

Pupil premium strategy statement – Hempshill Hall Primary School

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	378
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2024-2025 2025-2026 2026-2027
Date this statement was published	1/9/26
Date on which it will be reviewed	Sept 2027
Statement authorised by	Sally Dakin (HT)
Pupil premium lead	Ruth Bond (DHT/SENCo)
Governor / Trustee lead	John Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	April 2025: £173,165 PP £145.50 per pupil PP+ £2530
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£173,165

2026-27 Overview

(Data capture: 1st April 2026- 31st March 2027)

Total number of children identified as pupil premium: 113 (30%)

	R	Y1	Y2	Y3	Y4	Y5	Y6
Number	6	14	16	17	21	16	23
Boys	3	8	7	8	11	10	11
Girls	3	6	9	9	10	6	12

Total number of children identified as pupil premium and SEND: 28 (25% of PP)

	R	Y1	Y2	Y3	Y4	Y5	Y6
Number	2	2	2	5	6	6	5
Boys	2	1	2	3	5	6	5
Girls	0	1	0	2	1	0	0

2025-26 Overview

(Data capture: September 2025)

Total number of children identified as pupil premium: 109 (27%)

	R	Y1	Y2	Y3	Y4	Y5	Y6
Number	11	14	15	17	22	13	23
Boys	7	6	9	8	10	6	12
Girls	4	8	6	9	12	7	11

Total number of children identified as pupil premium and SEND: 31 (28% of PP)

	R	Y1	Y2	Y3	Y4	Y5	Y6
Number	6	2	3	5	6	5	4
Boys	5	1	3	3	5	5	4
Girls	1	1	0	2	1	0	0

2024-25 Overview

(Data capture: September 2024)

Total number of children identified as pupil premium: 109 (27%)

	R	Y1	Y2	Y3	Y4	Y5	Y6
Number	5	12 (1 PP+)	18 (2 PP+)	20 (1 PP+)	11 (1 PP+)	22 (2 PP+)	23 (2 PP+)
Boys	2	9	10	9	6	12	12
Girls	3	3	8	11	5	10	11

Total number of children identified as pupil premium and SEND: 24 (22% of PP)

	R	Y1	Y2	Y3	Y4	Y5	Y6
Number	1	3	5	4	4	2	4
Boys	1	3	4	4	4	2	4
Girls	0	0	1	0	0	0	0

Part A: Pupil premium strategy plan

Statement of intent

- All pupils to become confident, secure and caring individuals who achieve personal success and develop a lifelong love of learning.
- Support the well-being and emotional needs of pupils, through trauma-informed approaches
- Develop pupils' oracy through awareness of language and vocabulary.
- Support pupils to access the HHPS curriculum and participate in activities that build and broaden their current lived experiences.
- Develop skills and knowledge in order to make good progress from their initial starting points, specifically in writing.

Challenges

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

Challenge number	Detail of challenge
1 Linked to area 4 & 7 of SIP	Language Development: Assessments of Communication and Language skills show further development of receptive and expressive language skills are required.
2 Linked to area 3 & 4 of SIP	Knowledge Focus: The attainment gap in English and Maths with particular reference to writing at the end of each year and the end of Key Stage 2 has not yet been closed.
3 Linked to area 2 & 6 of SIP	Personal Development: Some of the pupils entitled to the Pupil Premium Grant need further support to develop a feeling of belonging within the community and promote a feeling of personal pride and achievement.
4 Linked to area 6 of SIP	Cultural Capital: Many of the pupils in receipt of PP do not have broad lived experiences.
5 Linked to area 3 of SIP	Metacognition: Many of the pupils in receipt of PP do not demonstrate strong working memory
6 Linked to area 5 of SIP	Attendance: A larger proportion of pupils in receipt of PP are persistent absentees in comparison to their peers.

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.

