Pupil Premium Strategy: The Albion Academy

This statement details our school's use of pupil premium funding to help improve outcomes for our disadvantaged pupils.

It outlines our pupil premium strategy for the next three years, how we intend to spend the funding in this particular academic year and the outcomes for disadvantaged pupils in the last academic year. When we have calculated budgets we have attempted to analyse our overall spends in areas where we know disadvantaged pupils will benefit based on the educational research. Therefore, the amount of money spent here far exceeds the pupil premium funding allocation for the school.

School Overview

Detail	Data
Number of pupils in school	884
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025-26, 2026-27, 2027-28
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Mr M Rogers
Pupil premium lead	Mr M Rogers/Ms Y Morris
Governor / Trustee lead	Ms J Egerton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£613,028
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*	£613,028

Part A: Pupil Premium Strategy Plan

Statement of intent

The mission of the Albion Academy is to create a school community which celebrates inclusivity, ambition and aspirational learners. Our Academy is built on three clear values:

- Respect
- Ambition
- Resilience

Through this mission statement and set of values, we believe that irrespective of their background all our learners should have the opportunity to reach their potential with us in spite of any barriers they may face. We believe that all pupils' have the potential for excellent outcomes and that any form of disadvantage should never be an obstacle to a young person's life chances.

As of December 2026, 59% of pupils at The Albion Academy are classed as disadvantaged and entitled to Pupil Premium funding. The majority of non-disadvantaged pupils are not significantly more socio-economically advantaged than their peers. We serve an area of high deprivation; the wards we serve are in the top 1% of socio-economic deprivation nationally.

Therefore, it is our intention to ensure that our Pupil Premium strategy and spend is tightly linked to the evidence informed Education Endowment Foundation's (EEF) recommendations of a tiered approach, containing universal as well as targeted support. Consequently, our plan is guided by three key principles:

- High quality teaching to ensure equity of outcomes for our disadvantaged students
- Targeted academic support to reduce gaps in outcomes for disadvantaged students
- Wider Pastoral and Character Education strategies such as supporting attendance, supporting pupils social, emotional and behavioural needs and a commitment to a wide reaching SMSC programme to build cultural capital for our disadvantaged students.

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Challenges

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

Challenge number	Detail of challenge
1	**Lower attendance for Pupil Premium students.** Attendance amongst our disadvantaged students is lower than their peers. In 2024-25 there was an 8.2% gap in overall attendance between disadvantaged students and their peers and a 15.8% gap in persistent absence In 2025-26, as of December 2025, there is currently an 8.2% gap in overall attendance between disadvantaged students and their peers and a 18.1% gap in persistent absence The most acute gap is in Year 11 at present with a 11.5% gap in overall attendance between disadvantaged students and their peers
2	**Outcomes at KS4** Whilst outcomes are improving rapidly for all groups in the school, there is still a gap between disadvantaged pupils and their peers 2024-25 Academic outcomes for Year 11 show the following:

Measure	Disadvantaged	Whole Cohort	Difference
Attainment 8	41.68	47.38	-5.7
Progress 8	N/A	N/A	N/A
4+ Basics (E/M)	53.66%	63.53%	-9.87%
5+ Basics (E/M)	39.02%	49.41%	-10.39%
In education for 2 terms post KS4?	84%	88%	-4%

Outcomes for and the gap between disadvantaged pupils and their peers has closed considerably in the Academy over the past 5 years.
However, the Academy needs to continue to close the gap in Academic outcomes between disadvantaged pupils and their peers through a rigorous teaching and learning programme and targeted support

