

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Duke of Norfolk CofE Primary
Number of pupils in school	289
Proportion (%) of pupil premium eligible pupils	16.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	31 st December 2025
Date on which it will be reviewed	31 st December 2026
Statement authorised by	Sophia Barker
Pupil premium lead	Samantha Maltby
Governor / Trustee lead	Victoria Freiss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,720
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£72,720

Part A: Pupil premium strategy plan

Statement of intent

At The Duke of Norfolk School, we believe that all children, from all backgrounds, should have the opportunity to make good progress and achieve high attainment levels in all subject areas throughout their time in Primary Education. Our Pupil Premium Strategy focuses on how we, as a school, intend to make use of the Pupil Premium Budget and Catch Up Fund to help children from disadvantaged backgrounds achieve in line with their peers from non-disadvantaged backgrounds.

When creating our strategy, we have considered the main challenges that our vulnerable children face and the barriers they may have already had to contend with before they enter our EYFS setting. This has mainly centred on their limited language and vocabulary use as well as their access to high quality reading books. Our current academic data has also highlighted a disproportionate number of disadvantaged children who are still not achieving the expected level in maths. Therefore, we have reviewed and adapted our statement to include a focus on the children's understanding of mathematical calculations. Throughout this statement we have thought about how best to support our pupils both academically and emotionally. All of the actions we plan to implement will therefore aide the children from disadvantaged backgrounds, to make, and hopefully exceed, the required progress expected.

At the Duke of Norfolk, we see each child as an individual and therefore we do not just make assumptions about the impact that being disadvantaged may have on a child's education, but we shall use highly efficient assessments to garner the information we need to support and guide children to achieve their full potential. Through using both summative and formative assessments we shall be able to act immediately on gaps that children have in their knowledge, enabling us, as practitioners, to close said gaps.

Challenges

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

Challenge number	Detail of challenge
1	Improving core maths skills inc. MTC scores
2	Language within STEM subjects
3	Curriculum enrichment
4	Spelling application in independent writing

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.

1. Improving core maths skills inc. MTC scores

Intended outcome	Success criteria
To increase the number of children gaining a score of 20+ in the MTC test in year 4	There will be an increase in the number of children achieving a result of over 20 in their MTC test.
To increase the number of children achieving 30+ in the year 6 SATs arithmetic test	There will be an increase in the number of children achieving a result of over 30 in their SATs Maths Paper 1 arithmetic test.
To increase the number of children who know their number bonds to 20 by the end of KS1	There will be an increase in the number of children who are able to know and apply their number bonds to 20 by the end of KS2
To increase children's confidence in their mathematical abilities	<p>Children's pupil voice questionnaires will show an improvement in results related to children's confidence and attitude towards the subject.</p> <p>Children are more confident to apply mental recall methods to support calculations and problem solving independently, especially for multiplication and division formal methods.</p>

2. Language within STEM subjects

Intended outcome	Success criteria
For teachers to teach subject-specific terminology within the STEM subjects explicitly	<p>STEM subject leads will ensure subject-specific vocabulary is planned for including how it will explicitly be delivered within lessons.</p> <p>Learning walks and Pupil voice will show that plans are being followed and pupils are able to apply and explain the language they have been taught.</p>

	Language taught will be clearly displayed within classrooms for children to refer to.
For pupils to be given specific opportunities for pupils to use subject terminology	STEM subject leads will ensure opportunities for pupils to use subject-specific vocabulary within lessons is planned for. Learning walks will show pupils using the language taught within their verbal answers and within group/class discussions.
For pupils to develop a greater understanding of language in the STEM subjects which they can apply in their writing.	Evidence of pupils' understanding of subject specific terminology will be apparent in their written work within their topic books.

