Pupil premium strategy statement

This statement details Sirius Academy North's use of Pupil Premium funding to improve the educational outcomes of disadvantaged pupils.

It outlines our Pupil Premium strategy for 2024-2027, the key barriers to achievement faced by our disadvantaged learners, the actions we are taking to address these barriers, and how funding is allocated to support these priorities.

The statement also evaluates the impact of previous spending decisions and demonstrates how evidence-informed approaches are used to improve attendance, attainment, literacy, personal development and future aspirations for disadvantaged pupils.

School overview (updated August 2026)

Detail	Data
School name	Sirius Academy North
Number of pupils in school	1066
Proportion (%) of pupil premium eligible pupils	52.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	02/09/2024
Date on which it will be reviewed	19/08/2025
Statement authorised by	D Williamson
Pupil premium lead	N Anscombe
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£796,060
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	**£796,060**

Part A: Pupil premium strategy plan

Statement of intent

At Sirius Academy North, we have high expectations of all pupils and firmly believe that their potential has no limits. We are committed to ensuring that disadvantage does not become a barrier to achievement, aspiration or future success. Our aim is for disadvantaged pupils to make progress at least in line with their peers nationally, while continually narrowing the attainment gap between pupils eligible for Pupil Premium funding and those who are not.

Our approach is rooted in high-quality teaching, an ambitious and engaging curriculum that reflects the needs of our community, and a culture of inclusion where every pupil is known, valued and supported. We recognise that quality first teaching has the greatest impact on improving outcomes for disadvantaged pupils and therefore remains at the heart of our strategy.

We are committed to supporting the social, emotional and mental health needs of our pupils, ensuring they develop the resilience, confidence and self-regulation required to overcome challenges and achieve success. Through a graduated provision model, our most vulnerable pupils will receive targeted support that addresses SEMH, SEND and other barriers to learning.

Improving attendance remains a whole-school priority. All members of staff have a responsibility to promote excellent attendance and punctuality, recognising the significant impact that attendance has on academic outcomes, wellbeing and long-term life chances. We will continue to work proactively with families, particularly those who are harder to reach, to strengthen engagement and ensure pupils receive consistent support both in school and at home.

We believe that every pupil should have access to a rich range of enrichment opportunities regardless of their background. Pupil Premium funding will be used to remove financial and social barriers to participation, enabling pupils to access experiences that broaden horizons, develop cultural capital and foster personal growth.

Through high academic expectations, strong pastoral support, meaningful enrichment opportunities and an ambitious careers programme, we will ensure that disadvantaged pupils are equipped with the knowledge, skills and aspirations required to thrive in education, employment and adult life. We will continually review the impact of our provision to ensure that funding is used effectively and delivers sustained improvements in pupil outcomes.

Challenges

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

Challenge number	Detail of challenge
1	High attaining pupils eligible for Pupil Premium make less progress than their non-disadvantaged peers across Key Stage 3, limiting their ability to sustain high achievement into Key Stage 4. Internal assessment data identifies a significant attainment gap in a number of knowledge-rich subjects, particularly science (-17%), history (-13%) and French (up to -20% in Year 9). Analysis suggests that disadvantaged pupils are less likely to utilise effective revision, retrieval and self-regulation strategies, which can impact long-term retention of knowledge and exam performance.
2	A significant proportion of pupils enter the Academy with literacy skills below age-related expectations. In 2024, 39% of Year 7 pupils joined the Academy with reading ages at least two years below their chronological age, with 63% of these pupils eligible for Pupil Premium. Low literacy levels can limit access to the curriculum across a range of subjects and reduce pupils' ability to independently engage with increasingly complex academic texts. Improving literacy remains a key priority to support both academic success and future life chances.
3	Observations, student voice and pastoral data indicate that some disadvantaged pupils demonstrate lower levels of engagement, aspiration and confidence in their academic potential, particularly during Years 8 and 9. Some pupils can become disengaged when faced with increasing curriculum demands and require targeted Wave 1, Wave 2 and Wave 3 interventions to support progress, motivation and sustained engagement with learning.
4	Attendance remains the most significant barrier to achievement for many disadvantaged pupils. Average attendance for Pupil Premium students in 2023-24 was 82.9%, compared with 92.4% for non-Pupil Premium students. Higher levels of absence and persistent absence reduce curriculum access, impact academic progress, weaken engagement with school and can contribute to wider social and emotional challenges. Improving attendance and reducing persistent absence therefore remain key priorities within this strategy.
5	Some disadvantaged pupils demonstrate lower levels of confidence, resilience and independent learning behaviours than their peers. This can affect their ability to respond positively to challenge, regulate their learning and persist with demanding academic tasks. This barrier is evident across all prior-attainment groups but has a particularly significant impact on middle and high prior attaining pupils, where stronger metacognitive skills are often required to achieve the highest outcomes.