Challenge	Intended outcome	Success criteria
1) Develop oracy skills through fluency and language acquisition	To increase the number of pupils entitled to the Pupil Premium Grant achieving the expected standard or greater in reading, writing and maths.	- Teachers and support staff joining the school will be in trained in Little Wandle (Phonics programme) to ensure a consistent approach. - Children have access to a greater number of phonics books and reading opportunities. - Evidence of effective adaptive practice in the outcomes of monitoring. - High levels of parental engagement in attending phonics, reading and writing workshops. - Evidence of vocabulary and language development is seen in pupil's books, across all subjects. - Monitoring data analysed through termly Pupil Progress meetings with the class teacher and SLT indicates that pupils are making good progress. - Data tracking of personalised interventions shows positive impact on communication and language skills.
2) Improve the progress and attainment for pupils who are entitled to the PP grant in writing	To ensure attainment of pupils who are entitled to the Pupil Premium Grant is close compared to non-Pupil Premium pupils.	Increasing % of children attaining the expected end of year or key stage standard in Reading, Writing and Maths. Specific focus during this academic year will be on writing attainment - decreasing the gap between the number of PP pupils and the number of non-PP pupils achieving the expected standard in writing.
3) Some of the pupils entitled to the Pupil Premium Grant need further support to develop a feeling of belonging within the community and promote a feeling of personal pride and achievement.	Increase the social and emotional support for pupils entitled to the Pupil Premium Grant and further embed principles of trauma-informed approaches (including use of emotion coaching and PACE approach)	- Whole school CPD on trauma and use of trauma informed practices- monitoring activities reflect good practice - Staff meetings to upskill staff on use of Emotion Coaching and PACE approaches - All staff have reviewed and implemented the school's Behaviour and relationships Policy which is evident in monitoring activities. - Identified pupils, in agreement with their parents, have access to special play, nurture groups or personal tutorial sessions. - Tracking of attendance at after school clubs for pupils entitled to the Pupil Premium Grant demonstrates a high level of engagement. - Pupil engagement and attitudes to learning are positive and for identified pupils, improved. This is shown in their lessons and the academic progress (Identified through pupil voice, SLT observations, Target Tracker) - Behaviour logs and reward systems show that the gap between pupils entitled to the Pupil Premium Grant and non-PP pupils is negligible. - The school will provide further well-being and emotional support to identified pupils through regular sessions with our Mental Health Support Team worker - Mental Health workshops will be delivered by the MHST to all years 2-6

		• The 'Jigsaw' PHSE curriculum will be used effectively to support all pupils' sense of belonging, pride and achievement. This will be evident in monitoring activities. • Pupil premium pupils are prioritised for access to enrichment activities within the immediate and wider community.
4) Many of the pupils in receipt of PP do not have broad lived experiences.	To provide opportunities for Pupils entitled to the Pupil Premium Grant to broaden their current lived experiences	• Increase the participation in extra-curricular provision. • Parents of pupil premium families are actively engaged. This will be shown through: ➢ Increased attendance at parent teacher consultation meetings and open mornings. ➢ Parents support their children with home learning, including regular reading at home. ➢ Parents attend curriculum meetings and workshops to help support their children at home. ➢ Increased levels of partnership are shown through parents attending social events such as lunch at school, Spanish Café, Reading Café and Summer/ Christmas Fayres. ➢ Children will have a greater access to curriculum enriching experiences and opportunities through both visitors into school and off site trips. The cost of these will be heavily subsidised for pupils in receipt of the Pupil Premium Grant.
5) Many of the pupils in receipt of PP do not demonstrate strong working memory	To ensure attainment of pupils who are entitled to the Pupil Premium Grant is close compared to non-Pupil Premium pupils.	• Evidence of effective adaptive practice in the outcomes of monitoring. Pupils identified as needing support have appropriate scaffolds to aid working memory • Monitoring data analysed through termly Pupil Progress meetings with the class teacher and SLT indicates that pupils are making good progress • Data tracking of personalised interventions shows positive impact on academic progress
6) A larger proportion of pupils in receipt of PP are persistent absentees in comparison to their peers.	To reduce persistent absence for pupils who are entitled to the Pupil Premium Grant so that it is at least in-line with non-PP pupils	• Weekly, half termly and annual analysis will show that the gap is closing • Actions and systems to target persistent absentees are clearly established and followed • Class Teachers are aware of pupils in their class who are entitled to the Pupil Premium Grant and will support families with attendance

