

# Pupil premium strategy statement

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

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

## School overview

Detail	Data
School name	St Luke's C.E. Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	7.1%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	April 2026
Statement authorised by	S.Hardaker
Pupil premium lead	L.Jones
Governor / Trustee lead	K.Heaton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24,905
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<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	£ 24,905

# Part A: Pupil premium strategy plan

## Statement of intent

At St Luke's C of E Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.

- St Luke's is led by the love of God enveloping and guiding everyone within the school community following examples of the disciples by respecting each other valuing one another and fulfilling our potential to teach and learn without limits.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- For the Pupils in receipt of the Pupil Premium Funding who face specific barriers to reaching their full potential at St Luke's C of E, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum which has its roots based in our core Christian values of **Love, Peace, Hope and Joy** and underpinned by our Christian faith.
- We develop each child's unique potential within a secure, caring and calm environment that promotes positive mental health and well-being.
- We foster a love of learning, high aspirations and promote independent learning skills through use of 'hands-free teaching'.
- We excite, inspire and empower children through a range of cultural experiences.
- We promote a sense of community for the children, parents, Church and 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	Academic Gaps – Disadvantaged pupils are making slower progress, with gaps in knowledge retention.
2	Wellbeing Needs – Some pupils and families face emotional, social, and mental health challenges.

3	Limited Exposure – Many pupils lack enrichment beyond home and community contexts..
4	Attendance Barriers – Lower attendance and persistent absence threaten progress.

## 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
In school attainment and progress gap is diminishing between disadvantaged children and other pupils in every year group.	Every year group shows the in school gap is closing
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.  To ensure children who have fallen behind receive targeted high-quality intervention monitored by intervention leader.	End of summer 2026 data will show that 100% of disadvantaged children have made expected progress from the previous summer. End of summer data will also show that 30% of disadvantaged children will have made better than expected progress. All children are achieving their individual targets. Children are more confident with their phonics knowledge and are able to use this in their everyday work. 100% of disadvantaged children pass the phonics screening test in Y1 by the end of the year and 100% by the end of Autumn Term in Y2.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Inclusion leader and Headteacher identify and support families and children and work to alleviate barriers to learning. Embed strategies to support pupils and parents mental health and well-being.
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	Our curriculum will provide pupils with exciting, varied and practical learning. Pupil voice will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. Curriculum is planned to stimulate all children including the pupil premium children.

	Use of Learning Ladders and marking to track progress and identify areas of strength and weakness for each child/group.
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (95+%). Monitoring of attendance by Headteacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 24,905 (includes £0 Covid Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Lead to monitor standards and identify areas of success to share across school.</p> <p>Progress meetings to focus on pupil premium attainment.</p> <p>- KS1 lead to run Phonics (Read Write Inc) training for teachers and Teaching assistants.</p> <p>Deputy head and KS1/KS2 leaders work with subject leaders to improve/enhance the teaching and learning within every subject.</p>	<p>7.1% of school is Pupil Premium – maintain emphasis on standards for pupil premium children in progress meetings.</p> <p>Highlight pupil premium children who are of higher ability- provide challenge to aim for greater depth.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p>‘Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months progress.’</p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>‘Phonics teaching delivers an average of four months’ additional progress for younger readers (EEF, 2024).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,2
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>INSET on ‘achieving excellence’ involving all staff and governors.</p>	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>Most vulnerable children to be taught by highest quality staff each day.</p> <p>Use of formative assessment and quality feedback proven to aid progress.</p>	1,2

<p>-Principle of pedagogy based on the 'Great Teaching Toolkit</p>	<p>High-quality teaching has the greatest impact on closing the gap (EEF,2024).  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>  <a href="https://evidencebased.education/great-teaching-toolkit-evidence-review/">https://evidencebased.education/great-teaching-toolkit-evidence-review/</a></p>	
<p>Staff to strengthen knowledge of the adaptive teaching techniques through follow up training by KS Leads/SENDCo/classroom teacher on how these can be used successfully to support all pupils.</p> <p>To use the SEND 5 a day criteria to support all pupils allowing them to access the curriculum, flourish and 'learn without limits'. Use the following in classroom lessons-</p> <ul style="list-style-type: none"> <li>- Explicit instruction</li> <li>- Cognitive and meta-cognition strategies</li> <li>- Scaffolding</li> <li>- Flexible grouping</li> <li>- Using technology</li> </ul> <p>Teaching and support staff to focus on continuing to embed the good practice we have developed to ensure a consistently high quality of work in all curriculum subject areas.</p> <p>Class teachers to review their year group curriculum on entry and on exit to make any alterations to the curriculum to meet the needs</p>	<p>'The term 'adaptive teaching', especially as set out in the Early Career Framework, resets our expectations about what it means to differentiate, and it offers a more helpful and practical model.'</p> <p>'We know that pupils with special educational needs and disabilities (SEND) in mainstream schools have the greatest need for high-quality teaching and this requires daily decisions regarding the school learning environment and classroom management. Such high-quality teaching – adjusting, adapting and assessing in the classroom – is of course crucial for the progress of all pupils'</p> <p><a href="https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching">https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/ef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you">https://educationendowmentfoundation.org.uk/news/ef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/ef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches">https://educationendowmentfoundation.org.uk/news/ef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-on-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-on-evidence/guidance-reports/teaching-assistants</a></p>	<p>1, 2</p>