3	**Lower Reading Ages on Entry**
	Disadvantaged pupils are consistently over-represented in the lower reading Stanines 1 and 2 when assessed upon entry to the Albion Academy in Year 7
	• Upon entry in 2024, 69% of Stanine 1 and 2 pupils were disadvantaged pupils
	• Upon entry in 2025, 73% of Stanine 1 and 2 pupils were disadvantaged pupils
	The Academy faces a challenge in boosting the reading levels of disadvantaged pupils, thus allowing them to catch up with national average reading ages access the curriculum in order to secure best possible outcomes
4	**Behaviour for Learning**
	Disadvantaged pupils are over-represented in suspension rates at the Albion Academy.
	• In 2024-25, 78% of all fixed term suspensions belonged to disadvantaged pupils.
	• In 2025-26, as of December 2025, 92% of all fixed term suspensions belong to disadvantaged pupils
	The most acute gap is in Year 7&8 where 100% of all fixed term suspensions belong to disadvantaged pupils
5	**Inclusion and Family Support**
	Observations and discussions with pupils and families have identified social and emotional issues for many pupils at the school. As such, 9% of pupils at the Albion Academy have an active Social Worker supporting their family.
	Disadvantaged pupils are over-represented in the numbers of pupils with active Social Work involvement. 91% of the pupils who have an active Social Worker supporting their family are disadvantaged.
6	**Education with Character**
	Our observations of and conversations with our pupils shows that disadvantaged pupils have fewer opportunities to develop cultural capital outside school.
	This reduces the background knowledge they need not only to access the curriculum fully, but also lead a successful, aspirational life. Targeting disadvantaged pupils' character development through removing barriers to their engagement with arts, careers, sports and academic opportunities is a priority.

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
Increase attendance for disadvantaged students. The Albion Academy creates an ambitious culture of attendance which means children aspire to attend the school and see the value in this attendance Pupils attend school every day because they and their families receive effective support to remove the root causes of repeat or persistent absence.	Disadvantaged pupils' attendance reaches 90% by July 2028 compared to overall attendance of 86.2% in 2025-26 The gap between disadvantaged pupils and their peers in overall attendance reduces to 5% The gap between disadvantaged pupils and their peers in persistent absence reduces to 15%
Excellent Teaching & Improved Outcomes at KS4. Pupils experience quality first teaching and learning every lesson every day. Consequently, all pupils, but particularly disadvantaged pupils achieve highly, and in line with their peers. There is a sharp and data driven outcomes programme to ensure that gaps in outcomes are closed between disadvantaged pupils and their peers Disadvantaged pupils are appropriately represented in top sets, high tiers of exam entry, EBacc pathway and have the fluidity to move between groups when they climb the rank order. The gap in attainment and knowledge is reduced by the end of Key Stage 3.	60% of disadvantaged pupils to gain 4+ Basics 42% of disadvantaged pupils to gain 5+ Basics A8 for disadvantaged pupils to reach 45 The gap between disadvantaged pupils and their peers in Basics 4+ reduces to 5% The gap between disadvantaged pupils and the whole cohort reduces to 3%

Closing gaps of low attainment in reading upon entry. Pupils read daily and receive high-quality literacy support and intervention to close reading gaps	The number of disadvantaged pupils in Stanine 1 and 2 for reading in Year 8 will reduce from its high starting point in Year 7 upon entry to: • 65% in Year 8 • 60% in Year 9 Reflecting the overall % of the school cohort which is disadvantaged
High Standards and Inclusion Pupils at The Albion Academy learn in a calm and safe place, with disruption-free classrooms Disadvantaged pupils are not disproportionately subject to suspensions because they and their families receive high quality targeted support to remove any root cause of poor behaviour. The needs of the individual children are met through the appropriate usage of the universal behaviour systems established at The Albion Academy. SEND and SEMH support is evidence based and linked to need. Support is robust and impactful Teachers are trained in specific strategies through learning passports if supporting pupils with high behaviour needs.	The % of fixed term suspensions belonging to disadvantaged pupils will be in line with the % of the school cohort which is disadvantaged. They will not be over-represented All pupils where a behaviour need is seen will be SEND baselined and children placed on support pathways for their SEND Behaviour Phased Intervention will prioritise disadvantaged pupils and will be linked to research-based interventions. Each pupil on this intervention will have a key adult on the Middle or Senior Leadership Team based on the level of need
Embed Education with Character to give equality of opportunity to disadvantaged students Attendance to extra-curricular and enrichment opportunities increases among disadvantaged pupils. Student Charter is established	Attendance at extra-curricular clubs will reflect the % of disadvantaged pupils in the school. Every pupil in KS3 will experience: • A museum trip • A gallery trip • A theatre trip • A trip to a local place of interest

An increase in the amount of whole cohort trips, particularly in Year 9	As part of their curriculum right by 2028
	Year 9 will be the priority for this in 2025-26 where gaps between disadvantaged and their peers are most acutely seen

Part B: 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.

