



## 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	883
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr B Humphreys
Pupil premium lead	Mr B Humphreys/ Ms J Fenton-Jones
Governor / Trustee lead	Mrs T Smith

### Funding overview for 2025 to 2026

Detail	Amount
Pupil premium funding allocation this academic year	<b>£234,132</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	<b>£234,132</b>

## School Part A: Pupil premium strategy plan 2024 to 2027

### Statement of intent

At Millfield Science and Performing Arts College we have high expectations of all students in our school community. We believe that consistently high-quality teaching and effective engagement with parents are fundamental to improving the outcomes for all students. We provide high quality pastoral support which is personalised to meet the needs of each individual to support them to meet their potential and become effective contributors to the school community, their local community and to society as a whole. In order to do this, we engage in a range of strategies to stretch and challenge students at an appropriate level and provide support to help students overcome any barriers to learning which they may have. We review the performance of our Pupil Premium students every year by examining outcomes compared to national data, attendance and pastoral interventions. Millfield provides a broad, balanced and varied curriculum across the school in order to improve student outcomes and we encourage them to 'be exceptional'.

The senior leadership team, governing body, teaching and pastoral staff, are committed to ensuring that all students, whether they are disadvantaged, high ability, belong to a vulnerable group or have a special educational need or disability benefit from quality first teaching in the classroom in every lesson. Interventions are provided at a whole school level and are not restricted to disadvantaged students eligible for Pupil Premium. Pupil Premium success is owned by all – SLT, all teaching departments, pastoral leads, and the PP governor via regular meetings.

The key principles which underpin our strategy plan are:

- catching up gaps in learning caused through socio-economic disadvantage.
- providing students with highly effective quality first teaching which allow them to make progress and close the gaps in their learning.
- improving parental engagement to support students both in terms of their attendance and their academic progress.
- developing the aspirations and resilience of our pupil premium students.

## Challenges

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

Challenge number	Detail of challenge																											
1	<p>Our Pupil Premium / Disadvantaged students have lower attainment and make slower progress across the school than our non-PP students. However, the gap between PP and NPP is closing (from -0.92 in 2022 to -0.45 in 2023). In 2024 the results were:</p> <p>All students -0.04      All students with outliers removed -0.08            DA students -0.54      DA with outliers removed -0.20            (outliers were students who only sat a limited number of exams)            DA students in 2024 made up 21% of the cohort. The gap closed to -0.12 with outliers removed.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2022/23</th> <th colspan="2">2023/24</th> <th colspan="2">2024/25</th> </tr> <tr> <th>School</th> <th>National</th> <th>School</th> <th>National</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>% achieving grade 5 or above in English and maths</td> <td>20.5</td> <td>29.4</td> <td>12.5</td> <td>25.8</td> <td>33.3</td> <td>25.6</td> </tr> <tr> <td>% achieving grade 4 or above in English and maths</td> <td>40.9</td> <td>49.1</td> <td>45</td> <td>43.4</td> <td>57.6</td> <td>43.5</td> </tr> </tbody> </table>		2022/23		2023/24		2024/25		School	National	School	National	School	National	% achieving grade 5 or above in English and maths	20.5	29.4	12.5	25.8	33.3	25.6	% achieving grade 4 or above in English and maths	40.9	49.1	45	43.4	57.6	43.5
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2	Some of our pupil premium students struggle to meet the high expectations of the school and lack in resilience, self-belief, and determination. They sometimes struggle to reflect on and evaluate their own learning and often lack the self-motivation and confidence to improve.																											
3	Lower attendance rates and higher rates of persistent absenteeism for some PP / DA students (particularly those in receipt of FSM)																											
4	Students have limited experiences beyond their home and immediate community. Some of our PP students also have limited aspirations for the future																											
5	Digital divide: some PP students have limited access to Wi-Fi and technology (computers), libraries and books.																											