<p>of SEND and more able pupils</p> <p>Targeted professional development for teaching assistants on the principles and practical application of the 'I do, we do, you do' strategy.</p> <p>All Teaching Assistants to attend the LLG Support Staff Training programme.</p>		
<p>Funding to employ one experienced teacher with expertise in SEND to work with pupils from KS1 and KS2. Teacher will work with existing teachers to team teach and work independently with small groups and one to one tutoring for mainly English and some Maths. Teacher will also provide interventions.</p>	<p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>1:1 support and small group work within the class. Not all pupils were on track to meet age related expectations and some are still working below. Higher attaining children to achieve targets set using prior attainment in Y5 and Y6.</p>	1,2
<p>The Teaching for Maths Mastery Programme is delivered to all pupils.</p>	<p>Provision of Quality First Teaching (QFT), mastery curriculum and effective challenge for children identified as needing to catch-up</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>'Mastery learning appears to be a promising strategy for narrowing the attainment gap.' <a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p><a href="https://www.ncetm.org.uk/teaching-for-mastery/">https://www.ncetm.org.uk/teaching-for-mastery/</a></p> <p><a href="#">Supporting Research, Evidence and Argument   NCETM</a></p>	1,2

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

Budgeted cost: £ 24,905 (includes £0 Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>X1 experienced teacher with expertise in SEND to deliver intervention and recovery activities with pupils from KS1 and KS2 (mainly Year 1).</p> <p>X1 additional support staff and X 1 teacher support for targeted pupils in Years 4, 5 and 6 who require recovery and intervention from the impact of learning missed during the periods of school closure.</p> <p>A blended approach of high-quality planned intervention and targeted support within the classroom in order to support pupils who have not secured important foundational knowledge (including maths fluency and GPS)</p> <p>Daily 1:1 reading with</p>	<p>‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’</p> <p>‘In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary’.</p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>One to one tuition / EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Small Group-tuition/EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2,3



<p>targeted children (additional books purchased – see parent section)</p> <p>Additional support for development of reading and phonics (R-Y3).</p> <p>Daily small group support for maths and writing basic skills. Additional support staff training in reading, writing and maths.</p>		
<p>Provide targeted, structured interventions to children across whole school using catch up funding and Pupil Premium Funding. Interventions to be monitored and evaluated.</p> <p>Interventions to be carried out by experienced teachers and teaching assistants within school. All staff to implement the Teaching for Maths Mastery Programme and Key Stage One staff to implement the Mastery of Number Programme by using the NCETM 'Ready</p>	<p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up  <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>'Mastery learning appears to be a promising strategy for narrowing the attainment gap.' <a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>Each pupil's learning journey is tailored to their individual learning gaps, helping to accelerate maths progress and raise attainment across the school.  <a href="https://www.ncetm.org.uk/teaching-for-mastery/">https://www.ncetm.org.uk/teaching-for-mastery/</a></p> <p><a href="#">Supporting Research, Evidence and Argument   NCETM</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1</p>

<p>to Progress' resources.</p> <p>Deliver a broad and engaging curriculum that focuses on vocabulary and builds pupils' life experiences and cultural capital.</p>		
<p>Individual consultations and referrals completed to Speech and Language Team.</p> <p>Daily targeted speech and language groups or 1:1 focused and teaching interventions delivered by teachers and teaching assistants.</p> <p>Interventions delivered by trained staff.</p>	<p>Communication and oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. EEF Toolkit links: (Oral language interventions/ Toolkit Strand EEF) +6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Delivering highly structured interventions; short sessions delivered over a finite period, and link learning to classroom teaching. Teaching Assistant Interventions:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use the mental health strategies already implemented into the school ethos to support pupils and staff. Resilience/ALGEE strategies and use of reflection areas.</p> <p>Employment of a pastoral care worker.</p>	<p>Research shows that 50% of mental health problems are established by the age of 14. Recovery work and mental health support for pupils still affected by the impact of COVID-19 is extremely important. Further Mental health issues, dysfunctional and chaotic home lives can lead to low confidence and self-esteem and poor social skills which in turn prevent children from accessing learning</p>	2