3. Curriculum Enrichment

Intended outcome	Success criteria
For children to have access to an enriched curriculum which promotes social issues that relate to the school's PSHE curriculum	School events calendar to be created which ensures coverage of social issues. PSHE/PP lead to work alongside subject leads to ensure enrichment opportunities are planned within their subject areas. Pupil Premium children's participation in enrichment opportunities, inc. after school clubs, to have increased.
To increase PP families' participation of curriculum enrichment events	Events calendar to be published on the school website, in newsletters and on the school Facebook page. PP parents to receive individual invitations to encourage participation and build relationships.
To promote a love of learning through a broad and balanced curriculum	Pupil voice will show that pupils are excited about their lessons. Pupils positively engage and recall enrichment opportunities and the skills

	<p>and knowledge they have taken from said opportunities.</p> <p>Class trips enable children to experience the skills and knowledge they have learnt within the classroom in real life scenarios and develop first hand experiences.</p>
Class trips to be organised with a focus on the opportunities they offer children	<p>Class trips offer varied learning opportunities for the children.</p> <p>Pupil premium children to attend all school trips either through offering the trips free of charge or at a reduced rate (residential).</p>

4. Spelling

Intended outcome	Success criteria
To improve children's spelling scores in the SATs SPAG paper	KS2 SPAG outcomes in 2027/28 show that children's spelling scores have increased.
For children to apply spelling patterns and rules to their independent writing.	<p>Children's written work will show less errors with regards to spelling.</p> <p>Analysis of children's SPAG papers will show that children's accuracy in relation to spelling questions has increased.</p>
For all staff to be trained in both the delivery of Read Write Inc. and Spelling Shed.	<p>All staff to have attended training and CPD sessions for Read Write Inc and Spelling Shed.</p> <p>Staff to be confident in the teaching of spelling and phonics schemes.</p>

5. Regulating Behaviours

Intended outcome	Success criteria
To continue to build upon the successes of children being able to express their anxieties within a school setting.	Highlighted children to receive either 1:1, small group or in class support where individual progress will be monitored. Children to be able to

	express their concerns to trusted adults or share via the worry box.
To continue to build upon the successes of children being able to work alongside their peers within a classroom environment.	Calm classroom environments for longer periods of time. Monitoring of individual children who have this need. Lessen quantity of time for individuals being sent out of classroom for behaviour issues.
To continue to build upon the successes of children being able to play alongside their peers.	Less incidents logged during break times.
To continue to build upon the successes of children being able to regulate their anxious behaviours	Children to be using strategies, including regulation boxes, taught to help overcome 'melt-downs'.

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: £40,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS Mighty Oaks Group Early Language Acquisition	<p>Within the Mighty Oaks sessions for our EYFS children the focus is on language acquisition. Overall, studies of communication and language approaches consistently show benefits for young children's learning. This finding is based on multiple systematic reviews, meta-analyses and randomised controlled trials. These approaches can have a positive impact on various aspects of language and communication, including children's spoken language skills and comprehension. All children appear to benefit, but some studies suggest that it is particularly important to use these approaches with children from socio-economically disadvantaged backgrounds, who often start with early years providers at an earlier stage in their language development. Through the small group intervention, where there are no distractions the adults are able to more effectively model language and communication skills.</p> <p>The Nuffield Early Language Intervention (NELI) for reception is an evidence based programme which can lead to children making up to four months additional progress on oral skills. DfE funds free language screening via this programme.</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?utm_source=early-years-evidence-store/communication-and-languageutm_medium=search&utm_campaign=site_search&search_term=early%20language%20aq&</p> <p>https://www.gov.uk/government/publications/pupil-premium</p> <p>https://www.teachneli.org/</p>	2
TA cover in class to allow teachers to focus on PP children	<p>Through having additional classroom support, where TAs are able to support the rest of the class, teachers are better able to support those children who are working below the expected level. Given that SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM) according to the EEF, this will not only benefit all children but in particular those from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	All
<i>Read Write</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged	2,4

