

# Milton Abbot Primary School Pupil Premium Strategy statement

## Pupil Premium Plan 2021- 2025

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	Milton Abbot Primary School
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	18.6%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2022-23 (update 2021 – 2024 plan)
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Elizabeth Underwood, Headteacher
Pupil premium lead	Vicki Jordan, Lead Teacher
Governor / Trustee lead	Jane Byrne – Chair of Governing Body

## Milton Abbot Primary School Pupil Premium Strategy statement

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17965
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>	<b>£17965</b>

# Milton Abbot Primary School Pupil Premium Strategy statement

## Part A: Pupil premium strategy plan

### Statement of intent

At Milton Abbot Primary School the 'inspire, believe, succeed' curriculum has been designed to ensure each and every child engages with a stimulating and awe-inspiring learning journey with our school values at its heart. It is bespoke to the needs of the pupils at Milton Abbot Primary School, not only by focussing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum but by developing individual and collaborative learning experiences, a positive growth mind-set, a sense of responsibility and challenges that take them beyond the classroom.

We are a small village school with a constantly evolving and developing curriculum which responds to the needs of learners and their interests by enhancing learning experiences and raising awareness from the local area to national and global arenas. We want to develop outward looking pupils who are able to engage in learning about themselves and have an understanding of the wider world.

We have high expectations for every child so that they achieve their potential and be the best that they can be.

We plan a high quality, knowledge rich and inspiring curriculum, which builds a respect for diversity and challenges/questions social justice. Our curriculum supports leadership and civic responsibility for all learners, and we support staff with high quality CPD.

Our school will have a costed Pupil Premium Strategy that uses a consistent framework based on areas of need identified through the EEF research. [This plan](#) will be available on the website and reviewed termly by Principal, Subject Leaders and Governors.

We use the following guiding principles as part of our work in supporting Disadvantaged children:

- All staff are aware of the disadvantaged children they teach or support. We consciously build strong relationships with these children, gaining knowledge of their strengths and areas for development, their individual contexts and aspirations.

## Milton Abbot Primary School Pupil Premium Strategy statement

- We focus on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- We remember that we are powerful advocates: we have a responsibility
- We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, progressive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner; we use evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential.
- We address financial and practical barriers to learning and enrichment.
- We focus on learning behaviours: we explicitly teach students behaviours to enrich and develop lifelong learning and intervene, where necessary, to support progress. We use qualitative and quantitative data to inform our interventions.
- We understand that excellent attendance is fundamental to student success.

# Milton Abbot Primary School Pupil Premium Strategy statement

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance rates</b> for vulnerable learners are lower than for other groups of learners. Our data shows that disadvantaged children are more likely to have lower attendance than non-disadvantaged children, which is between 2-4% lower and we want to close this gap and ideally exceed national figures. Children who are not in school are not accessing learning opportunities. Disadvantaged learners are also more likely to be persistently absent and their absences are more likely to be unauthorised.
2	<b>Oral language skills</b> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	<b>Early Reading skills</b> – Assessments indicate that attainment in reading and phonics is lower for a significant number of disadvantaged students than for non-disadvantaged learners in KS1 and EYFS. Disadvantaged pupils do not maintain positive attitudes to reading and develop pleasure in reading. They have limited support for reading at home. This is having a detrimental effect on academic progress in Reading.
4	<b>Social and emotional needs</b> Our assessments, observations and discussions – and the number of families who are supported by or in need of Early Help – show that there complex family situations for some disadvantaged students. Pupils eligible for Pupil Premium have experienced more Adverse Childhood Experiences.
5	<b>Reduced Enrichment Opportunities.</b> Disadvantaged children access less clubs and activities out of school hours than non-disadvantaged. Discussions with pupils in class show that disadvantaged children are less likely to have experiences outside of their local community such as visiting Exeter or further afield. This limits their life experiences and Cultural Capital.
6	<b>Raising standards in Maths and English</b> - Assessments indicate that attainment in Maths and English (Writing) is lower for a significant number of disadvantaged students than for non-disadvantaged learners in KS1 and KS2. Disadvantaged pupils do not maintain positive attitudes to Maths and English. They have limited support for homelearning. This is having a detrimental effect on academic progress in Maths and English.