<p>Increased capacity for trained staff and a pastoral care worker to provide counselling and support for targeted pupils and staff. Universal support using the existing training and strategies to support good mental health, following the policy and discussing concerns.</p> <p>Targeted support including supervision; further training on mental health; regular check-ins; adjusting school roles and working arrangements.</p> <p>Specialist support through: counselling (Employment Assistance Programme and Wigan Family Welfare); crisis support; referral to occupational health etc. Additional PHSE and full access to a broad and balanced curriculum.</p> <p>Use of website to improve knowledge of curriculum and enrichment.</p>	<p>effectively. Direct link to improved parental engagement, attainment and attendance.</p> <p>Improved knowledge and understanding of mental health issues therefore families are more equipped to support their children.</p> <p>‘Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.’</p> <p>Social and Emotional Learning (SEL) strategies improve pupil outcomes by an average of four months per year.</p> <p>‘The average impact of successful Social and Emotional Learning (SEL) interventions is an additional four months’ progress over the course of a year’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_child_rens_mental_health_and_wellbeing_in_the_early_years.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_child_rens_mental_health_and_wellbeing_in_the_early_years.pdf</a></p>	
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p> <p>Planned enrichment experiences and activities, after school club funding for Pupil Premium</p>	<p>Provision of a range of initiatives to extend children’s experiences.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	<p>3</p>

<p>children (3 clubs per year) and supplemented access to the residential for year 6 PP children. Performances in school.</p> <p>Trips and visits linked to curriculum Dyslexia resources Subsidise some school trips. Music books bought. Music tuition. Extra-curricular activities. School snack.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	
<p>Headteacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. Partnership working with parents &lt;90%.</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism. <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>School data (attendance data and Early Help reviews) indicates the positive impact of the support provided by the school's Welfare and Attendance Officer.</p> <p>DfE 'Improving School Attendance' advice has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

**Total budgeted cost: £ 24,905**

## 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 2024 to 2025 academic year.

Quality first teaching- never less than good. Effective assessment (formative) to identify gaps in knowledge and skill and differentiate lessons to ensure adequate challenge and support.

#### **2024-25 data**

Clear evidence of impact in sessions evidenced in children's books.

Disadvantaged children made good progress in all year groups.

#### EYFS (1 pupil)

Good Level of Development - 100% of disadvantaged children met the expected standard. This well above the local and national average.

#### Phonics (2 pupils in Year 1 and 1 pupil in Year 2)

100% of disadvantaged pupils met the expected standard in phonics in Year 1. This is above the local and national averages. 100% of disadvantaged pupils met the expected standard in phonics in Year 2. All disadvantaged pupils have now met the expected standard by the end of key stage one. This is well above the local and national averages.

#### End of Key Stage 1 (1 pupil)

Reading- 100% of disadvantaged children met the expected standard. This is well above the local average. No national comparator.

Writing- 0% of disadvantaged children met the expected standard. This below the local average. No national comparator.

Maths – 100% of disadvantaged children met the expected standard. This is well above the local average. No national comparator.

#### Y4 Multiplications Check

The average score for disadvantaged pupils is 20.8. This is well above the local average.

#### End of Key Stage 2 (3 pupils)

Reading, writing and Maths combined - 100% of disadvantaged children met the expected standard. This is well above the local and national average.

Reading - 100% of disadvantaged children met the expected standard. This is well above the local and national average.

Writing - 100% of disadvantaged children met the expected standard. This is well above the local and national average.

Maths – 100% of disadvantaged children met the expected standard. This is well above the local and national average.

SPAG – 100% of disadvantaged children met the expected standard. This is well above the national average.

There are no progress measures for 2025.

100% of disadvantaged children have made at least the expected progress from the previous summer in all year groups. Some pupils made better than expected progress in reading, writing and maths. Progress was made by all pupils in all year groups.

Counselling and advocacy had a significant impact on those involved in terms of ability to access curriculum. It improved well-being and supported the mental health of pupils and helped support pupils with safeguarding issues. Pupils are more resilient. Reduction in anger outbursts, aggression to others and distress. Children in Play Therapy worked through issues and achieved higher standards than in the previous year. Children are able to verbalise their concerns and then continue with their learning following therapy.

Children accessed music lessons and the Anderton Centre Y6 residential for a much reduced fee. Subsidies for trips and long payment terms allows all children to afford trips and activities.

Attendance of Pupil Premium pupils for 2025/26 was 94.5%. This is above local and national averages. Early Helps set up to support pupils and families with attendance issues have had a positive impact. Attendance for disadvantaged pupils is good.

Improved pupil well-being and increased motivation of pupils to achieve. Disadvantaged pupils have more opportunities to learn a musical instrument, attend a residential and take part in extra- curricular activities. Pupils were able to access music tuition and learn a musical instrument because cost was no barrier.

## Externally provided programmes

Programme	Provider
Teaching For Mastery and Mastery of Number Programmes	NCETM North West Learning Partnership

## Service pupil premium funding (optional)

*Number of service children=) 0*

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