6	While positive relationships with parents, carers and the wider community continue to develop, engagement levels remain inconsistent across some disadvantaged families. Research indicates that effective parental engagement can have a significant positive impact on academic achievement, attendance, aspiration and cultural capital. Strengthening partnerships with families remains an important component of improving outcomes for disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming to achieve **by the end of our current strategy plan** and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To close the attainment gap between disadvantaged pupils and their peers through consistent provision of high-quality teaching.	• Quality assurance evidence demonstrates that teaching across all departments is consistently effective, with identified areas for development addressed through targeted support and professional development. • The attainment and progress of disadvantaged pupils improve annually and are at least in line with national outcomes for disadvantaged pupils. • The attainment gap between disadvantaged pupils and their non-disadvantaged peers reduces year-on-year. • Disadvantaged pupils identified as high prior attainers make progress in line with their non-disadvantaged peers. • Subject-specific attainment gaps, particularly in Science, History and French, show sustained improvement across the duration of the strategy. • Outcomes in English and Mathematics continue to improve

	compared with 2023-24 baseline measures.
To improve attendance, punctuality and behaviour outcomes for disadvantaged pupils.	• Attendance for disadvantaged pupils improves year-on-year throughout the strategy period. • The attendance gap between disadvantaged and non-disadvantaged pupils narrows annually. • Persistent absence amongst disadvantaged pupils reduces and moves closer to regional and national averages. • The proportion of disadvantaged pupils achieving attendance of 95% or above increases. • Suspensions and other significant behaviour incidents involving disadvantaged pupils reduce year-on-year. • Behaviour data demonstrates improved engagement with learning and a reduction in avoidance-based behaviours. • The gap between disadvantaged and non-disadvantaged pupils in behaviour indicators narrows over time.

To improve literacy outcomes, particularly reading, vocabulary development and disciplinary literacy across the curriculum.	• The gap between pupils' chronological ages and reading ages reduces over time. • Disadvantaged pupils participating in literacy interventions demonstrate accelerated progress in reading age assessments. • The reading age gap between disadvantaged and non-disadvantaged pupils narrows year-on-year. • Pupils demonstrate increased engagement with reading through participation in reading programmes and independent reading opportunities. • Reading intervention programmes show measurable impact through assessment data and pupil progress measures. • KS4 outcomes demonstrate that pupils are increasingly able to access the literacy demands of examination materials across the curriculum.
To raise aspirations and improve future opportunities for disadvantaged pupils through academic resilience, enrichment and careers education.	• A comprehensive careers programme is in place that meets the Gatsby Benchmarks and provides meaningful encounters with employers, further education providers and higher education institutions. • Participation of disadvantaged pupils in enrichment, leadership, cultural capital and careers activities increases annually.