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: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ private SALT in school one day a month £3500	<i>Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.</i>	Challenge 1
Continue to release L3 Language Lead TA 1.5 days to deliver speech and language interventions £3500 (proportion of salary)	National Curriculum 2014 <i>In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.</i>	Challenge 1
Phonics training at least termly and for all new staff, including early reading training £8000	Voice 21 Communication and language approaches typically have a very high impact and increase young people's learning by 7mths. Staff are very likely to benefit from training to use programmes and approaches successfully. EEF Early Years Toolkit	Challenge 1 and 2
Continued CPD on adaptive teaching, making the best use of Teaching Assistants, Tom Sherrington 'Checking for understanding core techniques' and Rosenshine principles £7000	• EEF '5 a day': 1. <i>Explicit instruction</i> 2. <i>Cognitive & Metacognitive strategies</i> 3. <i>Scaffolding</i> 4. <i>Flexible grouping</i> 5. <i>Using technology</i> • Education South West: Examples of in-the-moment adaptations • adjust the level of challenge • change your language • clarify a task or provide steps • clarify what 'good' looks like • highlight essential content • re-explain a concept or explain it in a different way • give additional (or revisit) examples and non-examples • use peer tutoring • elicit via questions • allocate temporary groups provide an additional scaffold • use assessment as a teaching method • use an analogy • set an intermediate goal • provide a prompt • structure a group attempt before an individual attempt • improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the student) • NASEN 'Differentiation-How and why?' <i>The possible danger behind this is that it may lead to a lowering of expectations, particularly when in-class groupings are permanent. The provision of 'unnecessarily</i>	Challenge 1, 2 and 5

	<i>elaborate' approaches is not considered to support the learning and progress for the majority of pupils</i> • EEF 'Making best use of Teaching Assistants'	

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

Budgeted cost: £104,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
LW Keep Up sessions delivered daily in EYFS and KS1 to avoid children falling behind in phonics £15000 (proportion of salaries)	Little Wandle research- DFE approved phonics programme. Systematic teaching of phonics shows average progress of +5mths for relatively low cost, particularly for pupils from disadvantaged backgrounds EEF Teaching and Learning toolkits	Challenge 1 & 2
Targeted academic interventions delivered to identified pupils to maximise progress (e.g. Plus 1, Power of 2, Accelerate/read/write, precision teaching, LW Rapid Catch Up) £57000 (proportion of salaries)	Interventions have undergone research to prove accelerated academic progress. • EEF 'Teaching & Learning Toolkit states '1:1 tuition' has a positive impact of +5 months especially when TAs are experienced, well trained and deliver a structured intervention EEF Teaching and Learning toolkits	Challenge 2
Training and delivery of targeted interventions to support emotional wellbeing (e.g. Theraplay, Personal Tutorials, Nurture and Special Play) £10000 (proportion of salaries and EP/ IES costs)	Research suggests that Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. EEF Teaching and Learning toolkits	Challenge 2 & 3
Employment of Teacher in Y5/6 to deliver targeted interventions and release teachers to work with groups of PP students £20,000	• EEF 'Teaching & Learning Toolkit states 'small group tuition' has a positive impact of +4 months EEF Teaching and Learning toolkits	Challenge 2 & 5
After school tuition targeted groups £2665	• Targeted support at the end of the school day. EEF 'Teaching & Learning Toolkit states 'extending the school day has a positive impact of +3 months There is some evidence that combining academic learning with other types of activity, such as physical, cultural/artistic, vocational or social activities, can increase outcomes for pupils from disadvantaged backgrounds EEF Teaching and Learning toolkits	Challenge 2

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

Budgeted cost: £42,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Lead CPD and wider staff training £5000 (proportion of salary)	SEL interventions can improve outcomes by +4mths. Evidence indicates an identifiable and valuable impact on attitudes to learning and social relationships in school EEF Teaching and Learning toolkits	Challenge 3
Understanding attachment and the impact on children's development CPD £2000 (proportion of salary) £700 EP	Teacher – pupil relationships are key in helping children to learn (Hargreaves, 2017). Adverse experience of early attachment can be offset if teachers can represent a 'secure base', and this allows them to become more confident learners. (Geddes, 2006)	Challenge 3
Fully funded and subsidised trips and residential to broaden experiences for disadvantaged pupils and improve wellbeing £8000	Outdoor learning, arts participation and physical activity all have a positive impact on academic outcomes (between +1 and +3 months). EEF Teaching and Learning toolkits Broadening opportunities for disadvantaged pupils helps reduce barriers such as attendance, real life experiences to draw upon, wellbeing EEF Teaching and Learning toolkits	Challenge 4
Free breakfast offer for pupils in receipt of the Pupil Premium Grant £4000 (staffing and resources)	Addressing pupil hunger may lead to improvements in concentration and behaviour in the classroom, fewer absences from school and improve outcomes EEF Teaching and Learning toolkits	Challenge 2, 5 & 6
Targeted behaviour strategies for identified pupils during unstructured times £4000 (proportion of salary)	Targeted interventions and universal approaches have a positive effect on academic outcomes (+4mths) EEF Teaching and Learning toolkits	Challenge 2
Pupils in receipt of Pupil Premium Grant are prioritised for extra curricular activities £6000 (proportion of salary and resources)	Outdoor learning, arts participation and physical activity all have a positive impact on academic outcomes (between +1 and +3 months). EEF Teaching and Learning toolkits Broadening opportunities for disadvantaged pupils helps reduce barriers such as attendance, real life experiences to draw upon, wellbeing EEF Teaching and Learning toolkits	Challenge 4
Free uniform and book bag for pupils in receipt of Pupil Premium Grant £5200	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. School uniform may promote social equality and a sense of belonging	Challenge 3

