

Pupil premium strategy statement – Robert Clack School (Secondary)

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	2660
Proportion (%) of pupil premium eligible pupils	32.4%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mr R Taylor, Executive Headteacher
Pupil premium lead	Mrs E Georgaka, Assistant Head Teacher
Governor / Trustee lead	Mrs C Monk, Chair of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 906225
Recovery premium funding allocation this academic year	NA
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£906225

Part A: Pupil premium strategy plan

Statement of intent

At Robert Clack School, we understand the needs of the students under the Pupil Premium umbrella. We also appreciate the disproportionate impact that the pandemic could have on their progress. We aspire for them to thrive and meet their potential and we have continuously during and after the pandemic put a number of measures in place in order to support them. This includes whole school initiatives as part of our recovery curriculum and whole school priorities but also measures specific to our Pupil Premium cohort.

According to research by various organizations such as the *'Best evidence on impact of COVID-19 on pupil attainment'* by the Education Endowment Fund (EEF), *'State of the nation 2021: Social mobility and the pandemic'* by Social Mobility Commission, it is suggested that progress made in closing the 'disadvantaged' gap over the past decade has been reversed. Also, according to research on Social Mobility by Sutton Trust *'Social Mobility: The next Generation – Lost Potential at Age 16'*, it is suggested that *'disadvantaged high attainers had GCSE grades on average more than three quarters of a grade lower per subject than the grades of other high attainers, a full grade lower than those from the most affluent backgrounds, and are almost twice as likely to drop out of the top third of attainment at GCSE'*.

Our Pupil Premium Strategy is cyclical and embedded within a broader strategic implementation cycle. Our strategy is being sustained over a three-year period, including ongoing monitoring and evaluation in an annual cycle. In order to develop an effective pupil premium strategy, we have ensured that we continuously invest on developing an in-depth understanding of the challenges that our disadvantaged pupils are facing. This involves diagnostic assessments of pupils' academic challenges and the assessment of their wider barriers to learning. Therefore, this strategy has been developed in order to address these key challenges and support our students progress. We continuously monitor the progress of our Pupil Premium students across all key stages in order to assess the effectiveness of our approaches and adapt our strategy appropriately as well as take further actions.

The school has adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to supporting Pupil Premium pupils in order to balance approaches to improving all pupils experience, through outstanding teaching, enrichment, attaining cultural capital and wider intervention. Quality first teaching, effective pastoral support, parental engagement and targeted interventions are some of the biggest drivers of pupil attainment, particularly for those from 'disadvantaged' backgrounds. Therefore, steps are taken across all those areas in order to further improve progress of Pupil Premium students. Consequently, wider improving quality first teaching is a top priority for our Pupil Premium spending. In

addition, following the evidence of the positive impact that targeted academic support can have to all students including children who are not making good progress across a broad curriculum, the strategy considers how targeted academic support either in class or through mentoring as part of the Achieve Excellence Programme (AEP) could be provided.

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils in maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils struggle in particular with problem solving tasks.</p> <p>Also, assessments in Maths on entry to Year 7 suggest that disadvantaged students arrive below age-related expectation compared to their peers.</p>
2	<p>The attainment of Pupil Premium students in English GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Also, on entry to Year 7 we can see that pupils arrive below age-related expectations compared to their peers. This gap persists during students' time at our school.</p>
3	<p>Our assessments, observations and discussions with students across KS3 and KS4, indicate that disadvantaged students have lower levels of aspiration in comparison to their peers. This affects their motivation, perseverance and therefore progress at GCSE and their Post-16 destinations.</p>
4	<p>Our observations suggest that many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks. This, coupled with below age-related Numeracy and Literacy skills as well as parental engagement, affects their progress.</p>
5	<p>Our observations and discussions with students over time suggest that many disadvantaged students lack parental engagement and family support. This is strongly connected with students' level of aspiration and engagement with their studies and attitude towards their learning.</p>
6	<p>Through continuous monitoring of our attendance data, we can see that disadvantaged students across all year groups tend to have lower attendance on average than their peers that classify as non-</p>

	disadvantaged. When correlating attainment with attendance data we can see that lower attendance impacts students' attainment severely.
7	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.