## 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
Improve the quality of teaching across the school through the embedding of the dynamic learning community.	<ul style="list-style-type: none"> <li>❖ Effective quality first teaching will be seen during learning walks, pitstops and in Iris clips. The impact of QFT will be reflected in the improved outcomes for all students over time.</li> </ul>

<p>Teachers become effective reflective practitioners and use academic research to develop pedagogy and daily classroom practice.</p> <p>Our key focus areas for 2024 to 2027 will be:  Embedding the use of Iris connect to enhance teachers' ability to self-reflect and improve their teaching.  Develop and embed a more bespoke approach to CPL.  Literacy and oracy receive intense focus in CPL.</p>	<ul style="list-style-type: none"> <li>❖ The DLC coaching programme will allow coaches to see the development of QFT practice through lesson observations.</li> <li>❖ HOD and SLT learning walks will provide evidence of effective QFT strategies including feedback, live modelling, metacognition.</li> <li>❖ Students become more resilient and independent learners as a result of highly effective teaching.</li> <li>❖ Reading ages are tracked and show improvement over time.</li> <li>❖ Oracy improves over time.</li> </ul>
<p>Embed effective feedback including formative, summative and live marking.</p>	<ul style="list-style-type: none"> <li>❖ Embed the high-quality assessment and feedback in all subjects that clearly identifies gaps in knowledge and skills and informs future planning.</li> </ul>
<p>KS3 Specialist SEND teacher provides both academic support and lessons in social skills to identified SEND students.</p> <p>HLTA provides intervention to improve outcomes for SEND PP</p>	<ul style="list-style-type: none"> <li>❖ SEND outcomes improve as seen in each assessment window at dept level.</li> </ul>
<p>Progress leads and life coach teach self-regulating behaviours to students that enable them to become more independent and resilient learners.</p> <p>Teachers model self-regulating behaviour in lessons through guiding students to self-reflect on their work, providing specific diagnostic feedback and by supporting students to regulate their behaviour by using the BFL system.</p>	<ul style="list-style-type: none"> <li>❖ Students become more independent and self-regulating; a moderate improvement should also be noted in academic performance at key assessment points.</li> </ul>
<p>Service children meet regularly with the Family Support Worker.</p>	<ul style="list-style-type: none"> <li>❖ Service children will be supported and directed to any necessary interventions.</li> </ul>
<p>All disadvantaged students (especially those who are currently FSM) will exceed national expectations for attendance and persistent absence, narrowing the gap with non-disadvantaged students</p>	<ul style="list-style-type: none"> <li>❖ Disadvantaged students will match or exceed the national averages for non-disadvantaged students.</li> <li>❖ EBSA strategies will be implemented as necessary.</li> <li>❖ Parental engagement in strategies to improve attendance.</li> </ul>
<p>Catch up forms will run to close any gaps in learning caused through absence and to establish good attendance habits.</p>	<ul style="list-style-type: none"> <li>❖ Catch up forms (starting in the spring term as necessary) will plug any gaps in learning resulting in improved outcomes for students.</li> </ul>

Catch up sheets will be issued to students after every absence.	<ul style="list-style-type: none"> <li>❖ Students complete catch up sheets independently and plug gaps.</li> </ul>
<p>All students are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>All students develop an understanding of the career and opportunities for further and higher education.</p> <p>PP students are supported financially to participate in events and trips to enhance their life experiences, cultural capital and build aspirations.</p>	<ul style="list-style-type: none"> <li>❖ The curriculum provided by each department in their learning journeys provides students with an exciting and varied curriculum.</li> <li>❖ Students participate in the 'Millfield Moments' including cultural visits and career meetings. Participation is tracked to monitor inclusion.</li> <li>❖ PP students participate in essential curriculum trips and visits at a reduced cost (supplemented by the school) to ensure equitable access to develop cultural capital.</li> </ul>
All students have access to appropriate technology and access to Wi-Fi at home.	<ul style="list-style-type: none"> <li>❖ Survey sent to parents at the start of the year identifies students without technology and Wi-Fi each year. School arranges appropriate resources, as necessary.</li> <li>❖ Students are able to access home learning and revision materials.</li> </ul>

