

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Atherton High School
Number of pupils in school	215/513
Proportion (%) of pupil premium eligible pupils	41.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	May 2023
Statement authorised by	Mr B Layzell Headteacher
Pupil premium lead	Mr R Mckie Associate Assistant Headteacher
Governor / Trustee lead	Miss C Hanrahan

## Funding overview

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

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

2022/23 sees a continuation of challenging times for the community that we serve. In addition to driving educational provision, our school has been a hub for ensuring that disadvantaged families have enough food and that safeguarding, mental health and wellbeing support is in place for students impacted. These challenges are set to continue as reductions in income support coincide with the cost-of-living crisis that has deteriorated significantly in relation to this time last year and is set to decline further, thus placing disadvantaged families at the forefront of plans. Although the percentage of Disadvantaged pupils has reduced from 45- 41.6%, this is because the school has grown in size again with the addition of our new oversubscribed Year 7 cohort.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support such as their literacy oracy and mathematical skills. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved further alongside progress for their disadvantaged peers. Alongside this is ensuring that disadvantaged to progress onto ambitious post-16 pathways with the skills required to continue a sustained trajectory of success, happiness, and economic wellbeing beyond their time with us.

Another key area of focus, which was highlighted from the Ofsted inspection that took place in October 2021, was disadvantaged pupils' attendance. Ofsted highlighted that "some disadvantaged pupils miss a greater proportion of lessons than other pupils due to their rates of absence. This prevents them from achieving as highly as they could. Our strategy will ensure that we continue to improve the rates of attendance of a small number of disadvantaged pupils to ensure they achieve their full potential.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. We will continue to build on the strong foundations we have established through wider strategies (inclusion and safeguarding) and increase our focus on teaching and targeted academic support, particularly for literacy and oracy. Furthermore, early identification of barriers to learning for our new cohort of pupils will run through the transition programme to ensure that pupils starting in September 2022 are fully supported on their start to high school.

## Challenges

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

Challenge number	Detail of challenge
1	Quality First Teaching
2	Literacy- Reading
3	Literacy- Oracy
4	Attendance
5	Assessment
6	Numeracy
7	Safeguarding, mental health and well-being
8	Accelerated progress of underachieving sub cohorts in Key Stage 4, with focus on core EBACC subjects.
9	Behaviour and Relationships
10	Aspiration, beyond the classroom learning and cultural capital

## 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
<p><b>Priority 1</b></p> <p>To ensure consistent quality first teaching and learning for all PP students.</p>	<ul style="list-style-type: none"> <li>Lead practitioners to deliver whole staff CPD to ensure all teachers are meeting the needs of all learners and delivering quality first teaching for all.</li> <li>Bitesize and Departmental meetings to focus on effective classroom and specific pupil strategies to close the learning gap and to raise expectations</li> <li>Curriculum mapping to ensure knowledge entitlement for all.</li> </ul>
<p><b>Priority 2</b></p> <p>Continue to implement support structures for the highest percentage of DP students to organise the intervention and monitoring of the highest of DP pupils to maintain and enhance the accountability for those staff in charge of DP, literacy, SEND and Pastoral interventions.</p>	<ul style="list-style-type: none"> <li>Continue to implement the WAVE 3 structure for intelligence gathering and intervention accountability.</li> <li>The number of disadvantaged students receiving intervention is monitored each half term to assess impact of intervention</li> <li>The number of PP/SEND pupils receiving targeted intervention to be reduced because of effective support structures.</li> </ul>
<p><b>Priority 3</b></p> <p>All DP pupils communicate (Reading, writing, oracy) for their age expected standard.</p>	<ul style="list-style-type: none"> <li>Percentage of pupils achieving age expected standard in GL assessments increases.</li> <li>Ambitions for ALL pupils to have a reading age matching their chronological age.</li> </ul>
<p><b>Priority 4</b> To reduce the attainment gap between DP and NDP students</p>	<ul style="list-style-type: none"> <li>Increased progress for PP students moving towards a + P8 score.</li> <li>Subject Specialist TA support in English, Maths and Science to allow 1:1 classroom support and targeted intervention sessions.</li> </ul>