	• Student voice demonstrates improved confidence, ambition and understanding of future pathways. • The number of pupils recorded as Not in Education, Employment or Training (NEET) remains below comparable national figures. • The proportion of disadvantaged pupils progressing into Level 3 courses, apprenticeships, sixth form and higher education pathways increases over time. • The attainment gap between disadvantaged and non-disadvantaged pupils continues to narrow.
To strengthen engagement with parents, carers and the wider community in order to improve outcomes for disadvantaged pupils.	• The Academy maintains and develops effective partnerships with parents, carers and community stakeholders. • Achievement and retention of the Optimus Education Leading Parent Partnership Award. • Attendance at parental engagement events increases annually. • Participation of disadvantaged families at Academy events increases and moves closer to that of non-disadvantaged families. • Parent and carer surveys demonstrate positive perceptions of the Academy and a strong sense of belonging within the school community. • Increased parental engagement contributes to improvements in attendance, attainment and pupil

	wellbeing. • Parental surveys show the perception of the Academy is positive and families feel part of our Academy community

Activity in this academic year

This section details how Pupil Premium funding will be used to address the barriers to achievement identified within this strategy. All interventions will be reviewed throughout the academic year using attainment, attendance, behaviour, literacy and student engagement data to evaluate impact and inform future spending decisions.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £439,180

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact Measure
Appointment of Lead Practitioners with a focus on leading CPD and embedding evidence-informed strategies for disadvantaged pupils. Lead Practitioners will provide coaching, curriculum support and professional development to ensure consistently high-quality teaching across the Academy, with a particular focus on improving outcomes for disadvantaged learners.	**The Sutton Trust Report**, 2011 - the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds, gaining 1.5 equivalent years of learning for every one year spent in education, compared to 0.5 equivalent with a poor teacher **EEF Pupil Premium Guidance** principle 3 – Quality teaching helps every child	1, 3, 5	Improved PP attainment and QA outcomes.

Assistant Headteacher to act as strategic champion for disadvantaged pupils. The Quality of Education team (2 Assistant Headteachers) will lead the strategic oversight of Pupil Premium provision, monitoring attendance, attainment, behaviour and engagement to ensure timely intervention where gaps emerge.	**Dr John Dunford: The pupil premium journey**: lessons learned during my two years as National PP Champion – shows a pupil premium champion can help to implement and monitor the effectiveness of all other aspects of the PP plan. **Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys** by C4EO also showed a rigorous approach to monitoring and acting upon data is essential to closing the disadvantage gap.	1, 3, 5	PP gaps identified and reduced through termly review.
Extensive involvement in recognised external CPD including NPQs and specialist training. Staff will access professional development relating to literacy, SEND, behaviour, leadership and evidence-informed teaching practices.	**Pupil premium guidance for schools leaders**	1, 2, 3	Improved classroom practice and pupil outcomes.

Growth of SEND provision and targeted CPD. The SEND team will continue to develop its capacity to support disadvantaged pupils with additional needs through targeted intervention and staff training.	**EEF Guidance Report** – "Special Educational Needs in mainstream schools" **The '5 a day' principle** – EEF research supporting the impact of improving teaching of SEND	1, 2, 3, 5	Improved outcomes for PP/SEND pupils.
Diamond Provision. Sapphire Provision. The Sapphire Provision will provide highly personalised support for the most disengaged pupils through small-group teaching and structured SEMH support. Onsite Sapphire provision provides very small group education for the most disengaged students in a structured	DfE 2017: **Alternative Provision: Effective Practice and Post 16 Transition**; Sue Tate shows effective in-house alternate provision can improve engagement and attainment of the identified cohort at KS4 **EEF teaching and learning toolkit** shows explicit social and emotional learning can add 4 months progress Small group tuition and behaviour interventions can add +4 months progress each. Internal Academy data shows impact of targeted provisions on reducing suspensions.	3, 4	Improved attendance and reduced suspensions. Improved engagement, attendance and behaviour.