## Activity in this academic year 2025 to 26

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

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

Budgeted cost: £ 143 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Quality First Teaching (QFT). All teaching staff to be given an additional non-contact period per week to participate in CPL opportunities.	<p><b><i>Evidence from Education Endowment Foundation:</i></b></p> <ul style="list-style-type: none"> <li>❖ The EEF guide to the Pupil Premium (September 2024) / Menu of Approaches</li> </ul> <p><i>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</i></p> <p>The EEF guide to the Pupil Premium (September 2025) "<i>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep</i></p>	1

	<p><i>improving, is especially important for socio-economically disadvantaged pupils.”</i></p> <ul style="list-style-type: none"> <li>❖ Effective Professional Development – Guidance Report.</li> </ul> <p><i>“... the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development.”</i></p>	
<p>Embedding the dynamic learning community and coaching.</p> <p><i>(Final payments of the recovery premium are used to support the embedding of QFT)</i></p>	<p><b>Evidence from Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>❖ Effective Professional Development Guidance Report</li> </ul> <p><i>High quality teaching improves pupil outcomes, and <b>effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</b></i></p> <ul style="list-style-type: none"> <li>❖ Metacognition and self-regulation (+7 months)</li> </ul> <p><i>Developing pupils’ metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes</i></p> <ul style="list-style-type: none"> <li>❖ The EEF guide to the Pupil Premium 2024</li> </ul> <p><i>“There is strong evidence showing the impact that high quality interventions can have on struggling students.”</i></p> <ul style="list-style-type: none"> <li>❖ Teacher Feedback to Improve Students’ Learning (+5 months)</li> </ul> <p><i>Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies</i></p>	1, 2, 3
<p>Students have access to suitable digital technology and Wi-Fi</p>	<p><b>Evidence from Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>❖ Using Digital Technology to Improve Learning October 2021</li> </ul> <p><i>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</i></p>	5

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

Budgeted cost: £ 64 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist KS3 SEND teacher provides academic and social skills intervention.	<p><b><i>Evidence from Education Endowment Foundation:</i></b></p> <ul style="list-style-type: none"> <li>❖ The EEF guide to the Pupil Premium - A tiered approach to spending.</li> </ul> <p><i>Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons.</i></p>	1, 2
Self-regulating behaviours are taught and modelled.	<ul style="list-style-type: none"> <li>❖ The EEF Guide to the Pupil Premium 2024</li> </ul> <p><i>“...targeted academic support can have a positive impact on learning”</i></p> <ul style="list-style-type: none"> <li>❖ Teaching and Learning Toolkit: <ul style="list-style-type: none"> <li>○ One to One tuition (+5 months)</li> <li>○ Small Group tuition (+ 2 months in secondary schools)</li> </ul> </li> </ul> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <ul style="list-style-type: none"> <li>❖ Behaviour interventions (+4 months)</li> <li>❖ Improving behaviour in schools – Guidance report</li> </ul> <p><i>“There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment.”</i></p> <p><i>“Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning.”</i></p> <p><i>“Once [self-regulation] strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed.”</i></p>	1, 2

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

Budgeted cost: £ 27,132

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage with parents of disadvantaged students (especially those who are currently FSM) to ensure students will meet national expectations for attendance and persistent absence.</p> <p>Catch up forms will run to close any gaps in learning caused through absence and to establish good attendance habits.</p>	<p><b>Evidence from Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>❖ The EEF guide to the Student Premium. A tiered approach to spending. <i>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</i></li> <li>❖ Parental Engagement (+4 months) <i>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</i></li> <li>❖ Working with Parents to Support Children’s learning – Guidance report <i>Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</i></li> <li>❖ Attendance Interventions – Rapid Evidence Assessment March 2022 <i>Common characteristics of approaches include staff monitoring of pupil absences, the identification of the causes of absences and then responsive, individualised interventions that tackle those causes.</i></li> </ul>	3
<p>Students participate in extracurricular activities including trips and visits</p>	<p><b>Evidence from Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>❖ The EEF guide to the Student Premium. “A menu of approaches” <i>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved outcomes.</i></li> </ul>	1,4 and 2

<p>Pastoral support for disadvantaged students including:</p> <ul style="list-style-type: none"> <li>• service children</li> <li>• LAC</li> <li>• post LAC</li> <li>• young carers</li> </ul>	<p><b>Evidence from Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>❖ Social and Emotional Learning (+4 months)</li> </ul> <p><i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></p>	<p>All</p>
<p>Careers advisor and careers events are utilised to raise students' aspirations for the future.</p>	<p><b>Evidence from Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>❖ The EEF guide to the Student Premium. A tiered approach to spending.</li> </ul>	<p>4</p>

**Total budgeted cost: £ 234,132**

\*Additional funding will be used to supplement the Pupil Premium Strategy Plan as necessary e.g. uniform etc.