High Quality Teaching to Ensure Equity of Outcomes for Disadvantaged Students

Budgeted cost: £ 670,549

Activity	Evidence that supports this approach	Annual Costs	Challenge
Implement and sustain a whole school professional development model that focuses on the elements of great teaching, calendared for a minimum of 20 weeks of the school year with departmental follow up to embed into	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	£16,369	1,2.3,4,5

daily practice			
Focussing teaching and learning CPD specifically on: • Behaviour for Learning Routines • Assessment in the lesson • Independent Practice • Reading, Oracy and Writing	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	Included in the CPD costs above,	1,2,3,4,5
To retain the expertise of Progress Leads and Middle Leaders in English, Maths and Science to offer bespoke support in teaching and learning strategies linked to literacy, instructional coaching and Science	There are many great schools in this country, but schools can only ever be as good as the people that work in them. Over a number of years, it has become increasingly difficult to recruit and retain staff of the calibre required. https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy/teacher-recruitment-and-retention-strategy	£414,043	1,2,3

subject knowledge for new Science staff			
To reduce class sizes by retaining greater staffing in Maths, Science and English.	Reducing class size is an approach to managing the ratio between students and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of students per teacher becomes smaller. An impact of 2 months gained. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	£202,556	1,2,3,4,5
Bespoke ITT and ECT training provision is embedded and sustained through a weekly Masterclass of excellent teaching and learning strategies, closing the gap quickly between our new and established teachers	Mentoring the performance of participants and offering feedback to support their improvement may also support better professional development outcomes and subsequent pupil performance. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	£4,000	1,2,3,4,5
Developing metacognitive and self-	Teaching metacognitive strategies to students can be an inexpensive method to help pupils become more independent	£1,000	1,2,3,4,5

regulation skills in all pupils. Pupils are taught to self-assess in green pen and reflect on their learning following their 'Do Now' activities and any whole class feedback they receive	learners. Becoming more reflective and organised around knowledge acquisition, assessments and being able to verbalise how to progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation		
Improving literacy in all pupils through: • A form time reading programme. Books to be purchased for form time reading programme that are bespoke and reading age appropriate for the form.	Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Closing the Literacy Gap; Alex Quigley, 2018. Children offered Lexia made the equivalent of two additional months progress in word recognition and decoding skills and one additional moth of progress in reading fluency and comprehension skills on average. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	£6,200	1,2,3,4,5,6

• Staff are taught explicitly how to teach reading and vocabulary • Targeted literacy interventions from entry into the school in Y7	The reading interventions are a way for students to improve their reading skills, and research suggests this is both their comprehension and their fluency. The reading forms are designed to expose students to challenging reading material that is reading age appropriate. Westbrook, Sutherland, Oakhill and Sullivan, 'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms. (2019) Closing the Reading Gap, Alex Quigley, 2020		
A new Maths Excellence Lead TLR for KS3 focussing on talented children in Maths who are disadvantaged in order to inspire ambition for 'A' Level Maths and Degree Level Maths	The focus on improving the quality of teaching to stretch the most able in KS3 Maths from disadvantaged backgrounds. A bespoke programme involving an extension curriculum, a defined group of pupils, parental engagement and Maths enrichment opportunities https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	£3,620	1,2,3,4,5,6
Purchase of standardised diagnostic assessments (MidYIS/NGRT)	The use of a standardised test 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.	£18,576	2,3,4,5

	https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1		
Using seating plan software ClassCharts - to identify underperforming disadvantaged pupils as part of precision seating plans	Effective precision seating plans for students. How and where students are seated can have a positive impact on student behaviour, academic performance and class participation. https://blog.teamsatchel.com/the-benefits-of-seating-plans-for-students?	£3,015	1,2,3,4,5
Using data tracking software to identify the progress of disadvantaged pupils and target intervention.	4Matrix supports the Academy in analysing pupil performance in exams and taking action once underperformance is spotted Rank Order Assessment at Key Stage 3 and our KS4 mock exam programme is processed by 4 Matrix. This allows data to be analysed as a whole year cohort and appropriate interventions to be put in place such as: • Changes to seating plans or teaching groups based on need • Move to being a Target 5 student in KS4 • Extra in class support from colleagues • Targeted drop down days for project work and coursework at KS4	£1,170	1,2,3