Identified additional opportunities for sports participation and wider curriculum opportunities in the community (e.g. dog therapy) £5800	Outdoor learning, arts participation and physical activity all have a positive impact on academic outcomes (between +1 and +3 months). EEF Teaching and Learning toolkits Broadening opportunities for disadvantaged pupils helps reduce barriers such as attendance, real life experiences to draw upon, wellbeing EEF Teaching and Learning toolkits	Challenge 4 & 6
Community Visits to broaden experiences for targeted pupils and promote safety and wellbeing. £2000		
CPD – Trauma Informed Practice through LST and staff meetings £4000 Additional SENCO time £3,800		

Total budgeted cost: £173,165

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

2025-26	Pupils eligible for PP our school (national)				Pupils not eligible for PP our school (national)				All Pupils National			
% achieving GLD	60 (54.7)				65.6 (75.8)				72.3			
% passing Y1 Phonics check	64.3 (68.3)				78.1 (85.7)				81.8			
	Re	Wr	Ma		Re	Wr	Ma		Re	Wr	Ma	
% achieving EXS or above in KS1	50	50	56		77	77	80					
% achieving GDS in KS1	13	0	13		23	10	20					
	Re	Wr	Ma	Com	Re	Wr	Ma	Com	Re	Wr	Ma	Com
% EXS or above KS2	59.1 (63)	50 (61)	72.7 (62)	40.9 (49)	75 (81)	72.2 (79)	72.2 (81)	61.1 (70)	74	73	74	63
% GDS or above KS2	27.3 (19)	4.5 (7)	13.6 (15)	0 (4)	25 (36)	5.6 (16)	27.8 (33)	2.8 (11)	31	13	27	9
Attendance 2025-26	92.5				94.7				94.5			

Review of previous year (2023-24)

1. Summary information			
School	Hempshill Hall Primary School		
Academic Year	2025-26	Total PP budget	£172,820
Total number of pupils	403	Number of pupils eligible for PP	109 (10 PP+ pupils)

Planned expenditure Academic year 2023-24						
Desired outcome	Chosen action / approach	Review of impact				
To increase the number of pupils entitled to the Pupil Premium Grant achieving the expected standard or greater in reading, writing and maths.	- Continue to employ private SALT in school one day a week - Continue to release L3 Language Lead TA 1.5 days to deliver speech and language interventions - CPD for literacy lead to develop Oracy through 'PIEA' DFE literacy project - Staff CPD to be delivered by English Lead focussing on Oracy and reading - Phonics training at least termly and for all new staff, including early reading training - Continued CPD on adaptive teaching, making the best use of Teaching Assistants and Rosenshine principles	EYFS data:				
		-	All pupils Speaking		PP Speaking	
			EXS	Accelerate d	EXS	Accelerate d
		Autumn	88%	17%	71%	14%
		Spring	84%	41%	64%	21%
		Summer	91%	60%	79%	43%
		2026 increase to 76.2% (2025 67.4%) of pupils achieving the expected level for Speaking				
		2026 increase to 70% (2025 57.1%) of pupils achieving the expected level for Speaking				
		Phonics data:				
			2025	2026		
All pupils	87%	73.9%				
PP pupils	76.9%	64.3%				
Gap	-10.1%	-9.6%				
Gap reduced from 2025 to 2026						
End of KS2 PP attainment						
	Reading	Writing	Maths			
PP 2025	68.4	63.2	68.4			
PP 2026	59.1	50	72.7			
Gap	-9.3	-13.2	+4.3			