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our student premium activity had on students in the 2024 to 2025 academic year.

Desired outcomes	Success criteria	Review of 2024 to 2025																											
<p>Improve the quality of teaching across the school through the embedding of the dynamic learning community.</p>	<ul style="list-style-type: none"> <li>Effective quality first teaching will be seen during learning walks, lesson observations and in Iris clips. The impact of QFT will be reflected in the improved outcomes for all students.</li> </ul>	<p>DLC and coaching model developed further in 2024 to 25. Bespoke training sessions were incorporated into the CPL schedule.</p> <p>School was <b>awarded silver for CPL quality mark.</b></p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2022/23</th> <th colspan="2">2023/24</th> <th colspan="2">2024/25</th> </tr> <tr> <th>School</th> <th>National</th> <th>School</th> <th>National</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>% achieving grade 5 or above in English and maths</td> <td>20.5</td> <td>29.4</td> <td>12.5</td> <td>25.8</td> <td>33.3</td> <td>25.6</td> </tr> <tr> <td>% achieving grade 4 or above in English and maths</td> <td>40.9</td> <td>49.1</td> <td>45</td> <td>43.4</td> <td>57.6</td> <td>43.5</td> </tr> </tbody> </table> <p>Impact of QFT seen in English and maths results.</p>		2022/23		2023/24		2024/25		School	National	School	National	School	National	% achieving grade 5 or above in English and maths	20.5	29.4	12.5	25.8	33.3	25.6	% achieving grade 4 or above in English and maths	40.9	49.1	45	43.4	57.6	43.5
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<p>Teachers become effective reflective practitioners and use academic research to develop pedagogy and daily classroom practice.</p> <p>Our key focus areas for 2024 to 2027 will be:</p> <p>Embedding the use of a highly effective coaching structure along with the use of Iris</p>	<ul style="list-style-type: none"> <li>The DLC coaching programme will allow coaches to see the development of QFT practice through lesson observations.</li> <li>HOD and SLT learning walks will provide evidence of effective QFT strategies including feedback, live modelling, metacognition.</li> <li>Students become more resilient and independent learners because of highly effective teaching.</li> </ul>	<p>Pitstops and drop ins have informed future development points for CPL.</p> <p>Drop ins and learning walks result in timely feedback for staff.</p> <p>Student independence continues to develop across school.</p> <p>Iris Connect has been used across the school with each department now having their own Iris.</p>																											

<p>connect to enhance teachers' ability to self-reflect and improve their teaching.</p> <p>Develop and embed a more bespoke approach to CPL.</p>		
<p>Embed effective feedback including formative, summative and live marking.</p>	<ul style="list-style-type: none"> <li>• Embed the high-quality assessment and feedback in all subjects that clearly identifies gaps in knowledge and skills and informs future planning.</li> </ul>	<p>Department feedback policies have been revised.</p> <p>KS3 Summative assessments have been overhauled and are considerably more effective.</p> <p>Book looks indicate that feedback was mainly purposeful and diagnostic.</p> <p>Students are responding well to feedback.</p> <p>Live marking continues to improve.</p> <p>No difference between feedback given to PP or non-PP.</p>
<p>HLTA English provides high quality small group intervention and support.</p>	<ul style="list-style-type: none"> <li>• Intervention with HLTA supports students to fill the gaps in their learning. Progress should be reflected in exercise books, learning walks, progress checkpoints.</li> </ul>	<p>HLTA English supported students throughout the year.</p> <p>Disadvantaged students' outcomes improved in both Language (up by 13%) and literature (up by 6%) in 2024-25.</p>
<p>KS3 Specialist SEND teacher provides both academic support</p>	<ul style="list-style-type: none"> <li>• SEND outcomes improve as seen in each assessment</li> </ul>	<p>Timetabled lessons take place.</p>