# Milton Abbot Primary School Pupil Premium Strategy statement

## 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><u>Attendance:</u> PP children attendance in line with national for all children</p>	<p>All pupils have 96% or above attendance by the end of the academic year. There are no PA for PP children</p>
<p><u>Oral language skills/vocabulary</u> Improve oral language skills and vocabulary through targeted intervention. Support higher rates of progress across EYFS especially in speaking, understanding, listening and attention.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged children. These observations are supported by improved use of a range of vocabulary evidenced through book looks and improved engagement in lessons. EYFS outcomes improve for disadvantaged children, leading to improved outcomes and progress as they move through KS1. Oracy techniques are evident in lessons and interventions.</p>
<p><u>Access to Enrichment Activities</u> Disadvantaged children accumulate the skills and experiences needed to improve social capital and life aspirations.</p>	<p>Disadvantaged children have a reduction in the number of behaviour incidents, and increased involvement in clubs and areas of responsibility across the school. Disadvantaged children are involved with Leadership activities across the school and Trust. Disadvantaged children have increased access to out of school activities to increase their cultural capital</p>
<p><u>Social and emotional needs.</u> Families identified as having complex family situations are supported through a multi-agency approach. The school community, and particularly disadvantaged families, have a greater understanding of positive mental health and how to stay mentally healthy. Identification of underlying SEND</p>	<p>Sustained high levels of wellbeing from demonstrated by: <i>The overall absence rate for all pupils being no more than 4%.</i> <i>The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced significantly.</i> <i>The % of disadvantaged pupils who are persistently absent is reduced significantly.</i> <i>Qualitative data from pupil and parent voice</i></p>

## Milton Abbot Primary School Pupil Premium Strategy statement

	<p>Significant increase in participation in enrichment activities among disadvantaged pupils</p> <p>*Disadvantaged families are able to support their child/children as they have a strong support network and are able to address complex living and housing needs.</p> <p>*Student voice, student and parental surveys and teacher observations voice and understanding of mental health and how to stay mentally healthy.</p>
<p><u>Early Reading and Reading for Pleasure</u> Disadvantaged children to maintain positive attitudes to reading and to develop pleasure in Reading as they move through the school.</p>	<p>Disadvantaged children make rapid progress in phonics (RWI) in EYFS (where applicable) and KS1.</p> <p>Disadvantaged children in KS2 talk about their enjoyment of reading, read regularly at home and make sustained and rapid progress in reading.</p> <p>KS2 reading outcomes in 2024/25 show that a greater % of disadvantaged children meet the expected or exceed standard.</p>
<p><u>Fluency in Mathematics and improved attainment in Writing</u> PP pupils meet or exceed expected standards in Maths or Writing.</p>	<p>Disadvantaged children in KS2 talk about their enjoyment of maths and make sustained and rapid progress in outcomes.</p> <p>KS2 maths outcomes in 2024/25 show that a greater % of disadvantaged children meet or exceed the expected standard.</p>

## Milton Abbot Primary School Pupil Premium Strategy statement

### 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: £14372

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continue to develop high quality teaching involving impactful feedback for pupils and supportive, research-based pedagogy</i></p>	<p>EEF feedback T and L Co-operative – supporting pedagogy and the connected curriculum (teaching mixed aged classes). Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication ‘Closing the Attainment Gap’. 1, 3-6 7 Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. Teachers will also benefit from Incremental Coaching from DMAT colleagues and lead teacher; Kraft, Blazar and Hogan (2017) found ‘large positive effects of coaching on teachers’ instructional practice.’</p>	<p>2,3,6</p>
<p><i>Support early language and reading skills through RWI programme</i></p>	<p>EEF Early Reading The EEF shows extensive evidence that the use of a systematic phonics programme has positive impact on early reading. The EEF shows on average, reading comprehension approaches deliver an additional six months’ progress. Increasing range of phonetically decodable books for the very weakest readers.</p>	<p>2,3</p>



## Milton Abbot Primary School Pupil Premium Strategy statement

	<p>EEF – Extensive evidence shows that high quality structured interventions help pupils struggling with their literacy.</p> <p>The Sutton Trust (2011) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="http://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p><i>Ensure assessment supports the early identification of areas of difficulty and addresses through impactful intervention</i></p>	<p>EEF intervention</p> <p>The ‘Closing the Attainment Gap’ document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment.</p> <p>The EEF document ‘Preparing for Literacy’ recommends that High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.</p>	2,4,5