<p><i>Inc. Whole Staff Phonics</i>, <i>Reading Training & Resources</i></p>	<p>pupils: Extra resources have also been purchased for disadvantaged pupils to take home to practice their sounds. Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p><i>Boost Insights</i></p>	<p>The EEF states that teachers use assessment to build upon pupils' existing knowledge and understanding. Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support. Effective feedback will be an important element of teachers' response to assessment. Teachers not only have to address misconceptions but also understand why pupils may persist with errors. Knowledge of common misconceptions can be invaluable in planning lessons to address errors before they arise.</p> <p>Through the use of Boost Insights teachers are able to use question level analysis to help plan lessons and interventions which aim to address misconceptions and gaps in the children's knowledge https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1,2 and 4</p>
<p><i>Dynamo maths subscription</i></p>	<p>The skills of comparing two numbers or quantities, approximating, estimating, using mathematical vocabulary and language, ordering numbers, sequencing forwards and backwards, following a sequence of pattern- all these are areas of number development toward building the flexibility and fluidity in applying the Four Basic Mathematical Operations meaningfully and within problem settings. For some pupils, the introduction of these early skills has either been missed due to socio-economic background or is compromised due to their unique biological or co-occurring conditions, which impede their association to numbers and their application.</p> <p>Dynamo Maths can be used as part of Pupil Premium funding. The Education Endowment Foundation (EEF) has included Dynamo Maths in its resources aimed at supporting schools in their efforts to enhance educational outcomes for disadvantaged students.</p> <p>Dynamo Maths is designed to provide personalized learning pathways, particularly for students at risk of underachievement in mathematics. It focuses on key areas such as number meaning, number magnitude, and number relationships, making it a targeted intervention suitable for pupils aged 6 to 15.</p> <p>The EEF encourages schools to consider using evidence-informed programs like Dynamo Maths when developing their Pupil Premium strategies, as these programs have been independently evaluated and shown to yield positive results.</p> <p>The EEF states, 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p>	<p>1</p>

	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://dynamomaths.co.uk/pupil-premium-funding/</p> <p>https://educationendowmentfoundation.org.uk/measures-database/dynamo-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=making%20best</p>	
<i>Whiterose subscription and resources</i>	<p>In the EEFs 'Guide to Improving Mathematics in Key Stages 2 and 3' it states that,</p> <p>'Tasks are critical to the learning of mathematics because the tasks used in the classroom largely define what happens there. However, the evidence suggests that the choice of one particular task or resource over another is less important than the way that teachers set about using them in the classroom.⁴⁰ Tasks and resources are tools which need to be deployed effectively to have a positive impact on learning. Effective use of tasks and resources requires a considerable level of skill: many teachers will require focused support to achieve this. School leaders should make this a priority for CPD.'</p> <p>Through purchasing the White rose scheme and its resources SLT and the Maths lead have reduced the teachers' workload in having to produce resources meaning they are able to focus more on their delivery of the lessons, level of questioning and assessment of pupils' understanding. White rose also offers extensive CPD opportunities enabling teachers and TAs to develop their mathematical knowledge and use of language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1
<i>Spelling shed subscription</i>	<p>Spelling of whole words is made possible when the child understands that words are made up of speech sounds and that letters represent these sounds, an example of the way the brain seeks out invariant patterns. As knowledge of this principle becomes more sophisticated, children notice additional patterns in the way letters, syllables, word endings, prefixes, word roots, and suffixes are used during reading and spelling (IDA, 2011). Furthermore, spelling instruction that explores the patterns of English word structure, word origin, and word meaning is effective because it explicitly teaches some of the predictable patterns of English spelling, word use, and meaning. Children learn best through active involvement and practice with words, which allow them to discern and learn word and letter patterns for themselves. (Putnam, 2017)</p> <p>Spelling Shed follows the above science of spelling to deliver effective spelling lessons using word study and the latest effective teaching strategies.</p> <p>https://www.spellingshed.com/en-us/science-of-spelling</p> <p>https://eric.ed.gov/</p> <p>chrome-extension://efaidnbmnnnibpcajpcglclefind-mkaj/https://files.eric.ed.gov/fulltext/EJ1147675.pdf</p>	4
<i>Subject special</i>	<p>To further enhance children's understanding of certain topics, we have paid for visitors to come in to further develop the children's knowledge</p>	1,3 and 5

