practices and adaptive strategies.</li> <li>Structured classroom observations and collaborative feedback sessions.</li> <li>Development and implementation of targeted interventions based on observed needs.</li> </ul>	<p>Evidence:</p> <p><b>Research and Guidelines:</b></p> <ul style="list-style-type: none"> <li>The Education Endowment Foundation (EEF) highlights the importance of professional development in promoting effective teaching and learning strategies that directly impact student achievement. CPD is linked to improved teacher practices and student outcomes, particularly in schools serving disadvantaged communities.</li> <li>Evidence suggests that regular monitoring and adaptive teaching contribute to closing the attainment gap by allowing teachers to respond promptly and appropriately to students' needs (EEF, 2021).</li> </ul> <p><b>Strategic Alignment:</b></p> <ul style="list-style-type: none"> <li>This activity aligns with our overarching strategy to enhance educational outcomes by investing in teacher development and ensuring all teaching is responsive and inclusive.</li> </ul> <p>Success Criteria:</p> <p><b>Intended Impact:</b></p> <ul style="list-style-type: none"> <li>Enhance teacher effectiveness through up-to-date training and peer collaboration.</li> <li>Ensure consistent application of quality first teaching strategies across all classrooms.</li> <li>Tailor teaching methods to meet the diverse needs of all pupils, particularly the disadvantaged, thereby improving their academic outcomes.</li> </ul>	<p>1, 2 &amp; 4</p>
<p>Ensure all staff further develop metacognitive talk through accountable talking partners: developing peer collaboration, opportunities to reason and talk to enable writing across the curriculum.</p>	<p><b>Evidence:</b> Developing pupils' ability to think about their own learning can result in significant progress. Research shows that metacognitive strategies can lead to an additional seven months of progress (EEF, 2018). Staff will engage in ongoing training to deliver structured opportunities for metacognitive development, particularly through peer collaboration and accountable talk in lessons.</p>	<p>4</p>

	<p><b>Success Criteria:</b> Evidence of effective peer collaboration, improved writing quality across the curriculum, and better self-regulation strategies among pupils.</p>	
<p>Ensure all staff deliver appropriately timed written and verbal feedback they focus on moving learning forward. A refreshed marking and feedback policy will be created with feedback from staff &amp; pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p>All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>Teacher feedback is an area of teaching and learning that is a central priority for teachers and is often associated with improving pupil attainment.<sup>4</sup></p>	<p>4</p>

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

Budgeted cost: £17,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff receive ongoing training and support (this includes a fast-track tutoring team &amp; trained staff in precision teaching and reading fluency) to deliver RWI and reading comprehension effectively so that teaching is never less than good, and differences continue to diminish.</p>	<p><b>Evidence:</b> High-quality reading comprehension strategies and phonics instruction have been shown to deliver up to six months of additional progress for pupils (EEF, 2017). We will provide continuous professional development (CPD) for staff to ensure teaching is consistently good or better.</p> <p><b>Success Criteria:</b> Improved outcomes in reading and phonics assessments, particularly among disadvantaged pupils, and consistently high-quality teaching observed in lessons.</p>	<p>1 &amp; 2</p>
<p>Develop a fast-track tutoring team to prioritise the target twenty percent.</p>	<p><b>Evidence:</b> Research shows that structured tutoring for the lowest performing 20% can result in significant gains (EEF, 2020). We will prioritize one-to-one and small group tutoring to support our most vulnerable pupils in reading, writing, and maths.</p> <p><b>Success Criteria:</b> Disadvantaged pupils make accelerated progress, evidenced by assessment results and narrowing attainment gaps.</p>	<p>2</p>
<p>Recruit an apprentice to deliver high quality interventions (such as Wellcomm reading fluency &amp; precision teaching) to prioritise the target 20% of pupils in R, W &amp; M.</p>	<p><b>Evidence:</b> Evidence suggests that well-trained teaching assistants and apprentices can deliver cost-effective interventions. Studies show that teaching assistants can have a positive impact when used effectively, particularly in targeted interventions (EEF, 2021). We will recruit two apprentices to deliver targeted interventions, particularly for speech and language development.</p> <p><b>Success Criteria:</b> Disadvantaged pupils demonstrate improved oral communication and reading fluency.</p>	<p>1</p>
<p>Establish small group speech and language (such as Wellcom &amp; Talking Partners) interventions for children who need to develop their oracy and language skills.</p>	<p>The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention.</p>	<p>1</p>