<p><b>Priority 5</b> Early identification of barriers to learning for DP students on entry at KS2, focusing on Low attending students</p>	<ul style="list-style-type: none"> <li>• Implement a successful summer school to support transition for DP students.</li> <li>• Primary to Secondary communication to identify DP pupil's barriers to learning or pastoral intervention required.</li> <li>• DP students complete SLQ award developing key skills.</li> <li>• GL reading assessments completed prior to Y6 pupils starting to identify DP pupils requiring immediate reading intervention reducing the number of DP students below expected reading standard.</li> <li>• Additional targeted visits to AHS in the summer term for SEND/DP pupils.</li> </ul>
<p><b>Priority 6</b> The attendance gap between Disadvantaged and their non disadvantaged peers is significantly reduced to support the progress and learning of our disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• The attendance lead tracks and monitors the attendance of all disadvantaged pupils.</li> <li>• The school's attendance strategy is followed for those disadvantaged pupils not meeting attendance targets and internal or external intervention is implemented where required.</li> </ul>

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Priority 1</b> To continually review the planned curriculum to ensure sequential development of knowledge to drive academic ambition</p>	<ul style="list-style-type: none"> <li>• To continually review the quality of the curriculum to improve learning outcomes for students.</li> <li>• SLT and CL's review and perform the curriculum collaboration drive (CCD) to follow evidence trails to judge to quality of education: <i>how well are we doing</i></li> <li>• Develop opportunities for CLs to experience 'leading class curriculum developments, best practice at national and subject level.</li> <li>• To provide time for departmental CPD time to focus on CPD-Curriculum and CPD-Knowledge to match the improvement priorities within T&amp;L and curriculum.</li> </ul>	1,2,3,5,6
<p><b>Priority 2</b> Continually develop teachers to implement consistent, high-performance delivery of the teaching and learning priorities (AHS 5).</p>	<ul style="list-style-type: none"> <li>• Use and embed the very best research drive pedagogy to improve consistent approaches to teaching delivery &amp; classroom practices.</li> <li>• To have a relentless focus on the quality of teaching &amp; learning by providing high quality developmental feedback from Learning Walks (LW).</li> <li>• To further develop teachers to use assessment data effectively to support the planning and delivery of lessons.</li> </ul>	1,2,3,5,6
<p><b>Priority 3</b></p>	<ul style="list-style-type: none"> <li>• Create accountability at SLT for literacy and include in the SIP. <a href="#">Improving Literacy in Secondary Schools</a></li> </ul>	2,3

<p>Implement a rigorous approach to literacy, writing, oracy and use of high tiered vocabulary.</p>	<ul style="list-style-type: none"> <li>Literacy lead, through support from TAs to drive whole school approach utilising, curriculum, enrichment and form-time to identify and target.</li> <li>Create a devolved Literacy role to support the consistency in form-time reading and whole school focus on vocab and literacy.</li> </ul> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Priority 1</b> Lead staff to continue to implement a tiered support structure to organise the intervention and monitoring of disadvantaged students.</p>	<ul style="list-style-type: none"> <li>DP monitored and identified for tiered targeted intervention each half term to assess impact of intervention.</li> <li>Weekly triangulation meetings with lead staff to analyse and assess the effectiveness of current intervention and the impact the targeted intervention is having.</li> <li>Pastoral staff to co-ordinate targeted intervention for DP students depending on their level of need.</li> </ul> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>Creation of P6 extension to the school day for targeted intervention for reading (KS3) and curriculum support (KS4).</li> </ul> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <ul style="list-style-type: none"> <li>Ensure that all staff undertaking targeted reading intervention are highly trained and experienced to ensure pupils are receiving the most up to date support based on their area of need.</li> </ul> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <ul style="list-style-type: none"> <li>Utilise National Tutoring funding and Recovery Premium funding to create bespoke tutoring across core and EBACC subjects.</li> </ul>	<p>2, 3, 4, 5, 7, 8</p>
<p><b>Priority 2</b> To reduce the attainment gaps for pupils in Year 11 through access to the National Tutoring Programme.</p>	<ul style="list-style-type: none"> <li>Targeted intervention provided via the NTP for identified DP students based on assessment data collected at scheduled data captures.</li> </ul> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3, 4, 5, 8</p>