<p>and lessons in social skills to identified SEND students.</p>	<p>window at dept level.</p>	<p>SEND/DA students are showing improvements in the % on track to meet in both maths and English.</p>
<p>Progress leads and life coach teach self-regulating behaviours to students that enable them to become more independent and resilient learners.</p> <p>Teachers model self-regulating behaviour in lessons.</p>	<ul style="list-style-type: none"> <li>Students become more independent and self-regulating; a moderate improvement should also be noted in academic performance at key assessment points.</li> </ul>	<p>Life coach has worked with several students this year.</p> <p>Change in students achieving the average learner score between autumn term 2024 and summer term 2025:</p> <p>Year 11 100% DA had above average learner score by summer 2025</p> <p>Year 10= 2% increase up to average (49% increase overall).</p> <p>Year 9 = 5% increased up to average (54% increase overall).</p> <p>Year 8 = 3% increased up to average (45% increased overall)</p> <p>Year 7 5% increased up to average learner score (52% increased overall)</p> <p>Progress Leads and teacher model self-regulating behaviour through encouraged self-reflection on work and behaviours.</p>
<p>All disadvantaged students (especially those who are currently FSM) will exceed national expectations for attendance and persistent absence,</p>	<ul style="list-style-type: none"> <li>Disadvantaged students will match or exceed the national averages for non-disadvantaged students.</li> </ul>	<p>On 26/6/25 <b>FSM attendance was 1.4% above the national average.</b> (Non-FSM was +1.0 above national average)</p> <p>Y7 = +1.4 above Nat Av  Y8 = +5.4  Y9 = +1.3  Y10 = +1.0  <b>Y11= -0.6</b></p>

narrowing the gap with non-disadvantaged students		
Catch up forms will run to close any gaps in learning caused through absence and to establish good attendance habits.	<ul style="list-style-type: none"> <li>Catch up forms (starting in the spring term each year) will plug any gaps in learning resulting in improved outcomes for students.</li> </ul>	<p>Catch up forms have not been necessary during 2024 to 25.</p> <p>Students have caught up missed work through the catch-up sheets</p>
<p>All students are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>All students develop an understanding of the career and opportunities for further and higher education.</p> <p>PP students are supported financially to participate in events and trips to enhance their life experiences and build aspirations.</p>	<ul style="list-style-type: none"> <li>The curriculum provided by each department in their learning journeys provides students with an exciting and varied curriculum.</li> <li>Students participate in the 'Millfield Moments' including cultural visits and career meetings.</li> <li>PP students participate in essential curriculum trips and visits at a reduced cost (supplemented by the school)</li> </ul>	<p>Department curriculums and learning journeys are reviewed and improved each year as a result of the Twilight CPL Q of Ed sessions and student voice.</p> <p>Extracurricular provision continues to grow and develop. For example - all Y9 have been to the Science Museum in Manchester. Year 8 have been to Lancaster.</p> <p>Reduced prices are available for PP for essential educational trips such as fieldwork.</p>
All students have access to appropriate	<ul style="list-style-type: none"> <li>Survey at the start of the year identifies students without</li> </ul>	A survey is sent home to all Y7 in the autumn term.

technology and access to Wi-Fi at home.	<p>technology and Wi-Fi each year. School arranges appropriate resources.</p> <ul style="list-style-type: none"> <li>Students can access home learning and revision materials.</li> </ul>	<p>Laptops are issued after a user agreement has been signed.</p> <p>The deposit can be waived as necessary.</p> <p>6 laptops issued to Y7 in 2024-25</p> <p>31 laptops are out in total.</p>
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## 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
None	N/A

## 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 student premium allocation last academic year?	Service student premium funding is used on pastoral support and mentoring for eligible children.
What was the impact of that spending on service student premium eligible students?	Please refer to the impact of the desired outcomes from the 2021-24 plan.

## Further information (optional)

*Use this space to provide any further information about your student premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged students, that is not dependent on student premium or recovery premium funding.*