	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the role of our new Inclusion and Safeguarding Manager and access EWO Staffordshire services to support families with acute needs with a focus on improving attendance and readiness to learn for the most disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• <b>Evidence:</b> Evidence from the EEF shows that parental engagement can lead to increased attendance (EEF, 2018). Our Inclusion and Safeguarding Manager will work closely with families to address attendance and punctuality issues, supported by Staffordshire’s Education Welfare Officers (EWO).</li> <li>• <b>Success Criteria:</b> Increased overall attendance and reduced persistent lateness among disadvantaged pupils.</li> </ul>	3
<p>Emotion Coaching principles, ELSA, sensory circuit resources and ongoing training to support self-regulation and problem-solving strategies.</p> <p>Provide access to alternative provision such as Rainbow Room and Cornerpost Education Centre as required.</p>	<ul style="list-style-type: none"> <li>• <b>Evidence:</b> Research into adverse childhood experiences (ACEs) highlights the need for targeted emotional support (Anda et al., 2006). We will continue using Emotion Coaching principles, ELSA interventions, and our sensory room to support self-regulation and problem-solving.</li> <li>• <b>Success Criteria:</b> Reduced behaviour incidents improved self-regulation, and qualitative improvements in pupil wellbeing.</li> </ul>	4
<p>We will embed the use of our new school library to create a whole-school initiative focused on developing reading for pleasure and improving oracy</p>	<ul style="list-style-type: none"> <li>• Reading for Pleasure and the Reading Framework: The DFE’s Reading Framework emphasizes the critical role of school libraries in promoting reading for pleasure. Research shows that children who read for enjoyment frequently tend to achieve better literacy outcomes, have</li> </ul>	1 & 2

<p>skills through storytelling. The initiative will include regular library visits, structured reading time, and storytelling sessions where pupils are encouraged to share their favourite books and stories in small groups, enhancing their oracy through active listening and speaking activities.</p>	<p>higher reading fluency, and develop broader vocabularies (Sullivan &amp; Brown, 2015). By making the school library accessible and engaging, and through the regular modelling of reading by teachers, we aim to increase students' exposure to a wide variety of books, fostering intrinsic motivation to read.</p> <ul style="list-style-type: none"> <li>• The importance of adult modelling and shared reading time (Clark &amp; Rumbold, 2006) is supported by the reading framework's guidance on creating a book-rich environment. Teachers and support staff will actively model reading for pleasure by sharing their own favourite books with children during library time, contributing to a positive reading culture within the school.</li> <li>• Improving Oracy through Storytelling (Oracy Framework): The Oracy Framework (Voice 21, 2017) highlights that storytelling is a powerful tool for developing children's oracy skills. Research shows that storytelling can help children build key communication skills, including structuring coherent narratives, expanding their vocabulary, and enhancing their confidence in speaking (Alexander, 2008). By incorporating storytelling into our library-based activity, we are embedding a structured opportunity for students to practice both speaking and listening, two core components of the oracy framework.</li> <li>• Storytelling circles allow students to use their own words to describe characters, settings, and plotlines, supporting cognitive and linguistic development (Gallets, 2005). Additionally, peer-led discussions about books provide a collaborative space to practice oracy, with evidence showing that such peer interactions can significantly contribute to the development of communication skills (Mercer, 2000).</li> <li>• The Role of Libraries in Community Building: School libraries can also play a crucial role in building a sense of community around reading. By encouraging students to share their reading experiences with peers, they not only deepen their understanding of texts but also build relationships through shared stories. Research suggests that when children discuss books and reading with their peers, it promotes critical thinking, empathy, and social connectedness (Sonnenschein, Stapleton, &amp; Benson, 2010). This sense of community enhances both reading for pleasure and oracy skills in an authentic, social context.</li> </ul>	
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Total budgeted cost: £69,560