Targeted Academic Support to Reduce Gaps in Outcomes for Disadvantaged Pupils

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Annual Cost	Challenge
Small group and 1-1 tuition model after school, at weekends and during holidays to support raising attainment for identified pupils. Teaching staff and Tutor Trust will be used as they have the acquired knowledge of pupils to close gaps in knowledge.	Evidence shows that small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Tuition target at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	£20,000	1,2,3,4,5
Extra Period 6 for Year 11 across all subjects on a two-week rota to raise the attainment across Key Stage 4	Evidence shows that disadvantaged pupils benefit from more additional school time. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour's provision.	£20,000	2,3,4,5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time		
Two extra Learning Support Assistants (LSA's) in classrooms focusing on PP-SEND pupils who are disadvantaged and underachieving. Learning Support Assistants who are trained to deliver evidence-based interventions to support learning with fidelity so their impact if maximised for students struggling to access learning	LSA and classroom teachers work closely to identify pupils who are disadvantaged and underachieving particularly if identified as having SEND. If deployed effectively LSA's can have a positive impact on learning for children https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	£60,000	1,2,3,4,5
All disadvantaged students to have relevant GCSE revision materials for	To remove the financial barrier to revision materials all students are provided with revision materials in core subjects including revision guides, flash cards and quiz packs. Every student in Year 11 receives a bespoke bag of revision booklets unique to their	£20,000	2,4,5,6

their learning alongside calm spaces to learn	combination of courses alongside a home revision kit, removing barriers to home study. Provision of pre and post school independent study rooms for students to catch up on homework or complete revision for exams		

Wider strategies: Related to Attendance, Behaviour & Wellbeing

Budgeted cost: £364,931

Activity	Evidence that supports this approach	Annual Cost	Challenge
Embedding principles of good practice set out in DFE's improving School attendance advice including pool cars to support staff in community home visits and a larger attendance team to engage with families	Staff will receive training to develop and implement new procedures including attendance tracking as The Durrington Research School cites the robust tracking of attendance data 'crucial' to addressing attendance issues. This allows patterns of absence to be scrutinised and appropriate interventions to be implemented in a timely manner, https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. DfE Attendance Guide	£9,048	1,4,5,6

A contingency fund is available for acute issues including barriers to attendance. At The Albion Academy this is seen through a lack of school uniform, especially in the transition from Year 6 to Year 7. This has been identified as a localised barrier to attendance in Salford by Salford City Council	Research has shown that for some children, not having the right uniform and missing breakfast, things that we take for granted, were barriers to children setting foot in school. One child support worker reported that children are having to take days off school due to a lack of uniform https://www.sec-ed.co.uk/content/best-practice/boosting-attendance-and-addressing-the-impact-of-poverty-for-vulnerable-learners/	£22,000	1,2,3,4,5,6
Greater opportunities for a supportive relationship with a member of school staff for pupils and parents through the provision of non-teaching	Individual behaviour, attendance and pastoral support plans to be implemented to support pupils who present with more challenging behaviour so that universal systems are adapted to meet individual needs. Key adults in the school, trusted by families, should be responsible for these plans

Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. | £190,252 | 1,4,5,6 |

Heads of Year	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring		
Communicating with and supporting parents in a more dynamic and engaging manner through targeted texts, personalised messaging and simple, frequent and predictable messaging to engage	Evidence suggests that engaging parents in their children's education can have a positive impact on pupil outcomes. Texting information about children's attendance and homework submission records was successful in increasing their attainment. Evidence suggests that using text message to communicate and engage parents can result in one month's additional progress. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/texting-parents	£3,000	1,2,3,4,5
Boosting enrichment at Key Stage 3. All pupils to attend at least one SMSC trip or activity across the year group led by each faculty, with a focus on Year 9 primarily	The breadth of extra-curricular activities spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular	£33,125	1,4,5,6