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 attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of at least 45. • at least 61% passing GCSE Maths and English at grade 4 or above. • at least 39% passing GCSE Maths and English at grade 5 or above.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • Attendance of PP students to be at least 90%. • The attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced to less than 0.75%.
Improved learning behaviours (engagement in lesson, completion of homework, quality of classwork, quality of homework) metacognitive and self-regulatory skills among disadvantaged pupils across all year groups.	<p>Appraisal data, Behaviourwatch data, teacher reports and class observations suggest that disadvantaged pupils are more able to monitor and regulate their own learning.</p> <p>This finding is supported by:</p> <ul style="list-style-type: none"> • improved homework completion across all year groups. • The year group average appraisal to improve over time cross all year groups.

	<ul style="list-style-type: none"> Academic performance to improve.
Improved reading comprehension and literacy among disadvantaged pupils.	Outcomes in English at GCSE as well as English outcomes across all year groups to improve when comparing with the start of the cycle. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved destinations for disadvantaged students at the end of KS4.	Percentage of students that classify as NEET to improve when comparing with the start of the cycle.

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: **£400,215.52**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardized diagnostic assessments alongside software and subscriptions that allow students to study independently and complete homework.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>At Robert Clack, we use various programmes to provide opportunities for assessments, homework completion and also provide students with opportunities for independent studying. Those include Sparx Maths, Seneca learning, Tassomai, Quizlet and many others.</p>	<p>1, 2, 3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop</p>	<p>1</p>

	<p>more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>At Robert Clack, we have invested on developing teaching and learning through CPD from key organisations such as the AMSP, Maths Hub and many others. Also, we have invested on adopting the Maths Mastery Curriculum.</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>We have literacy CPD activities taking place every half term to improve literacy in each department. Please see a link of our strategy here RC Reads Summary.docx.</p>	2
<p>Supporting students to become independent learners and equip them with metacognitive and self-regulation skills is key.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>As part of our work in the Achieve Excellence Programme, we are working to support students become independent learners through various strategies such as Form time activities, student seminars by Elevate Education, mentoring as well as investing on how to further develop in lessons. There is particularly strong evidence that it can have a positive impact on maths attainment:</p>	4

	Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	
Continuous Professional Development is at the heart of high-quality teaching and learning and supporting students to thrive.	<p>At Robert clack, we have a strong programme of CPD opportunities available from various organisations such as the National College, PTI, PiXL. We also have a well-established programme of in-house twilight and teach-meet programmes to improve teaching and learning.</p> <p>To support ECTs and new members of staff, Teachmeet sessions are held to support develop pedagogy and develop skills to implement outstanding behaviour for learning. The programme runs on a regular basis with experienced teachers delivering sessions on their particular strengths and expertise to help with the development of colleagues at the beginning stages of their careers. There is strong evidence from EEF on the impact that profession development has on improving student outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3, 4
Continuous support of students with SEND needs as well as supporting students with EAL needs and investing in SEND education is one of the key priorities at Robert Clack School.	<p>We have a wide SEND team led by an Assistant Headteacher that aims to improve outcomes of SEND students, support teachers with professional development as well as ensure that students have effective support in class. Also, we have a team that specialises on EAL.</p>	1,2,4

	<p>The Education Endowment Foundation (EEF) 's recent review on 'Special Educational Needs in Mainstream School' found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils. The potential impact of metacognition and self-regulation is high, with an average impact of +7 months progress over the course of a year. The evidence indicates that explicitly teaching pupils strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1695507725</p>	
Embedding Formative Assessment to improve student outcomes	<p>At Robert Clack we invested on 'Embedding Formative Assessment' which is a professional development programme which aims to improve pupil outcomes by embedding the use of formative assessment strategies across a school. The programme build on existing evidence that formative assessment can improve students' learning. According to research, students in the Embedding Formative Assessment schools made the equivalent of two months' additional progress, with attainment measured using Attainment 8</p>	1,2,4

	<p>GCSE scores. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>This two-year Programme complete successfully and we have now moved to our Walkthrough Programme that further build on the above strategy.</p>	
Expanding Leadership Capacity to improve teaching and learning in order to improve student outcomes.	<p>ACLs are appointed in the core teaching subjects. This has allowed us to expand leadership in each department in order to further improve teaching and learning and therefore outcomes of all pupils.</p> <p>Subject Leaders are appointed almost across all subjects on each of our sites to ensure high quality of leadership in each subject area.</p>	1,2,4
Expanding Senior Leadership capacity in order to improve outcomes on each site.	Raising Standard Leaders (Associate SLT) have been appointed on each site in order to further improve outcomes.	1,2,3

