



Springwell  
Leeds

**Pupil Premium  
Statement 2023-24**

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021-23 academic years) 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	Springwell Academy Leeds (Multiple Site)
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	79.6% (253/318)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021-2024</b>
Date this statement was published	26/09/2023
Date on which it will be reviewed	26/09/2024
Statement authorised by	Scott Jacques
Pupil premium lead(s)	Associate Principals: Mary Ruggles Laura Reader Emma Dodsworth
Governor / Trustee lead	Ken Morton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,485 (2021-22) £216,815 (2022-23) £224,783 (2023-24)
Recovery premium funding allocation this academic year	£ 53,070 (2021-22) £148,532 (2022-23) £149,225 (2023-24)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (This is a contribution towards total spend)</b>	£246,555 (2021-22) £365,347 (2022-23) £374,008 (2023-24)
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

# Part A: Pupil premium strategy plan

## Statement of intent

At Springwell Leeds Academy, we strive to provide the best possible care and education that we can for children and young people with Social, Emotional, and Mental Health needs. All of our young people have complex special educational needs relating to SEMH, with 80% of our young people facing the additional challenges associated with disadvantaged backgrounds. We put Unconditional Positive Regard at the centre of how we work with our children and see strong relationships as the key to our success – with our children and young people, parents, carers and the wider community. The wellbeing of our students is our top priority; we emphasise our core values of honesty, tolerance and respect in all we do.

We believe that all of our pupils can, with the right support, be empowered to succeed and we are creating individual and personalised pathways for our students that are built around their varied needs. This personalised approach will help them achieve improved outcomes and prepare them for a positive next step into continuing education, work or training.

In order to achieve this, we have developed a curriculum that is underpinned by a therapeutic approach and provides opportunities for academic progression as well as vocational learning, whilst being engaging, creative and innovative. We implement pedagogy at wave 1, 2 and 3 that is identified as best practice in SEMH needs education globally and from across the country. We work with national and international experts to ensure our staff are best trained to support our children.

We believe that working closely with our families and carers is vital for the success of our children and welcome their support and involvement. We aim to build relational wealth in young people and families that in turn builds the emotional resilience to tackle both social and educational challenges.

From our holistic assessment data, quality assurance processes, and evaluation of the current interventions used to support disadvantaged students, we see that when students are engaged in sustained targeted provision with appropriate therapeutic intervention they make good progress against EHCP outcomes, academic outcomes, and SEMH development depending upon differing starting points.

The key principles in our strategy to address the challenges faced by disadvantaged students are summarised below:

- High quality wave 1 provision that is designed to address the specific needs of students with SEMH difficulties. This includes a grounding in relational approaches, trauma informed practice and unconditional positive regard.
- Targeted wave 2 and 3 academic and therapeutic support that targets individual need.
- Investment into support around the child and family to ensure families are able to support school to encourage good attendance and actively meet the needs of children and young people in the home and in the wider community.

## Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> <li>The vast majority of our PP children enter the Academy with attainment levels that are significantly below their peers nationally and in many cases well below age related expectations.</li> </ul>
2	<ul style="list-style-type: none"> <li>Accessing the curriculum at a developmentally appropriate level and the need for additional support to build towards independently achieving this progress on their learning journey.</li> </ul>
3	<ul style="list-style-type: none"> <li>Many of our learners have obstacles to their individual learning based on their ability to communicate, their social and emotional development or in their ability to interact with others.</li> </ul>
4	<ul style="list-style-type: none"> <li>Independence, confidence, self-esteem, resilience, problem solving and life skills need support to enable the learners to access their environment and community, raising aspirations about what they can achieve in life.</li> </ul>
5	<ul style="list-style-type: none"> <li>All pupils within our academy have Social, Emotional and Mental Health (SEMH) needs, which are outlined in a full Education Health and Care (EHCP) plan.</li> </ul>
6	<ul style="list-style-type: none"> <li>Despite their EHCPs, many students entering the academy have undiagnosed or unmet needs or needs that are not fully understood, meaning that there is often additional assessment needed during or soon after transition.</li> </ul>
7	<ul style="list-style-type: none"> <li>Many of our pupils join the academy after being out of education for a period (often through exclusion), or have historically low attendance in their previous educational settings. Others have been significantly affected by the pandemic and have struggled to attend regularly enough since. We work with our families to develop a better understanding of the importance of good attendance and the impact on academic and social achievement.</li> </ul>