To ensure attainment of pupils who are entitled to the Pupil Premium Grant is close compared to non-Pupil Premium pupils.	- LW Keep Up sessions delivered daily in EYFS and KS1 to avoid children falling behind in phonics - Targeted academic interventions delivered to identified pupils to maximise progress (e.g. Plus 1, Power of 2, Accelerate/read/write, precision teaching, LW Rapid Catch Up) - Booster tuition groups for identified pupils in Y6	EYFS data: <table><tr><td>-</td><td colspan="2">All pupils Speaking</td><td colspan="2">PP Speaking</td></tr><tr><td></td><td>EXS</td><td>Accelerate d</td><td>EXS</td><td>Accelerate d</td></tr><tr><td>Autumn</td><td>88%</td><td>17%</td><td>71%</td><td>14%</td></tr><tr><td>Spring</td><td>84%</td><td>41%</td><td>64%</td><td>21%</td></tr><tr><td>Summer</td><td>91%</td><td>60%</td><td>79%</td><td>43%</td></tr></table> 2026 increase to 76.2% (2025 67.4%) of pupils achieving the expected level for Speaking 2026 increase to 70% (2025 57.1%) of pupils achieving the expected level for Speaking Phonics data: <table><tr><td></td><td>2025</td><td>2026</td></tr><tr><td>All pupils</td><td>87%</td><td>73.9%</td></tr><tr><td>PP pupils</td><td>76.9%</td><td>64.3%</td></tr><tr><td>Gap</td><td>-10.1%</td><td>-9.6%</td></tr></table> Gap reduced from 2025 to 2026 End of KS2 PP attainment <table><tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>PP 2025</td><td>68.4</td><td>63.2</td><td>68.4</td></tr><tr><td>PP 2026</td><td>59.1</td><td>50</td><td>72.7</td></tr><tr><td>Gap</td><td>-9.3</td><td>-13.2</td><td>+4.3</td></tr></table>	-	All pupils Speaking		PP Speaking			EXS	Accelerate d	EXS	Accelerate d	Autumn	88%	17%	71%	14%	Spring	84%	41%	64%	21%	Summer	91%	60%	79%	43%		2025	2026	All pupils	87%	73.9%	PP pupils	76.9%	64.3%	Gap	-10.1%	-9.6%		Reading	Writing	Maths	PP 2025	68.4	63.2	68.4	PP 2026	59.1	50	72.7	Gap	-9.3	-13.2	+4.3
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Increase the social and emotional support for pupils entitled to the Pupil Premium Grant.	- Training and delivery of targeted interventions to support emotional wellbeing (e.g. Theraplay, Personal Tutorials, Nurture and Special Play) - Mental Health Lead CPD and wider staff training - Understanding attachment and the impact on children's development CPD - Targeted behaviour strategies for identified pupils during unstructured times	14 PP pupils received nurture group/ 1:1 Personal tutorials/ Special Play sessions. 8 PP pupils received support through MHST - All teaching staff received CPD on attachment theory and the Mental Health support team 50% of wellbeing ambassadors were PP pupils 8 PP pupils had a supported lunchtime during 2025/26 resulting in a reduction in behaviour logs (only 1 for one pupil) during this period of the day.																																																					
To provide opportunities for Pupils entitled to the Pupil Premium Grant to broaden their current lived experiences	- Fully funded and subsidised trips and residentials to broaden experiences for disadvantaged pupils and improve wellbeing - Pupils in receipt of Pupil Premium Grant are prioritised for extra curricular activities - Identified additional opportunities for sports participation and wider curriculum opportunities in the community (e.g. woodwork workshop)	62% of all pupils attended an after-school club. 69% of PP pupils attended an after-school club. 82% of all pupils (84% of PP pupils) have attended an after-school event (e.g. 'stay for tea', 'Spanish'). 91% of KS2 pupils (95% of KS2 PP pupils) have attended a lunchtime club. 100% of PP pupils attended Walesby Y6 residential 96% of PP pupils (96% all pupils) attended Y4 camping event 89% of PP pupils (86% of all pupils) attended Y2 sleepover - PP pupils participated in: Harvey Hadden Sports festivals, Carol singing in the community, Ogden Trust Science Fair, Bikeability, Music Camp.																																																					

To reduce persistent absence for pupils who are entitled to the Pupil Premium Grant so that it is at least in-line with non-PP pupils	- Attendance rewards- ‘Pop up shop’, school disco etc - Earlier and more robust challenge in writing sent to parents including invites to meetings with HT and Attendance Officer - Individualised provision for persistent absentees - Free breakfast provision for identified PP chn (low attendance) - Rigorous monitoring of attendance for key pupils	% of persistent absence	2024-25	2025-26	Difference
		National all	13.5%	13.8%	+0.3%
		Hempshill all	14.5%	17.4%	+2.9%
		Hempshill PP	23.9%	21.1%	-2.8%
		PP vs all school gap	9.4%	3.7%	-5.7%
Total budgeted cost					£145,000

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.