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

Budgeted cost: **£221,598**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when	2

	<p>interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>At Robert Clack we have continued to set the improvement of reading and literacy as one of our key strategies with a focus on improving reading fluency across the curriculum. An Assistant Headteacher leads on whole school literacy assisted by an ACL. Literacy interventions alongside the use of accelerated reader are taking place to improve reading and literacy.</p>	
<p>Structured Academic and Behaviour Mentoring is taking place to provide mentoring for pupils that are falling behind and those whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive mentoring and one to one support will be disadvantaged, including those who are high attainers.</p>	<p>We have academic mentors and pastoral coordinators that provide support to students that need to improve their academic performance, learning behaviours and lack self-regulation.</p> <p>An Assistant Headteacher is leading on interventions to ensure that the interventions are targeted and widespread.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4,5, 6

	<p>And how to improve behaviours in order to improve outcomes: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Also, there is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	
EAL support for students that have English as an Additional Language	We have an EAL Team on each site that supports students with improving their level of literacy.	2
Improving Homework completion and independent study skills for students (many of whom would be PP) that are falling behind with homework or need to complete extra study.	Homework Club and Library facilities are available on each site to support students to study independently and improve homework completion.	1, 2

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

Budgeted cost: **£292,817**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved parental engagement through the use of the Family Engagement Lead and the PSA and embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance/support officers have been appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>At Robert clack, we have an Attendance team that aims to improve attendance through monitoring of data and engagement with parents and students. Also, activities and rewards are taking place in school to improve student attendance.</p> <p>Also, Heads of Year work directly with parents and students in order to improve attendance.</p> <p>Breakfast Club across all 3 sites is available for all students.</p>	6
<p>Lower levels of aspiration are common across disadvantaged students. Through our Careers Programme and Extra-Curricular/Enrichment activities we aim to support students develop their aspiration.</p>	<p>According to research from EEF 'Aspiration interventions tend to fall into three broad categories:</p> <ul style="list-style-type: none"> • interventions that focus on parents and families; • interventions that focus on teaching practice; and • out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. <p>The approaches used in these interventions are</p>	3

	<p>diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>At Robert Clack we aim to develop all the three. First, high focus is being put to support students develop their aspirations. Intervention sessions take place over weekends, bank holidays and the Easter school to support students in their subjects. Also, productions such as the Drama and Dance Shows are being organised annually. Numerous educational visits take place across a range of subjects to further support students develop their cultural capital beyond the classroom. Through work with our Careers Advisor, all students receive career interviews where they discuss their post-16 options.</p> <p>Students in Year 10 participate to an Aim Higher Day. Through the work in the Achieve Excellence Programme students receive access to super-curricular activities from various universities as early as Year 7.</p> <p>GOALS training takes place for GCSE students in order to support and develop self-esteem. Also, a course for parents is taking place in</p>	
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	<p>order to support them to improve home their home life.</p> <p>Numerous clubs and activities take place during lunch time before school and after school to support students develop their interests and increase their aspirations.</p>	
Further improve parental engagement in order to improve pupil engagement with school, attendance and therefore outcomes.	<p>According to research, improving home school links can lead to improvements in completion of homework, learning behaviours and improved attendance'</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</p> <p>That is why, in addition to the information shared in sections above, we are also providing parents with the opportunities to attend courses, webinars and face to face seminars delivered by Elevate Education as well as communicate regular information with relation to learning, activities and progress information.</p>	5
To further support students identified of showing social and emotional issues, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.	<p>We have a MHST team and counsellors that aim to support students that display social and emotional issues.</p> <p>We also have a subscription on Zumos where students across all year groups at KS4 and KS3 watch daily videos focused on mental health and well-being. KS5 students also engage with the programme during our assemblies.</p>	5

Total budgeted cost: £914,630.52 inc. catch up funding

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024/2025 Review

The past academic year signaled the start of our new Pupil Premium Strategy Cycle, and it is great to report that Pupil Premium outcomes have continued to improve. We aimed for Pupil Premium students to achieve:

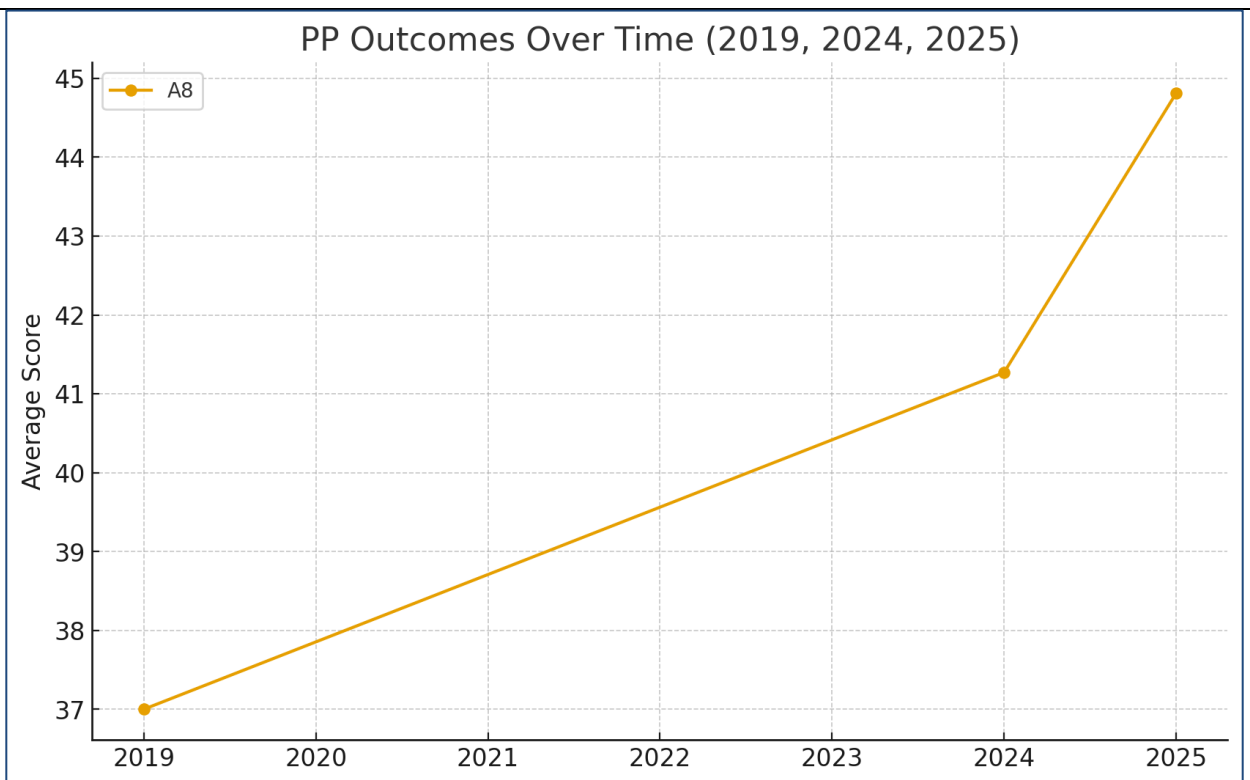
- an average Attainment 8 Score of at least 42.
- at least 53% of pupils to pass GCSE Maths and English at grade 4 or above.
- at least 38% to pass GCSE Maths and English at grade 5 or above

In 2024/2025, the above success criteria were exceeded, and you can find further information below on how Pupil Premium pupils have shown meaningful improvements since 2019 across all measures.