## 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 2023 to 2024 academic year.

Intended outcome	Success criteria	Evaluation
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.	<p>CPD for staff at all levels focussed on high-quality language for pupils across the curriculum. This has included training on Adult and pupil interactions in EYFS, as well as the use of talk within the curriculum across all years.</p> <p>Our school curriculum, which uses the Primary Knowledge Curriculum for Science, Art, DT, History and Geography as well as EYFS has increased expectations of language through explicitly taught vocabulary and the application both in oral and written work. Every lesson has a focussed talk task, driving the expectations for and the opportunities for quality talk within lessons.</p> <p>Talk for Writing is used across school to teach writing. CPD for all staff has been delivered by experts. The focus on Non Fiction linked to fiction and wider learning enabled staff to develop further strategies and confidence in vocabulary development for pupils. This has been supported by work from the Teaching and Learning team within school, coaching staff to ensure implementation of these teaching strategies for talk is rigorous and effective in developing children’s talk.</p> <p>Wellcomm has been introduced in Early Years as part of baseline screening to identify at an early stage any language difficulties and put in place early interventions to address these.</p>

		<p>All staff are trained within EYFS, and targeted staff across school are also trained.</p> <p>Dual coding of new language across the curriculum - Widget has been purchased to develop dual coding and enhance teaching and understanding of vocabulary across the school.</p> <p>Next steps: To embed Wellcomm as a screening tool for identification of language delay and early interventions to close gaps for children across the school.</p>
Improved reading, writing and maths attainment among disadvantaged pupils by the end of KS2.	KS2 outcomes in 2024/25 show that disadvantaged pupils achieve (at least) national progress and attainment scores.	<p>A school wide focus on increasing consistency through an ongoing programme of CPD, supported by bespoke coaching and mentoring from the Teaching and Learning team and Leaders from within school.</p> <p>Booster groups are deployed to target pupils and close gaps in learning, allow opportunities for overlearning to build confidence and maximise progress for pupils. These targeted and short term interventions have specific targets, and are delivered by staff who know children well as learners to enable rapid progress towards these targets.</p> <p>Reading outcomes were improved by the end of KS2 to 83%.</p>
Improved PSC outcomes by the end of Y1.	PSC outcomes in 2024 show that disadvantaged pupils achieve (at least) national attainment scores and differences between other pupils are diminished.	<p>There has been a relentless focus on coaching for staff.</p> <p>Fast track tutoring is embedded for target 20% children.</p> <p>Differences are diminishing between groups of PP/Non-PP.</p> <p>PSC outcomes have increased in 2024 to 93%</p>
To achieve and sustain improved	<ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent</li> </ul>	ELSA interventions are used to support children with their mental health and

<p>wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>surveys and teacher observations</p> <ul style="list-style-type: none"> <li>• Emotion coaching reflective logs as completed by all staff.</li> <li>• A reduction of incident logs on CPOMS.</li> </ul>	<p>wellbeing. Referrals for this support come from all stakeholders.</p> <p>The NEST sensory room is used to support identified pupils, including lunchtime support.</p> <p>Referrals to external agencies, including EMHT, completed by the Inclusion Manager to support child and family wellbeing. Families involvement in these referrals supports the lasting capacity for improvement in outcomes.</p> <p>Protective behaviours CPD for all staff. Taught sessions form part of the PSHE curriculum, and messages are further embedded through the wider curriculum and assemblies.</p> <p>EMHT Workshops take place for families to access in school.</p>
<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>The overall absence rate for all pupils being at least in line with national figures. The difference between disadvantaged and non-disadvantaged pupils being diminished.</p> <p>The percentage of all pupils who are persistently late being reduced and the difference between disadvantaged and non-disadvantaged pupils being reduced</p>	<p>Rates of PA are decreasing (9% Yr 1-6). Bespoke support continues to be in place for families to reduce rates of PA, including external agency support as appropriate.</p> <p>Attendance is discussed in Inclusion and SLT reflecting the high focus placed on this.</p> <p>Next steps: Reflecting the national changes in policy on holidays taken in term time ensure statutory paperwork is actioned rapidly to decrease holidays and therefore increase attendance.</p>

### 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*

<b>Programme</b>	<b>Provider</b>
Talk for Writing	Pie Corbett
Kinetic Letters Handwriting Programme	Kinetic Letters
Primary Knowledge Curriculum for Science, History, Geography, Art, DT & Music.	PKC
White Rose Maths including Smart Grade	White Rose Education
Wellcomm S&L	GL Assessment

## **Service pupil premium funding (optional)-N/A**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
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?	