## 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
<ul style="list-style-type: none"> <li>Our Pupil Premium learners are, over time, achieving good progress from their different starting points.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will make progress in line with personalised pathways and their individualised key performance indicators, including progress towards meeting EHCP outcomes.</li> </ul>
<ul style="list-style-type: none"> <li>Ensure that pupils are properly supported and that their learning can be personalised to meet the individual needs of all PP pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum design provides students with individual learning plans that enable students to meet academic and SEND targets.</li> <li>Therapeutic approaches support learners to self regulate and engage in school successfully by demonstrating learning ready behaviours.</li> <li>All students have access to trusted adult support for the development of healthy attachments.</li> <li>Appropriate staffing levels ensure students have access to highly skilled individuals to support a calm and purposeful environment in which to learn.</li> </ul>
<ul style="list-style-type: none"> <li>All students have the therapeutic support needed to ensure they are able to meet targets outlined in their EHCP with regards to social, emotional and mental health needs.</li> </ul>	<ul style="list-style-type: none"> <li>Students access a full and enriched bespoke curriculum focused on developing SEMH skills. This includes opportunities for students to practice and apply social skills and develop resilience in a classroom environment, with a variety of peers of different ages, and within the wider community.</li> <li>Therapeutic approaches support learners to self regulate and engage in school successfully by demonstrating learning ready behaviours in a variety of contexts.</li> <li>Wave 3 intervention is accessed by those students who have been</li> </ul>

	identified as needing additional support.
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## 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: £71,542.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teacher Toolkit (£4,000)</i>	Education Endowment Fund research Progress data QA evidence (internal and external)	1,6
<i>Phonics Training (£3000) - cover for staff to immerse in primary environments for CPD</i>  <i>Library resources - accelerated reading, parent libraries and themed libraries (£6000 plus)</i>  <i>Class texts, allowing for text rotation and selection through mixed-year groups (£6000)</i>	Education Endowment Fund - evidence increasingly supports use of phonics with older students with decoding gaps. Progress data shows 81% of students having accessed phonics to date made measurable progress, showing there is strong evidence of our approach being a suitable one. QA evidence shows our emerging phonics teaching is good and CPD over time is impactful.	1,4,6
<i>Concrete mathematical resources and training (£5000)</i>	Education Endowment Fund research Progress data QA evidence (internal and external).	1,4,6
<i>Accelerated Reader Training (£2637.40)</i>	Education Endowment Fund research Progress data and diagnostic testing linked to the package	1,4,6

	QA evidence	
<i>Team Teach Training costs for trainers and associated licenses (£16,585 projected - £11,952 committed already)</i>	Education Endowment Fund research Decrease in behaviour logs and significant incidents over time	1,2,5
<i>Subscriptions Book club (£150) Lexia Reading (£1774)</i>	Education Endowment Fund research Progress data/reading ages QA evidence - including reading/QofE reviews Anecdotal evidence supporting increased access to and enjoyment of reading	1,4,6
<i>Leadership Development Courses (£5000)</i>	Education Endowment Fund research Progress data QA evidence (internal and external) Internal/Trust-based promotions and effective succession plans	1,2,6
<i>Additional TLRs to support school improvement priorities</i> - 2 Associate Senior Leaders (CLA and Pathway 1 focus areas) - 1 pod leadership role - trial - 1 permanent TLR focussed on PSHE £16,396	Education Endowment Fund research Progress data QA evidence (internal and external) Increased staff confidence in curriculum areas stipulated	1,2,5,6
<i>High quality recruitment on TES and My New Term (£5000)</i>	Quality of Education reviews - internal and external Decrease in agency fees and increase in filled substantive posts	