<p><b>Priority 3</b> DP and SEND pupils identified and supported via STEPS process</p>	<ul style="list-style-type: none"> <li>• SENCO to provide CPD and provide all staff with training on identifying any pupils DP/NON-DP who demonstrate additional needs.</li> <li>• STEPS process to provide staff with information and processes to follow when identifying pupils with additional needs.</li> </ul> <p><a href="https://www.eef.org.uk/insight/special-educational-needs-in-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Priority 1</b> To continue to improve DP pupils' attendance and persistent absences. &gt;93% (2022/23) &lt;18% PA (2022/23)</p>	<ul style="list-style-type: none"> <li>• Utilising the national attendance Network and their 5 foundations of effective attendance practice to improve the attendance of our DP cohort.</li> <li>• Utilise Wigan LA attendance SLA for sharing of best practice for supporting DP pupils at risk of PA.</li> <li>• To monitor the % of Persistent Absentee rates weekly, across all focus groups of 'students at risk' &amp; intervene where required.</li> <li>• Attendance Team identify and meet with all DP students who are at risk of poor attendance on a weekly basis with follow up meetings with parents; weekly reports shared with SLT on success of intervention; review progress.</li> <li>• Weekly attendance tracking used by all tutors and HOY to inform conversations with DP students and parents about attendance, all DP students are aware of the importance of good attendance.</li> </ul> <p><a href="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	<p>6</p>
<p><b>Priority 2</b> To continue to implement school routines and embed the expectations and consistency of the (Atherton Way) (Law of EVE), to reduce FTE &lt;1.5% and reductions in low level disruption B1-B3.</p>	<ul style="list-style-type: none"> <li>• AHT in charge of behaviour and wellbeing to provide weekly update in SLT meeting, bringing data analysis, interventions in place and next steps for key pupils.</li> <li>• DP Students requiring intervention following absence, exclusion or illness are supported through robust reintegration meeting.</li> <li>• In year admissions to be carefully assessed and integrated properly into curriculum, with specific focus on DP pupils, ensuring that key data.</li> <li>• Behaviour for Learning Training for all staff focussed on how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of DP students.</li> </ul> <p><a href="https://www.eef.org.uk/insight/improving-behaviour-in-schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>9</p>

<p><b>Priority 3</b></p> <p>Lead staff to drive a successful and thriving school library. To drive literacy agenda</p>	<ul style="list-style-type: none"> <li>To equip the library with engaging and appropriate texts for the age range of students.</li> <li>Attendance to the library at break and lunch times to be tracked and monitored and staffed at all social times.</li> <li>All Year 7 and 8 DP pupils provided with the opportunity to have their own age-appropriate book, through the Book Buzz programme. DP pupils provided with curriculum and enrichment opportunities to access the library to choose a book of their choice.</li> </ul> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<p><b>Priority 4</b></p> <p>Provide a comprehensive leadership development plan to improve leadership culture across school with particular focus on disadvantaged.</p>	<ul style="list-style-type: none"> <li>Develop an internal leadership professional development process within school.</li> <li>Review performance management PDP to include leadership development.</li> <li>Leadership CPD consists of a menu to develop: <ul style="list-style-type: none"> <li>NPQ qualifications via Ambition Institute.</li> <li>SLT Leading Together via Teach First</li> <li>Use of NLE/SLE within EPT school to school support.</li> <li>Use of NLE/SLE within external training providers with current high impact, evidence of success.</li> </ul> </li> <li>Use of Emerging Leaders programme - EPT</li> </ul>	<p>1</p>
<p><b>Priority 5</b></p> <p>Create CIAEG structure to achieve 100% on all Gatsby benchmarks and support DP pupils do not become NEETs.</p>	<ul style="list-style-type: none"> <li>CIAEG specific drop-down days for KS3/4 to support DP in their knowledge and understanding of the world of work, qualifications needed and skills, qualities.</li> <li>KS4 DP pupils targeted for intense careers advice and support to ensure aspirations are met.</li> <li>Use of RONI data provided to CIAEG lead to identify any further barriers to learning for DP students.</li> </ul> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>10</p>
<p><b>Priority 6</b></p> <p>DP pupils receive a wide, rich set of experiences from beyond the classroom learning to develop their cultural capital through enrichment opportunities.</p>	<ul style="list-style-type: none"> <li>Positively discriminate for DP students in additional clubs and activities to increase cultural capital. DP pupils to attend at least 1 enrichment club.</li> <li>CLs to map beyond the classroom learning for DP and Non-DP pupils to access throughout the year.</li> <li>Half-termly analysis of enrichment club attendance to identify DP pupils not attending enrichment opportunities. Meeting with pupil and parent set up to identify</li> <li>Pupil voice to analyse participation.</li> <li>Music lessons to support musical interests and talents.</li> <li>Create a beyond the curriculum offer and track DP pupils attendance</li> </ul> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>10</p>