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

Budgeted cost: £1533

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Develop focused reading groups and reading more with adults</i></p> <p><i>Additional phonics support through targeted intervention and regular additional rehearsal.</i></p>	<p>Use of commercial reading comprehension strategies - The EEF shows on average, reading comprehension approaches deliver an additional six months’ progress</p> <p>Increasing range of phonetically decodable books for the very weakest readers</p>	3

## Milton Abbot Primary School Pupil Premium Strategy statement

	In the EEF, there is extensive and consistent evidence supporting the impact of structured interventions, high quality one to one and small group tuition as a catch-up strategy.	
<i>Speech link to support speech and language development.</i>	<p>Speech and Language Therapy - EEF shows that communication and language approaches especially in the early years has high impact for low cost based on extensive research.</p> <p>EEF – Extensive research shows that purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.</p>	2
<i>Increase quantity and develop quality of Early reading resources</i>	<p>Use of commercial reading comprehension strategies - The EEF shows on average, reading comprehension approaches deliver an additional six months' progress</p> <p>Increasing range of phonetically decodable books for the very weakest readers</p>	3
<i>Times tables rocks stars and Numbots to support number fluency and assigning confidence in number.</i>	<p>In the EEF, there is extensive and consistent evidence supporting the impact of structured interventions, high quality one to one and small group tuition as a catch-up strategy.</p> <p>In the EEF, there is moderate evidence that supports interventions where an accurate baseline test ensures that the intervention is Appropriate.</p> <p>To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p>	6

## Milton Abbot Primary School Pupil Premium Strategy statement

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

Budgeted cost: £2060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embedding principles of good practice set out in DFE's 'Improving School Attendance'.</i></p> <p><i>Establish 'easy to access' information for parents about children's absence and the potential impact on their education.</i></p> <p><i>Establish support from EWO to improve attendance of disadvantaged pupils.</i></p>	<p>EEF - Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF – extracurricular activities – life skills and character building in determining life chances</p>	<p>1</p>
<p><i>Support children to attend out of school provision – clubs and holiday opportunities, learning to play instruments, sport participation.</i></p>	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. "Intelligence plus character-that is the goal of true education." — Martin Luther King, Jr.</p> <p>Pupils at Milton Abbot Primary School need access to experiences to enable them to build positive attitudes and values and have access to cultural capital.</p>	<p>1, 5</p>
<p><i>Support and encourage Parental engagement</i></p>	<p>Families are listened to and encouraged to have a voice in school – they can ask for support and information about specific issues and be involved in working towards school and community goals.</p> <p>EEF Working with parents to Support Children's Learning Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective</p>	<p>1-5</p>

## Milton Abbot Primary School Pupil Premium Strategy statement

	parental engagement can lead to learning gains of +3 months over the course of a year.	
<i>Multi agency support for families to improve outcomes for their children and increase awareness of how to stay mentally healthy.</i>	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months progress over the course of a year, and improved behaviour and relationships with peers in later life.</p> <p>The ACE’s study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determinant of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that ‘protective factors’, namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health.</p>	1,4,5
<i>Therapeutic support for children to have understanding of positive mental health and how to maintain it.</i>	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months progress over the course of a year, and improved behaviour and relationships with peers in later life.</p> <p>The ACE’s study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determinant of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that ‘protective factors’, namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health.</p>	1,4,5

# Milton Abbot Primary School Pupil Premium Strategy statement

## 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 2021 to 2022 academic year. £17145 budget (from last year's budget)

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Review / Lessons learned	Staff lead	Cost
<b>Speech and Language</b>	<p>To provide communication support and a programme of development to help overcome barriers.</p> <p>Introduction of RWi phonics scheme.</p> <p>Parent workshops on supporting children with early reading.</p> <p>Use of Speech-Link to support Speech and Lang Development</p> <p>Support Staff intervention</p> <p>Dedicated space for speech and language intervention</p>	<p>There are 5 pupils with SALT need that have been supported on a regular basis using Speech Link</p>	<p>Early identification enables a clear action plan for those pupils with communication difficulties. This also enables us to request external input from SALT team at an early stage.</p> <p>Support from hub SENDCO on total communication approach to be implemented going forward.</p>	<p>GW/GB, headteacher, SENDCO</p>	<p>£2808 additional staff time</p> <p>£386.75 speech link</p>