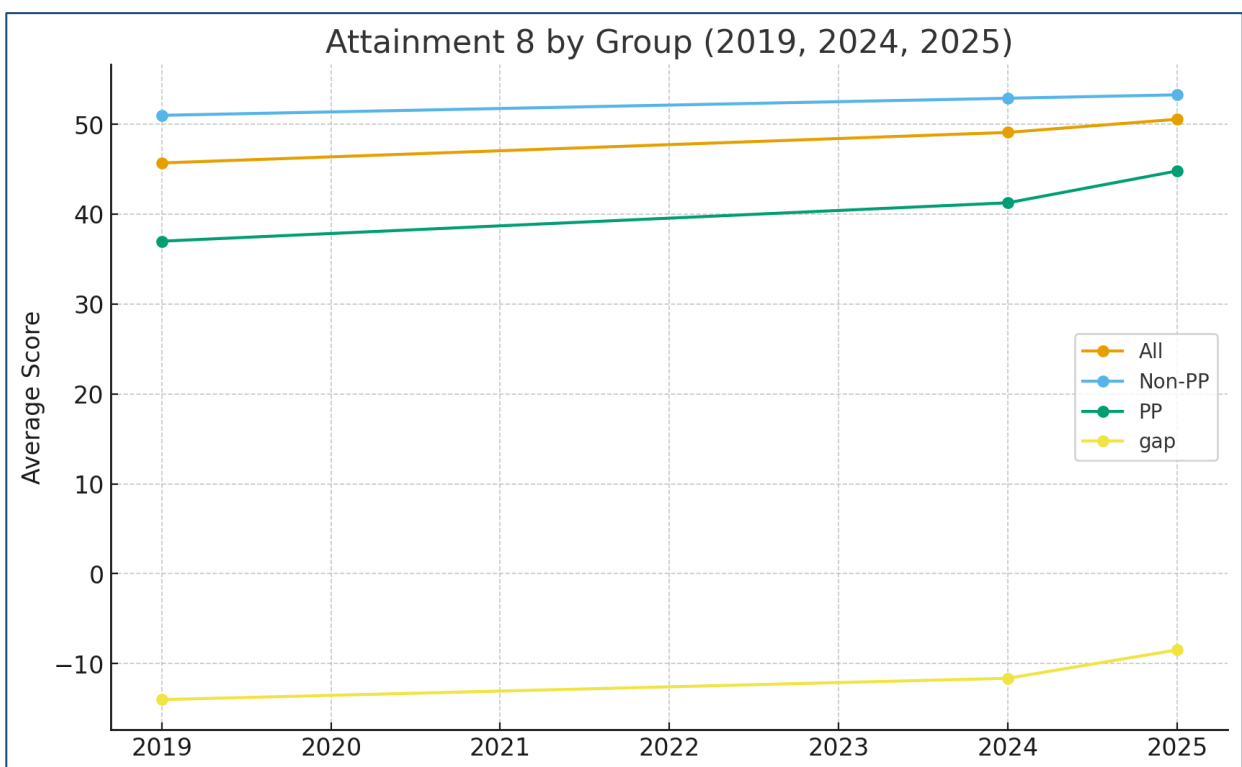
As part of our efforts to improve outcomes over the last years, we have increased our capacity to further support our disadvantaged students. As part of our support teams, we have full-time Parent Support Advisors, Academic Mentors and two Pastoral Coordinators. This has enabled more students and their families to gain access to the support they require in order to improve students' progress and attainment.

The process of identifying students who need additional support remains similar to the one employed in the previous academic year with the Heads of Year, Raising Standard Leads and Assistant Headteacher responsible for 'Pupil Progress' working collaboratively to ensure that students are getting access to the support systems that they need. Appraisal and predicted grade information alongside attendance data were continuously monitored to track progress of Pupil Premium students and ensure that appropriate support is in place to improve outcomes of those students. The continued growth of the Achieve Excellence Programme at Robert Clack has benefited the students identified as disadvantaged as they have been targeted to take part in the Achieve Excellence Mentoring Programme. Great focus has been given to students developing organizational skills and to improve homework completion. In addition to strategies used during mentoring appointments, students are invited to homework club in order to improve homework completion and complete extra study proactively. In addition, the Libraries are getting equipped with Revision Guides that Pupil Premium Pupils can borrow in order to study for their GCSE subjects. This will allow pupils that do not have the necessary resources to study effectively outside of their lessons.

GCSE Outcomes 2025



While Pupil Premium students were disproportionately affected by the Covid-19 pandemic, we are very pleased to report that Pupil Premium pupils have shown significant progress not only comparing to 2019 but also since 2024. The A8 of PP pupils improved strongly in A8, rising from 37.0 in 2019 to 44.8 in 2025 (+7.8).