<i>st visitors</i>	and vocabulary around the subject areas which can then be applied in their independent work.	
<i>Emile subscription</i>	<p>To encourage children to engage in learning their Multiplication facts at home the school has purchased a subscription to Emile. An online platform that showed a 24% increase in pupils' accuracy of answers over a 4 month period, across 4000 schools. The school has extended its subscription to include access to the rest of the platforms resources with a focus on using the maths area which links to the White Rose scheme of work. Teachers are also able to use heat maps to identify pupil's areas of weakness where they will then be able to focus their attention for intervention.</p> <p>https://emile-education.com/for-teachers/engaging-effective-primary-school-homework/</p>	1
<i>Staff meetings to include TAs</i>	<p>As the EEF states, 'The preparedness of TAs also relates to their ongoing training and professional development. If a specific pedagogy is being used, such as formative assessment or cooperative learning, TAs should be trained so they fully understand the principles of the approach and the techniques required to apply it.' Therefore, by having TAs attend staff meetings, SLT are ensuring that TAs are aware of any new implementations that are happening within the school as well as information regarding the running of the school and safe guarding of the pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=making%20best</p>	ALL

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

Budgeted cost: £18,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mighty Oaks homework clubs	Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.	1,2,4,5

	<p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<i>Additional TA support in class</i>	<p>Through having additional classroom support, TAs are able to support children to access the lesson content during whole class teaching. They are also able to support children in focusing on the task as well as taking them for brain breaks. Given that SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM) according to the EEF, this will not only benefit all children but in particular those from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	All
<i>Positive Play</i>	<p>Positive play is an opportunity for children to experience a structured, supportive play programme that helps raise self-esteem and increase their engagement with the curriculum to achieve their full potential. The main objective of the programme is to help children and young people develop the skills necessary for them to achieve their potential in life. They need to be able to identify and manage their own feelings, empathise with others and their feelings, and develop the appropriate personal and social skills which contribute to emotional intelligence.</p> <p>https://www.localoffer.derbyshire.gov.uk/education-and-learning/inclusion-support-advisory-service/positive-play/positive-play.aspx</p>	All
<i>SATs after school / tuition</i>	<p>Closing the attainment gap for socio-economically disadvantaged pupils and supporting education recovery is a continuing challenge in classrooms. Tutoring presents a significant opportunity for all schools and their pupils. The research is clear – done well, and aligned to high quality teaching, tutoring can be hugely successful in accelerating progress for struggling learners. It is also one of the best evidenced interventions we have to support disadvantaged pupils’ attainment. By having year 6 teachers who know the children, their misconception and gaps in their knowledge, we are able to hone the tuition and focus on the areas the children need to progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring</p>	1,2,4
<i>ELSA, Lego Therapy, Art Therapy, SALT and Nurture Groups</i>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>With regards to EYFS due to the limited number of impact studies in this area, supporting practices are less well-evidenced. However, mirroring of adults, gestures, eye contact, and teaching facial expressions appear in research that reports a positive impact on children’s language and communication outcomes.</p>	1,3

	https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?utm_source=/early-years-evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_search&search_term=early%20language%20aq&approach=teaching-and-modelling-social-communication-skills	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,390 (not including wrap around care)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast Club voucher</i>	<p>At present our PP attendance in school is 92.5% (Sept-December'25) this has reduced by 2.5% from last year.</p> <p>We know that being away from school not only limits a child's ability to succeed academically, but also puts them at risk of criminal exploitation or being trapped in dangerous home environments. Through offering help towards breakfast clubs' cost to our PP families we hope to improve the children's attendance further.</p> <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF).</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfas</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-keeping-young-people-safe-at-school-and-improving-their-life-chances?utm_source=/news/eef-blog-keeping-young-people-safe-at-school-and-improving-their-life-chances&utm_medium=search&utm_campaign=site_search&search_term=exclus</p>	1,2,4
<i>After school club voucher</i>	<p>It is noted that young people's aspirations are deeply affected by their own experiences which include their family member's attitudes towards work and education. By providing help towards after-school child-care for pupil premium children, we are enabling their family members to either continue in their employment and not have to worry about costly wrap-around child-care or indeed giving them the opportunity to seek employment, knowing that child-care does not need to be a barrier to employment they can accept.</p> <p>https://www.jrf.org.uk/report/influence-parents-places-and-poverty-educational-attitudes-and-aspirations</p>	all