**Total budgeted cost: £ [insert sum of 3 amounts stated 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 2020 to 2021 academic year.

### **Priority 1 (SIP QOE 1/2)**

**To ensure consistency quality first teaching and learning for all PP students**

- A comprehensive professional development offer allows for extensive and effective opportunities to share and develop good practice, on both a subject knowledge and T&L pedagogical level.
- Weekly Bitesize whole staff CPD sessions have taken place throughout the year focusing on a range of research informed practice that ensures quality first teaching is at the forefront of all teacher's classroom practice.
- All staff made aware of the PP pupil cohort and updates to this list shared termly.
- Bi-weekly TLC sessions allow for cross departmental time to share best practice and collaborate on the themes covered in bitesize sessions.
- Lessons learned data demonstrates that 76% of lessons observed by staff was effective or exemplary practice. Where staff were identified as development required staff were provided with additional support and CPD opportunities via the coaching programme to ensure that consistent quality first teaching was observed.
- Curriculum leaders have reviewed their curricula to ensure there is a clear intent. Key knowledge components are identified, and assessment is continually being developed

### **Priority 2 (SIP QOE 4)**

**Implement a support structure for the highest percentage of DP students to organise the intervention and monitoring of the highest of DP pupils to maintain and enhance the accountability for those staff in charge of DP, literacy, SEND and Pastoral interventions.**

- Weekly Monday wave 3 meetings between SENDCo DP Lead, Behaviour Intervention Manager and Literacy lead allowed for key pupils to be identified for targeted SEND/Behavioural/Reading intervention. Each HT new wave of key pupils identified for specific support
- Development required for speed and accuracy of reading test completion. Issues arose collating whole year group data and accuracy of data received from tests. A new test procedure has been put in place for HT1 22 to ensure rapid and accurate results to ensure pupils requiring intervention starts within 3 weeks of the school term.
- The number of DP pupils receiving targeted intervention was tracked weekly, along with the number of SEN pupils, pupils receiving reading and behaviour intervention. Due to this being the first academic year of DP pupils being tracked, no comparative data could be collated. Overall figures were collated and demonstrated below.

- **Year 7 Reading Intervention data 21/22**

23/64 DP pupils received reading intervention- 35% during the academic year 21/22.

- **Year 8 Reading Intervention data 21/22**

17/42 DP pupils received reading intervention- 40% during the academic year 21/22.

- **Year 9 Reading Intervention data 21/22**

19/37 DP pupils received reading intervention- 51.3% during the academic year 21/22.

- **Year 7 Behaviour Intervention data 21/22**

9DP Over the year 14.06% received behaviour intervention during the academic year 21/22

- **Year 8 Behaviour Intervention data 21/22**

6DP Over the year 14.2% received behaviour intervention during the academic year 21/22

- **Year 9 Behaviour Intervention data 21/22**

7DP Over the year 18.9% received behaviour intervention during the academic year 21/22.



### **Priority 3 (SIP QOE 4)**

***All DP pupils communicate (Reading, writing, oracy) for their age expected standard.***

Whole cohort reading data identifies the following analysis of reading data for each year group

#### **Year 7**

##### **September 2021**

25% of pupils with a reading age below 6 years and 11 months, 11% of pupils had a reading age above 14 years.