environment that supports SEMH needs and encourages attendance			
CAT and Reading Assessments CAT and reading assessments will be used to establish accurate baselines, identify barriers to learning and ensure pupils receive appropriately targeted intervention.	**Closing the reading gap** – Alex Quigley suggests disadvantaged students are less likely to be able to access reading materials at home, and have significantly more limited vocabulary than their peers. To tackle this the reading ages must be known, for suitable intervention to be put in place.	2, 3	Accurate identification of need and intervention.
Reading routes, L1 reading programme and book vending machine to ensure all students can access reading age appropriate materials	Oxford University Press - Word Gap - Oxford Language Report - Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects National_Literacy_Trust_-_Book_ownership_and_reading_-_December_2017.pdf – students need access to books both at school	1, 3	Improved reading ages and reading engagement.
Use Arbor for seating plans. Seating Plan platform will support staff in identifying disadvantaged pupils quickly and ensuring they are	Pupil Premium: General and targeted interventions – identifying PP students ensures they can be targeted first for questioning/live marking	1	Increased classroom participation of PP students.

prioritised through quality first teaching strategies including questioning, feedback and monitoring.			
Cover Supervisors A stable team of cover supervisors will provide continuity of learning and behaviour expectations during staff absence. 1 x FT, 2 x PT cover supervisors to ensure consistency in approach in every lesson for every student	**Bad Form: Behaviour in Schools, Unison Survey**, 2016 showed that cover supervisors can reduce the need for external supply to be brought into a school, improving consistency in maintaining routines and therefore reducing behaviour instances	3, 4	Reduced disruption to learning.
Sparx Maths, Sparx Reader and Sparx Science The Academy will continue to utilise adaptive online learning platforms to promote independent study, retrieval practice and regular homework completion.	**Educational Psychology Review of Retrieval**, 2021 shows retrieval practice has moderate or large impact on learning in 57% of examples. Link **Closing the disadvantage gap – Inclusion in Schools** – homework +5 months progress	1, 3, 6	Improved homework completion and attainment.

Cross-Curricular Literacy Strategy Development of literacy resources and disciplinary literacy approaches will support reading, vocabulary acquisition and academic communication across all subject areas.	**Ofsted report: Improving literacy in secondary schools: a shared responsibility** shows effective literacy practice is needed across all subjects to have maximum impact Improving Literacy in Secondary Schools | EEF: Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject	2, 3	Improved literacy across the curriculum.
Gatsby Benchmark Careers CPD Staff training will strengthen careers education across the curriculum and support pupils to understand future opportunities available to them.	**Gatsby Benchmarks for good careers guidance** - improves social mobility; preparedness for careers and outcomes Link	3, 5, 6	Improved careers provision and destinations.

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

Budgeted cost: £76,279

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact Measure
Intervention of targeted students in English and maths	**EEF teaching and learning toolkit** – additional 5 months progress	1, 2, 3	Improved attainment in English and maths.
L1 Reading withdrawal for students with the lowest 10% of reading ages across KS3	**EEF teaching and learning toolkit** – Reading comprehension strategies add 5 months progress	1, 2, 5	Improved reading ages for targeted pupils.
Delivery of Phonics programme for the weakest readers, including Ruth Miskin phonics and ReadWriteInc	**EEF teaching and learning toolkit** Reading comprehension strategies additional 5 months progress, phonics – additional 4 months progress	2, 3	Improved reading fluency and literacy outcomes.
Reading books for all students, categorised by reading age to foster a love of reading for pleasure	**How to close the vocabulary gap**, Matt Bromley 2019 **Research evidence on reading for pleasure**, Education standards research team 2012	2	Increased reading engagement and reading age progress.
Revision guides for all students at KS4 to remove barriers to effective revision and study habits	Ofsted, 2013, **The Pupil Premium, How schools are spending the funding**.	3, 6	Improved revision engagement and examination outcomes.
No-Limits Legends programme to target underachieving HA students with low aspirations	**Sutton Trust report – Potential for Success**, 2018, states pupil premium funding should be used to support highly able disadvantaged students, to ensure they have access to activities and programmes tailored to their particular needs	1, 6	Improved attainment, aspiration and participation of HA PP students.

The North Way, a no-nonsense approach to teaching through teacher-led instruction and Phases of Participation. Increased focus on engagement and participation.	**EEF teaching and learning toolkit** Effective feedback additional 6 months progress.	1,2,3	Improved attainment across all subjects.