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

Budgeted cost: £135,901.13



<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>1:1 academic tutoring, Theraplay and community learning</i></p> <p>£48,239</p>	<p>Education Endowment Fund research around use of TAs and group sizes - in addition, identified needs in EHCPs around small group teaching and opportunities for 1:1 supports this approach.</p> <p>QA evidence (internal and external). EEF evidence shows that whilst high cost, one to one tuition is high impact, when led by a suitably qualified member of staff. There is also evidence internally over time of enhanced capacity in school, when effective community learning is in place for a small cohort who are school phobic or excessively violent and challenging to manage.</p> <p>Internal data suggests pupils attend well for their therapeutic and academic interventions, with fewer than 2.5% of sessions being missed.</p>	<p>2,3,7</p>

<p>Mable Therapy £40 per credit, 4 credits needed per assessment and 1 credit per additional session. 269 credits purchased totalling £10,763.13</p> <p>Literacy interventions/additional staffing (£27,870)</p> <p>Multisensory alphabet and dictionary work (for students who can't sequence the alphabet (to develop automaticity and develop spelling skills))</p> <p>Memory training routines (for those with identified working memory deficits)</p> <p>Reading and spelling pack routines (students work with words they have learned through the programme to revisit and embed)</p> <p>Cursive writing practise (to help develop accurate letter formation along with speed)</p> <p>Reading, spelling and dictation in structure (working with words in context)</p>	<p>Staff feedback indicates students enjoy and benefit from these sessions. The staff CPD sessions have been well received and mean this is a wraparound approach, supported by skilled staff in school.</p> <p>Education Endowment Fund research identifies quality interventions as key for all students, and especially post-pandemic Year 7 students with gaps.</p> <p>Research from the EEF shows highly skilled one to one tuition is effective; we use specialist dyslexia teachers to support and lead interventions. Each site has a SENCO and an English Lead with oversight of interventions, capable of identifying staff for development and offering bespoke training.</p>	<p>2,3,6</p>
<p>Numeracy Interventions</p>	<p>Education Endowment Fund research Progress data and QA evidence (Internal and external)</p>	<p>2,3,6</p>

	<p>The EEF guidance into improving Maths in KS1 (the theories in which are relevant to most of our children) suggests use of manipulatives and building on what is already known are key factors of supporting children to develop their mathematical understanding. The programmes selected all include diagnostic tools to tackle next steps or reinforcement appropriately. For a small number, online Maths learning has supported enhanced parental engagement, as some have supported at home.</p>	
<p>PSHCE Experiential budget across all 3 sites and examination pathways for PSHCE  (£15,000 plus)</p>	<p>Education Endowment Fund research, Progress data and QA evidence (internal and external).</p>	<p>1,2,3,4,5,6,7</p>
<p>Science leadership - curriculum and QofE focussed TLRs  £14,034</p>	<p>Education Endowment Fund research - use of modelling in Science is evidence as a key to success, and specialist teachers are necessary to provide this quality first teaching, and wider CPD for other teachers. Use of practicals is also supported; again, funding specialist teachers allows adequate provision, and practical learning is especially important in engaging SEMH students across all key stages.</p> <p>Science progress data shows that more students are accessing Science with the employment of a third teacher and the addition of TLRs to drive the subject. QA of Science shows an increased level of engagement and practical learning, in both the Science specialists' lessons and those of non-specialists.</p>	<p>2,3,6</p>