##### **July 2022**

7% of pupils now have a reading age below 6 years 11 months, 24 % of pupils now have a reading age above 14 years

The SAS for year 7 at the start of the year was 92.5 and is now 94.9 a gain of 2.4, bringing this group not significantly below national average.

#### **Year 8**

##### **September 21**

3% of pupils with a reading age below 6 years and 11 months, 23% of pupils had a reading age above 14 years.

##### **July 22**

2% of pupils with a reading age below 6 years 11 months, 35% of pupils have a reading age above 14 years.

The Standard Age Score at the start of the year was 96.4, it is now 100.5; a gain of 4 bringing this group in line with national average.

#### **Year 9**

##### **September 21**

5% of pupils with a reading age below 6 years and 11 months, 35% of pupils had a reading age above 14 years

##### **July 22**

5% of pupils with a reading age below 6 years and 11 months, 52% of pupils had a reading age above 14 years

The standard age score at the start of this year was 95.6. The mean standard age score for this group is now 98.8, bringing this group broadly in line with national average.

- With a more robust reading test programme implemented for September 22, it is hopeful that pupils will be identified and placed on targeted intervention within the first 3 weeks of the school year starting

### **Priority 4 (SIP QOE 4)**

***To reduce the gap between DP and NDP students who can apply Mathematics sufficiently well for their age.***

- Comparative DP data not available for analysis between 2021 data and 2020 data due to 2020 data being based on TAGs.
- P8 comparative data analysed from 2019 demonstrates that P8 data in 2019 was -1.21, whereas P8 data in 2021 was -0.70, not where we want our DP P8 figure to be, however this shows a significant shift towards a positive P8 score for DP pupils.
- All DP students reading age data shared with CLs and Year 11 students accessed P6 Maths intervention sessions that was set based on pupils' individual needs, tracked internally and groups adapted and changed to suit individual needs.
- SENDCo deployed TA support to provided targeted intervention for pupils in English, Maths and Science ensuring that key pupils in Year 11 were supported across all core subjects.
- Maths recovery for targeted pupils in year 7 and 8 have taken place across the year to ensure that pupils in Year 7/8 meet age expected standard in Mathematics.
- The P8 score for DP pupils in Maths was -0.30, in comparison to non-DP pupils was 0.05, again demonstrating a gap between the DP and Non DP pupils.

### **Priority 5 (SIP B&A 2)**

***Early identification of barriers to learning for DP students on entry at KS2***

- Summer school attendance figures for 2022 demonstrate a decrease from Summer 2021 figures. In 2021 82% of pupils attended the planned summer school. In comparison in Summer 2022 67% of the new Year 7 cohort attended summer school. Although figures show a 15% decrease it is important to consider that Summer 2021 summer school was the first time since Summer 2019 that summer school had been held. Include the factor that the Year 7 cohort in 2021 had experienced 2 years of interrupted education through the pandemic, it is understandable that parents/carers were keen for pupils to experience.
- Although Primary schools identified via the transition forms the DP pupils, further communication with parents was required to ensure all DP pupils were identified. 64/121 pupils in Year 7 are identified as Disadvantaged, meaning 51%,

over half of the pupils in Year 7 are identified as disadvantaged. A significant increase and indicator the effect COVID has on the cost-of-living crisis currently observed by this cohort of pupil's parents/carers.

- GL assessments were not completed prior to September 2021 due to not all pupils attending summer school, however all GL assessments were completed for Year 7 within the first 4 weeks of HT1 in 2021. GL assessments were undertaken to ensure accurate setting of pupils, due to SATs scored being TAGs. No GL CATS assessments will take place for the Year 7 cohort in September 2022 due to the return of externally assessed SATs, all data provided by primary school validated and will form the basis of setting procedures. Internal assessment processes will continue to identify pupils who need to move set to support individual learning.

## Externally provided programmes

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

Programme	Provider
Engagement Centre	Cavendish Centre <a href="http://wigan.gov.uk">Engagement centres (wigan.gov.uk)</a>
Alternative Provision	Fir Tree Fishery <a href="#">Fir Tree CIC Learning Centre</a>
Football in the Community	Wigan Athletic Football Club

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A