<p><i>School Trips and Extra curricular Club</i></p>	<p>Many of our school's trips are planned to enhance the pupil's learning in our topic subjects. Many children from disadvantaged backgrounds are unable to take part in these trips due to limited funds from their households. By funding (or part funding) these trips and extra-curricular activities, PP children can access the same wider opportunities as their peers. Through also paying for extra-curricular activities, children from lower-income families are able to discover talents which they may not have known they possessed such as playing musical instruments or sporting activities.</p>	<p>3</p>
<p><i>Class funds to promote cultural capital experiences</i></p>	<p>The Sutton Trust's Parent Power 2018 report provides evidence that even today, middle-class children have more cultural capital than their less advantaged peers. Consequently, the children of middle-class families are still much more likely to succeed at school, have a university education and succeed in their adult life.</p> <p>Cultural capital means ensuring all children have the same opportunities in life. It is about opening new worlds and helping them learn about the wider world. So, while your curriculum needs to be well-planned, broad, and rich, it is also crucial that the resources you use to teach it are the absolute best that you can get.</p> <p>A quality curriculum can only be realised when the quality of the resources is equally as good.</p> <p>https://www.suttontrust.com/our-research/parent-power-2018-schools/ https://cornerstoneseducation.co.uk/developing-cultural-capital-in-your-primary-school/</p>	<p>3</p>
<p><i>Book Fair vouchers</i></p>	<p>To continue to improve reading in the lower 20% as well as instil a love of reading in all children, we will be providing children with vouchers for our book fairs enabling them to purchase books of their choice helping to improve language, phonics and a love of reading.</p>	<p>1,2,4,5</p>
<p><i>Extended music tuition in class</i></p>	<p>Sir Kevan Collins, Chief Executive of the Education Endowment Foundation, said:</p> <p>"All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. But with schools increasingly accountable for the impact of all of their spending decisions on pupil attainment, there is an urgent need for more and better evidence on the relative benefits of different approaches and strategies. Not only will today's new trials provide cultural learning opportunities to thousands of primary pupils who might not otherwise have the opportunity, but they will give us much needed evidence on the impact of different approaches."</p> <p>Matthew Taylor, Chief Executive of the RSA, said:</p> <p>"Ensuring all children get to participate in arts and culture depends in no small part on the access that schools provide. With provision decreasing, we need to think systemically about how to strengthen the place of arts in our schools, not just campaign for its survival."</p> <p>Through providing children with not only 1 but 2 years of music tuition we are hoping to build their skills including listening and memory which can be used in all areas of the curriculum.</p>	<p>5</p>

	https://educationendowmentfoundation.org.uk/news/400-schools-wanted-for-cultural-learning-trials?utm_source=/news/400-schools-wanted-for-cultural-learning-trials&utm_medium=search&utm_campaign=site_search&search_term=music	
<i>Extra Curricular Tuition in music</i>	<p>Please refer to quotes and information on <i>Extended music tuition</i></p> <p><i>Once children have completed their tuition through years 3 and 4 they are offered the chance to further develop their skills in brass, woodwind or piano.</i></p>	5

Total budgeted cost: £ 67,099

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 2024 to 2025 academic year.

Please see the for the evaluated action plan for 2024-2025.

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
Charanga Musical School	Charanga
Kapow Primary French	Kapow
Spelling Shed	EdShed
Read Write Inc	Ruth Miskin
Jigsaw PSHE	Jigsaw Education Group
Positive Play	Derbyshire Engagement Services
Emile	Webskape
Nurture Training	Derbyshire Nurture Team
Dynamo Maths	Dynamo Maths
Nuffield Early Language Intervention	Nuffield Foundation Education Limited

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?	Included in the above
What was the impact of that spending on service pupil premium eligible pupils?	Impact as above