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

Budgeted cost: £187,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High staff to student ratios 3:1 to ensure we are able to mitigate risks outlined in individual pupil risk assessments and maintain a safe, calm and purposeful environment</p> <p>Not costed - from budget</p>	<p>Evidence internally collected shows that behaviour incidents are lower when staff attendance is higher (and thus ratios are smaller). According to EEF, reduced class sizes is only effective when it allows more focussed teaching; given the needs of each of our children, this is wholeheartedly the case.</p> <p>The majority of students have small class size stipulated in their EHCP.</p>	<p>2,3,4,7</p>
<p>Theraplay Principles</p> <p>£5700 - 12 people on 2 day course, plus £3300 resources</p>	<p>Education Endowment Fund research indicates play-based learning can be highly impactful - though it depends on quality of delivery.</p> <p>Neuro-science research shows attachments are developed through play; we use the approach to develop a secure sense of self, a sense of safety in school and with key adults, and in families.</p> <p><a href="https://theraplay.org/what-is-theraplay/research/">https://theraplay.org/what-is-theraplay/research/</a></p>	<p>1,2,3,4,7</p>
<p>Thrive Training</p> <p>Thrive Practitioner training £1,500 per Delegate x3</p> <p>Course Leader for Family Thrive £556 per delegate x6</p> <p>£3336 - family £4500 - practitioner</p>	<p>Internal QA highlights success in every case of Thrive used in previous years, with the most basic measure being enhanced engagement with one key staff member.</p> <p><a href="https://www.thriveapproach.com/impact-and-research/research-behind-thrive">https://www.thriveapproach.com/impact-and-research/research-behind-thrive</a></p> <p>Internal data suggests pupils attend well for their therapeutic and academic</p>	<p>1,2,3,4,5,6,7</p>

= £7836	interventions.	
Occupational Therapist  Approx £400 per day. Commissioned for 58 days this academic year, totalling £23,000.	Education Endowment Fund research  Progress data and QA evidence - including behaviour data and therapeutic logs	6
Counsellor (one day per week per site) approx £28,000 ***(overspend and increase in hours projected due to success to date)	DfE data and research shows children with mental health difficulties are less likely to attend school regularly, and are more likely to feel unsafe. Given our cohort, it makes sense to attribute a significant spend to the more complex needs of a small group of individuals, on a rolling cycle across the year.	4,6, 7
Applied Psychologies commissioned EP  £650 per day - 36 days commissioned this academic year, totalling £23,400.	Education Endowment Fund research, Progress data and QA evidence (internal and external).  See also above justification.	1,2,3,4,5,6,7
Alternative Provision East - £18,798 planned spend (allocated to student placements from September 2023)  South - £15,000 budget (unallocated as of September 2023)  North - no planned provision	Education Endowment Fund research, Progress data and QA evidence (Internal and external).  Pastoral support and transition support are both key to success and reintegration ( <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748910/Investigative_research_into_alternative_provision.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748910/Investigative_research_into_alternative_provision.pdf</a> ) - this support continues to be provided by the academy, in addition to the AP's provision for these aspects of care.  Historic low attendance of targeted students means a baseline to	4,6,7

	<p>measure impact; as with other AP, namely TLAP, half termly review will take place. As this is a relatively new provision for us, the impact needs to be stringently measured, with a focus on enhanced engagement and attendance.</p> <p>Evidence for a limited number of students shows that Alternative Provision has been an effective provision in the past; this is due to the pre-planning, and the ongoing engagement of and with parents whose children are on the programme. The effectiveness is carefully monitored by SENCOs on a half termly basis, ensuring impact and value for money. Impact at MAP previously includes qualifications gained by young people.</p>	
<p>Positive Regard Consultant  £30,436 on costs +23% totalling £37,436 per year</p>	<p>Education Endowment Fund research, Progress data and QA evidence - internal data shows that year on year, term on term, behaviour incident trends show a decrease. This can be attributed in part to enhanced understanding of needs and the 95%, which is a key focus of Consultant work through modelling and staff coaching.</p>	1,2,3,4,5,6,7
<p>Care Team Reintegration - 1 year temporary trial of a strategic attendance post  £25k - South</p>	<p>Attendance Data - including PA figure and decrease in students suffering ESNA/EBSA Progress Data</p>	7