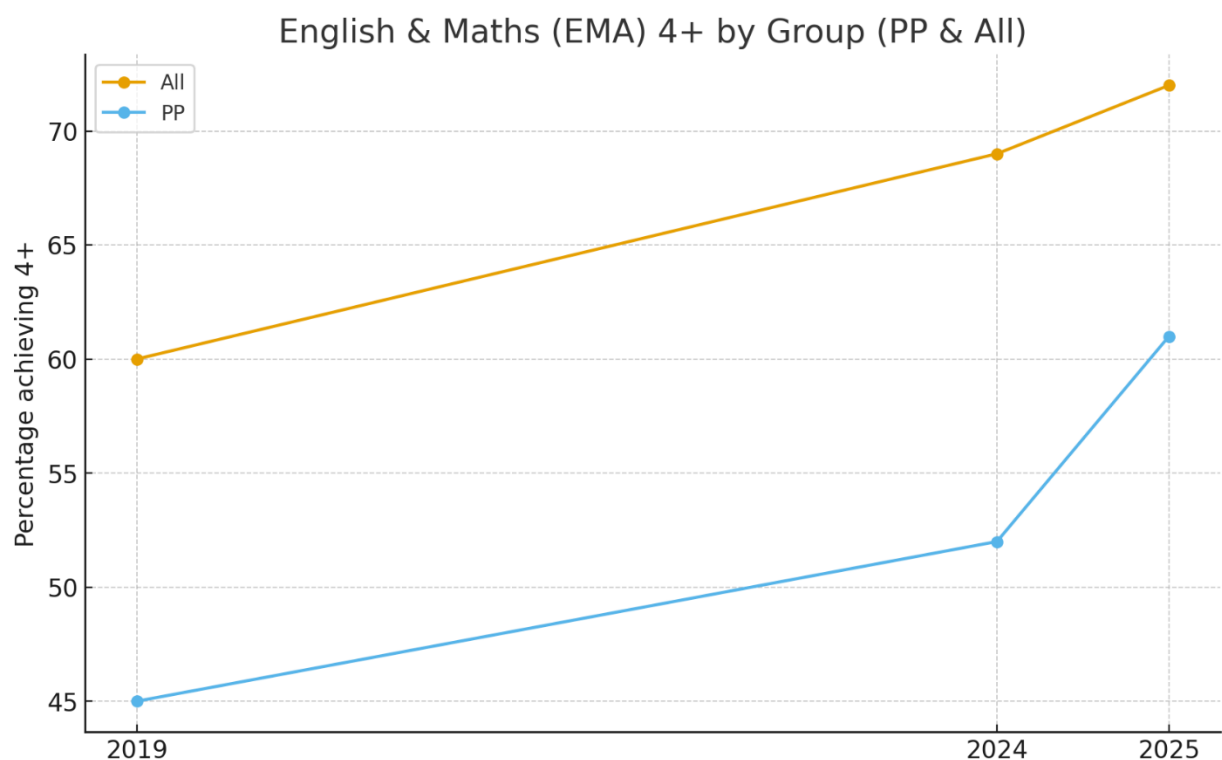


- While the A8 of all pupils increased from 44.2 (2019) to 49.4 (2025), it is pleasing to see that the A8 of Pupil Premium students increased at a higher rate.

- While a performance gap remains between PP and Non-PP pupils, this is closing over time.
- Non-PP A8 was consistently higher, reaching 53.3 in 2025. The PP vs Non-PP gap in 2025 is around 8.5 points, showing a narrowed gap.
- The A8 of PP pupils in 2025 (44.81) is almost the same as the A8 of all pupils in 2019 (45.7).
- The gap between the A8 of all pupils and PP is also closing over time.

The 2025 outcomes show that our Pupil Premium strategies are paying dividends.