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

Budgeted cost: £336,281

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact Measure
Increased Academy attendance team led by AHT to work with hard to reach families and reduce the number of PA, increase the number of students achieving the benchmark of 95%+	**DfE**, 2012: pupils with absence of over 50% have only a 3% chance of achieving 5 or more GCSE grades at 4+, including English and maths. Academy attendance data.	4, 5, 6	Improved attendance and reduced persistent absence.
Introduction of new Citizenship qualification at KS4 to raise the profile of personal development and students' role in wider society and British Values	Internal student voice surveys	3, 5, 6	Increase pupil engagement, aspiration and personal development.
Y11 Adoption Process to provide all Y11s with a personal mentor: Initial set up and half termly meetings	**EEF teaching and learning toolkit** shows +2 months progress through mentoring		Improved attendance, engagement and outcomes for Y11 pupils.
Peripatetic music lessons provided free of charge to students through HYMS	**EEF teaching and learning toolkit** shows +3 months progress through participation in the arts		Increased participation in enrichment and cultural opportunities.
Peer mentoring programme (KS4 students mentoring KS3)	**Closing the disadvantage gap – inclusion in schools** – peer tutoring adds +5months progress		Improved confidence, engagement and transition outcomes.

School Nurse/councillor providing physical/mental wellbeing support to encourage attendance and support families and the community £43,000	**Maslow**, 1943 Supports students with basic needs so that they can fulfil their potential and learn/create. **Magic Breakfast**, EEF, 2017	4, 5, 6	Improved wellbeing, attendance and engagement.
Provision of nutritional food through Academy breakfast club and KS3 food technology curriculum	**The acute effects of meals on cognitive performance**, 2005; Mahoney, Taylor and Kanarek	3, 4, 5, 6	Improved attendance, punctuality and readiness to learn.
Provision of basic stationary and equipment to remove barriers to attending school	Student/parent surveys. Academy attendance data.	6	Reduced barriers to learning and improved attendance.
Subject parental engagement evenings to provide an opportunity for families to interact with the academy for positive reasons	Closing the disadvantage gap – inclusion in schools – parental engagement +4 months progress	6	Increased parental engagement and attendance at Academy events.
Careers lead and careers advisor providing 1-1 support for students as well as groups of students. Increase the number and variety of employer interactions.	OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Published Academy NEET figures support this as strategy	5, 6	Improved destinations, aspirations and career readiness.

Total budgeted cost: £851,740

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Attendance figures:

Attendance remained a significant challenge for disadvantaged pupils. However, there were encouraging signs of improvement.

	2022-3	***2023-4***	***2024-5***	***2025-6***
PP	*81.8*	*82.94*	*86.42%*	*87.82%*
Academy Average	*87.14*	*86.79*	*89.4%*	*90.06%*

While attendance remained below the Academy target of 95%, the reduction in persistent absence and improvement in overall attendance demonstrate that targeted attendance interventions are beginning to have a positive impact. Improving attendance and reducing persistent absence will remain a key priority moving forward, as attendance continues to be one of the most significant barriers to achievement for disadvantaged pupils.

Summary of outcomes for PP students:

Headline Measure	20/21 Exams	21/22 Exams	22/23 Exams	23/24 Exams	24/25 Exams	25/26 Exams
Average Total Attainment 8	35.44	32.16 ↘	31.59 ↘	29.90 ↘	31.19 ↗	33.82 ↗
Average Attainment 8 Grade	3.54	3.22 ↘	3.16 ↘	2.99 ↘	3.12 ↗	3.38 ↗
Average KS2 Prior Attainment	5	102 ↗	103 ↗	104 ↗	107 ↗	105 ↘
Average Estimated A8	42.38	45.15 ↗	43.88 ↘	47.46 ↗	51.90 ↗	52.00 ↗
Average Total Progress 8	-0.45	-1.25 ↘	-1.16 ↗	-1.68 ↘	-1.95 ↘	-1.76 ↗
Students Achieving 9-5 in English and Maths	29.3	21.8 ↘	23.8 ↗	13.7 ↘	24.8 ↗	32.3 ↗
Students Achieving 9-5 in English	38.2	25.5 ↘	37.3 ↗	29.8 ↘	34.7 ↗	43.4 ↗
Students Achieving 9-5 in Maths	36.6	29.1 ↘	26.2 ↘	18.3 ↘	28.7 ↗	35.4 ↗
Students Achieving 9-4 in English and Maths	45.5	37.3 ↘	38.1 ↗	35.1 ↘	43.6 ↗	44.4 ↗
Students Achieving 9-4 in English	65.0	48.2 ↘	46.0 ↘	47.3 ↗	53.5 ↗	58.6 ↗
Students Achieving 9-4 in Maths	52.0	47.3 ↘	43.7 ↘	42.0 ↘	47.5 ↗	49.5 ↗

Raising outcomes for disadvantaged pupils remains a central priority at Sirius Academy North and the Academy has seen sustained improvements across key attainment measures over recent years. These improvements reflect the impact of a continued focus on high-quality teaching, targeted intervention, literacy development, enrichment opportunities and the removal of barriers to learning.

Measure	2023/24	2024/25	2025/26	Trend
Attainment 8	29.90	31.19	33.82	↗️
English & Maths 9-5	13.7%	24.8%	32.3%	↗️
English & Maths 9-4	35.1%	43.6%	44.4%	↗️
English 9-5	29.8%	34.7%	43.4%	↗️
Maths 9-5	18.3%	28.7%	35.4%	↗️
English 9-4	47.3%	53.5%	58.6%	↗️
Maths 9-4	42.0%	47.5%	49.5%	↗️

The proportion of disadvantaged pupils achieving grades 9-5 in both English and Mathematics has more than doubled since 2023/24, increasing from 13.7% to 32.3%. Strong improvements have also been seen in individual English and Mathematics outcomes, with the percentage of disadvantaged pupils achieving grades 9-5 in English increasing by 13.6 percentage points and in Mathematics by 17.1 percentage points over the same period. Attainment 8 outcomes have also improved steadily, demonstrating stronger attainment across a wider range of subjects.

Whilst attainment gaps remain between disadvantaged and non-disadvantaged pupils, it is important to recognise the significant improvements disadvantaged pupils have made across all headline measures in recent years. This demonstrates the positive impact of sustained investment in evidence-informed teaching, targeted intervention, literacy support and the removal of barriers to learning.

In response to ongoing attainment gaps, the Academy has strengthened its classroom provision through the implementation of an updated seating plan strategy. Disadvantaged pupils are clearly identified through the use of a **Q identifier** on seating plans, ensuring they remain highly visible to teaching staff and are prioritised for questioning, live feedback, adaptive teaching and targeted in-class support. This whole-school approach reinforces the principle that high-quality teaching is the most effective lever for improving outcomes and closing gaps in attainment.

Measure (2025/26)	Disadvantaged	Non-Disadvantaged	Gap
Attainment 8	33.82	49.99	-16.17
English & Maths 9-5	32.3%	65.8%	-33.5%
English & Maths 9-4	44.4%	80.0%	-35.6%
English 9-5	43.4%	75.8%	-32.4%
Maths 9-5	35.4%	69.2%	-33.8%
English 9-4	58.6%	84.2%	-25.6%
Maths 9-4	49.5%	80.8%	-31.3%

Despite the continued challenge presented by attendance and social disadvantage, outcomes for disadvantaged pupils have shown a clear upward trajectory. The Academy's commitment to early identification, targeted intervention and high expectations for all pupils has contributed to improved attainment and increased numbers of disadvantaged pupils securing strong passes in English and Mathematics. Moving forward, the Academy will continue to build upon these improvements, with a particular focus on further accelerating outcomes in Mathematics, increasing the proportion of disadvantaged pupils achieving strong passes, and ensuring that disadvantaged pupils are able to achieve outcomes that fully reflect their potential.

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

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