**Total budgeted cost: £394,913.71**

*With a contribution of £374,008 from the pupil premium and recovery premium funding to support the projects above.*

## 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 2022 to 2023 academic year.

Outcomes at KS4 were the strongest that the Academy has achieved since opening:

Headline statistics KS4 Outcomes:

	2020	2021	2022	2023
Count of Year 11 cohort (Total number of pupils)	47	46	42	56
% Achieving a Strong Pass (5+) in English & Maths GCSEs	2%	7%	0%	0%
% Achieving a Standard Pass (4+) in English & Maths GCSEs	13%	20%	5%	0%
% of pupils with at least 1 qualification	83%	98%	88%	93%
% Achieving English Language GCSE Pass (Any grade)	70%	76%	52%	50%
% Achieving English Any Qual Pass (Any grade)	74%	85%	67%	71%
% Achieving KS4 Maths GCSE Pass (Any grade)	77%	65%	41%	48%
% Achieving KS4 Maths Any Qual Pass (Any grade)	87%	98%	81%	91%

BM = Trust wide performance benchmarks

Other performance indicators (all students)

	BM	2021	2022	2023
% Achieving At / Above Study Programme Overall	68%	78%	75%	86%
% Achieving At / Above SEMH	58%	72%	69%	N/A
% Achieving At / Above Reading component	56%	77%	61%	N/A
% Achieving At / Above Writing component	54%	81%	62%	N/A
% Achieving At / Above English component		N/A	N/A	74%
% Achieving At / Above Maths component	55%	71%	70%	73%
% Achieving At / Above Attendance component	N/A	74%	60%	N/A

% Achieving At / Above EHCP component	N/A	N/A	73%	86%
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PP funding allocation was focused on the development of the following areas to improve outcomes for students: staff continuous professional development, curriculum development, and targeted support of students. Collectively the aim of the plan outlined to cover 2021-2024 will improve outcomes across a range of KPI for pupils. Impact of the work implemented each year will be evident in progress towards improved outcomes for young people, attainment, attendance, EHCP targets, and the ability to demonstrate positive improvements in SEMH skills.

Staff CPD had three key foci; curriculum development, literacy and phonics, and ongoing development of relational practice.

With regards to literacy and phonics, successes include staff having a better understanding of the automaticity in alphabet sequencing, and therefore more explicit teaching of the alphabet and dictionary use. Student dictionary use has increased over time. Multisensory (and app based) phonics intervention has had impact with students successfully mastering new phonemes. Students are increasingly using coloured overlays or paper to support dyslexic-type difficulties, which has increased specific student's engagement. Reading age data has been successfully captured and shows between 61% (Salford) and 70% (Access) have improved reading ages this year to date.

Staff feedback demonstrates an overwhelming majority of staff feel the training they receive helps them to do their job effectively. This is an ongoing theme in staff surveys across site; as leaders, we have interrogated this data through staff focus discussions, and our 2023-24 strategy will see a further development of teaching and learning pedagogical approaches (focussed this year on early reading and mathematics), as SEMH and I/we/you do approaches are evidenced as being well-embedded.

The impact of this professional development has also been demonstrated through our quality assurance of T&L in that 94.4% of teachers and HLTAs are highly effective in meeting SEMH needs and 92.6% are effective in their use of the 95% which embodies the use of relational practice.

Our behaviour and SEMH data reinforce the T&L data above showing that 70% of our students made improvements in their ability to demonstrate improved self-control and positive social skills. This translated to significant decreases across all behavior and safety key performance indicators.

Attendance for PP students rose by 3.7% during the last academic year and all students who were actively engaged in alternative provision showed an increase in attendance and positive engagement to their provision.

Pupils have made sustained rates of progress in reading, writing, maths and SEMH skills during a very turbulent time during the pandemic.