Full funding of peripatetic Music programme at KS3 to remove barriers Part funding of abroad trip to Spain led by MFL department to remove barriers	activities, which could benefit them in later life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation		
Daily breakfast club to improve punctuality and attendance.	There is evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	£5,735	1,4,5
Further provide social and emotional support to students through an extended Safeguarding Team including Family Help Practitioners sourced via Salford City Council	The need for pastoral support, safeguarding and well-being services in school has increased across the country. We serve a community where there is deprivation and a need for family support services in order to enable children to be able to learn well whilst in school https://www.mentalhealth.org.uk/explore-mental-health/articles/looking-after-your-mental-health-guide-young-people	£41,771	1,4,5

Careers Service. Adding additional days and developing a stronger relationship with the University of Salford	This will allow the continued deliver of a high-quality, progressive careers programme that supports all pupils to acquire the knowledge, skills and confidence to fulfil their potential. https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools	£10,000	1,6
Providing tangible reward systems for pupils, promoting the school's values of respect, ambition and resilience.	Under the right circumstances, targeting the right things, rewards can have a positive influence. Positive points for behaviour, postcards, positive phone calls home, reward raffles, stickers and pop-up prizes acknowledge their achievements. These are targeted to engage and motivate students. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	£50,000	1,4,5,6

Total budgeted cost: £1,155,480

Review of the Previous Academic Year & Trends

Outcomes for Disadvantaged Pupils in 2025-26

Our aspiration to increase attainment outcomes for our disadvantaged students remains. In the August 2025 GCSE examinations there was significant progress made by our disadvantaged pupils when compared to previous cohorts at the Academy in progress, attainment and achievement of the Basics (English and Maths GCSE). However, we are ambitious. Our intention is to continue to attempt to close gaps and push for better outcomes for our disadvantaged pupils in 2025-26.

	Outcomes for Disadvantaged Students	
	2023/24	**2024/25**
Pupil progress (P8)	-0.3	N/A
Pupil attainment (A8)	37.7	41.68
4+ Basics	53%	54%
5+ Basics	35%	39%

Behaviour for Disadvantaged Pupils in 2024-25

In 2024 we were pleased to see a rapid decline in fixed term suspensions for our disadvantaged students, however there was an increase in the proportion of overall fixed term suspensions belonging to our disadvantaged pupil group. We aim for a further reduction in total numbers and the proportion of fixed term suspensions belonging to disadvantaged students in 2025-26.

Measure	Outcomes for Disadvantaged Students	
	2023/24	2024/25
Number of FTS issued	184	176
% of Total FTS	60%	78%

Attendance for Disadvantaged Pupils in 2024-25

Our attendance rates for disadvantaged pupils did not increase in 2024-25, however our persistent absence rate decreased. We have introduced more rigorous attendance challenge and processes at school since Spring 2023 which is seeing our overall attendance rates increase and our persistent absence decrease. However, much work is still to be done with our disadvantaged pupils so the improvements are also seen for them as well.

	Outcomes for Disadvantaged Students	
	2023/24	2024/25
Attendance	85.5%	84.8%
PA Rate	43.7%	38.7%

Externally provided programmes and contractors

Programme	Provider
Peripatetic Music Programme	'We Will Rock You' Project
NGRT Reading Assessments	GL Assessment
Maths Homework & Independent Study	Sparx Maths
Reading Homework & Independent Study	Sparx Reader
Targeted Literacy Programme	Lexia
Safeguarding Records and Family Liaison Work	CPOMS
Precision Seating Plans & Behaviour Management	ClassCharts
Academic Tutoring	Tutor Trust
Parent Messaging Programme	Arbor
Pool Cars	Enterprise

Service pupil premium funding (optional)

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**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A