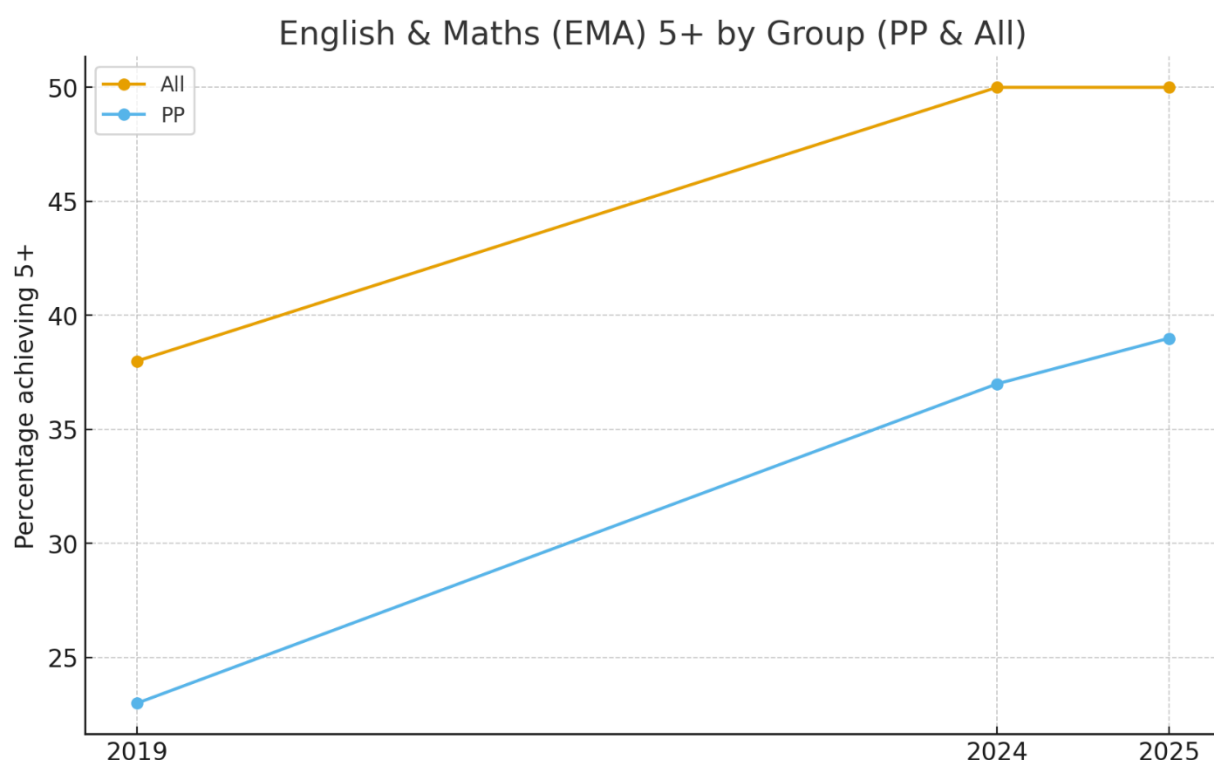
EM4+



- More Pupil Premium students are achieving a pass in Maths and English, with the PP EMA4+ measure rising from 45% in 2019 to 61% in 2025 (+16 percentage points).
- 'All pupils' increased from 60% to 72% in the same period. This signifies that Pupil Premium pupils had improved at a higher rate than all pupils as well as Non-PP pupils.
- The 'PP' vs 'All' gap narrowed (15 points in 2019 vs 11 points in 2025).
- The 'PP' vs 'Non-PP' gap narrowed significantly from 2024 (-26) to 2025 (-16).
- The 'PP' vs Non-PP has also narrowed significantly when compared to 2029.

This improvement suggests that the efforts being made to support students both in and out of the classroom have had a positive impact.

EM5+



- PP pupils improved from 23% in 2019 to 39% in 2025 (+16 points).
- 'All pupils' improved from 38% (2019) to 50% (2025) showing an overall 12-point gain. This suggests that PP pupils improved at a higher rate.
- Non-PP pupils rose from 48% to 56% still performing above PP pupils.
- The PP vs 'All' gap narrowed (15 points in 2019 vs 11 points in 2025), while the PP vs Non-PP gap remained also narrowed (17 points in 2025).

EBACC

To provide context surrounding the EBACC results, it is important to note that fewer students completed the required elements for the EBACC. This was due to students not being required to take MFL as a compulsory subject, this meant that when students selected their options, they were required to take either a Humanities subject or a language for GCSE, as such fewer students sat required elements for this measure. The EBACC pass rates (which are calculated as a percentage of the whole cohort) as a result appear to be significantly lower because of the change in option selections. The APS of disadvantaged students is now 3.52 and is not statistically significant due to the very small number of students in the cohort in 2025.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
GOALS	Barking and Dagenham College
PSHE Days	Bigfoot, Rabbits Relationships and Sex Education LTD
Parent and Student Seminars	Elevate Education

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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