Investment in aspects of the curriculum and curriculum leadership has meant that 77% of all



students have made progress in their Phonics learning (78% of PP eligible students made progress) in the first year of a systematic phonics scheme aligned across all three sites.

A greater breadth of qualifications has been achieved by our pupils over the last two years, including the Duke of Edinburgh awards, GCSEs in Physics, Engineering L2 and English Literature. These are opportunities afforded to individuals within our cohort, in addition to the specialist areas available to all students.

Of Y11 students, 89% had planned, named destinations post 16, which is a further improvement on last year. Of the remaining 6 students, all have been referred to relevant local authorities, and in most cases they have failed to identify a suitable provision which can meet the needs outlined in their EHCPs.

Investment in targeted interventions has meant that the vast majority of students have achieved well in their EHCP RAGS over the academic year. Across the academy, every single pupil premium student was offered intervention which supplemented their core offer.

Educational Psychologists commissioned through Applied Psychologies have worked directly with around twenty pupils this year. Work has been varied, including feeding reports into the EHCP review process for our most complex pupils and cognitive assessments for pupils that have led to sharper differentiation and enhanced provision for those pupils. Work has also included class consultation with teachers to support meeting the needs of pupils where there are additional concerns about their progress, allowing for the teacher to better plan to meet individual needs. The strategies provided can also be transferred for use with other pupils where appropriate and so have benefited a significant number of young people overall. In addition, the EP has provided family consultation sessions CLA pupils where carers were struggling to cater for needs.

Sixteen pupils have accessed counselling sessions with our commissioned counsellor. The purpose was to offer a therapeutic space that supported the individual needs of the students, integrative; Talking therapy; relational, CBT, TA, creative, psychoeducation. Overall the students that engaged benefited from the non judgemental space. They could explore their issues from their own perspective. Each outcome was specific to the student but all seemed to benefit from a compassionate, empathetic space.

Mable speech and language therapy has benefitted staff and pupils this year through direct assessment and therapy with children who require support to improve their communication skills and with CPD for 113 staff colleagues. Fifteen pupils have had weekly Mable sessions across this year, and in these sessions the TA working with the child has enhanced their knowledge of how to better support the needs of the child. The therapist sends a session report and materials for the pupil to work on in the following week, meaning that the impact of the SaLT is continuous. In addition, many high quality CPD modules specific to speech and language skills are available to us to access, and staff have been given several sessions of CPD time dedicated to accessing these.

The Occupational Therapist has provided 1:1 intervention with students providing sensory strategies to use in the classroom and at home. They have given provision of advice, recommendations and resources to main caregivers and provision of advice and equipment to pupils to access in school such as handwriting and sensory equipment. Wave 1 intervention

has linked to the modification of school classrooms to better meet pupil's sensory needs. Occupational Therapy has been used to create individual sensory profiles for pupils, feeding into their individual learning plans and informing daily practice. It has also been used to work with class teams designing sensory circuits and adapting learning environments. The OT has also delivered whole school CPD, upskilling staff in sensory regulation techniques.

The staff trained in play therapy and Theraplay have worked with almost all children in school, with daily sessions across every site. has worked with seventeen pupils in 241 sessions. Theraplay L2 trained practitioner have led sessions and staff CPD, as well as meeting regularly with parents and staff to feed in to what can be learnt about specific children's needs, in order to offer strategies to meet those needs more fully. Work undertaken has also included family support and the development of ASC-friendly play strategies within the primary phase. The outcomes have been assessed each term and strategic plans mapped out for each phase and term.

Although mentioned above, it must be noted that the progress and impact described above in relation to the spend outlined on the plan was in the context of yet another disruptive and turbulent period of the COVID-19 pandemic. Not only did the investment in provision support the sustained recovery from lockdown, it also supported PP students to make positive steps in progress across the range of KPIs for academic as well as social, emotional, and mental health progress.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
None	

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	None
What was the impact of that spending on service pupil premium eligible pupils?	None