## Milton Abbot Primary School Pupil Premium Strategy statement

<p>Personal Development</p>	<p>To continue to build self-esteem and confidence through a pupil mentoring scheme, thrive PD programme and offering a broad range of school experiences.</p> <p>SCARF forms the curriculum for PHSE.</p> <p>House Captains.</p> <p>Engaging in interschool sports.</p> <p>Workshop 'under the sky'</p> <p>Residential (Y6), trips, extended schools and swimming lesson support</p>	<p>Pupils show a growth in confidence and self worth from their pupil voice questionnaires</p>	<p>Pupils enjoyed interschool sports, and they are becoming more confident when faced with larger teams. We are committed to offering the children more opportunities to engage with other schools and learn from other adults.</p> <p>Pupils are proud to be house captains and relish the leadership opportunities. We would like to offer more leadership opportunities next year.</p>	<p>GW. Headteacher</p>	<p>£194 Scarf £326 Additional staff time delivering thrive interventions <b>£674 swimming lessons</b></p>
-----------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------	-------------------------------------------------------------------------------------------------------------------

## Milton Abbot Primary School Pupil Premium Strategy statement

Reading	<p>Fidelity to the Read Write Inc Phonics and Early Reading scheme.</p> <p>Additional parental support with reading at home.</p> <p>Pie Corbett reading spine to expose children to high-quality books</p> <p>Fred's reading scheme introduced to provide rich texts and a variety of genres.</p> <p>Increased the number of synthetic quality books sent home</p> <p>Small group tutoring led by experienced teacher(s) to ensure acceleration of reading, writing and maths progress.</p>	<p>69% (All) % (Dis) of children in Year 1 achieved the expected standard in Phonics</p> <p>75% (All) 0% (Dis) of children in Year 2 achieved the expected standard in Phonics</p> <p>64% (All) 50% (Dis) of children EXS+ in KS1 SATs</p> <p>27% (All) 50% (Dis) of children GD in KS1 SATs</p> <p>80% (All) 50% (Dis) of children EXS+ in KS2 SATs</p> <p>20% (All) 25% (Dis) of children GD in KS2 SATs</p> <p>Progress scores for Year 6 were: 3.24 (All) 5.47 (Dis)</p>	<p>Early identification enables a clear action plan for those pupils with communication difficulties. This also enables us to request external input from SALT team at an early stage. More support needed from Dartmoor MAT to embed RWi across the school.</p> <p>Early Reading strategies (RWI) with the recognition that continued reading of a diverse range of books and authors supports opportunity, engagement and aspirations for older readers. Our focus on reading for vulnerable pupils will continue in 2022/23</p>	<p>GW/GB, headteacher,</p>	<p>£104 Fred reading</p> <p>£3937 additional staff time</p> <p><b>£1612 OUP books and resources</b></p>
---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------	---------------------------------------------------------------------------------------------------------

## Milton Abbot Primary School Pupil Premium Strategy statement

<p>Maths</p>	<p>To close gaps in maths fluency and understanding through fidelity to the White Rose Maths scheme</p> <p>CPD for Teachers and support staff from external Maths leader</p> <p>Small group tutoring led by experienced teacher(s) to ensure acceleration of reading, writing and maths progress.</p>	<p>73% (All) 50% (Dis) of children EXS+ in KS1 SATs</p> <p>9% (All) 0% (Dis) of children GD in KS1 SATs</p> <p>70% (All) 50% (Dis) of children EXS+ in KS2 SATs</p> <p>0% (All) of children GD in KS2 SATs</p> <p>Progress scores for Year 6 were: -1.35 (All) -3.03 (Dis)</p>	<p>Teachers are reporting improved pupil confidence/resilience in Maths.</p> <p>More support needed from DAMT staff on how to embed use of manipulatives to support pupils' progress.</p> <p>Staff will continue to continue to use previous Maths Mastery CPD to support children's attainment and progress in maths, with the small steps approach of WRM.</p>	<p>GW + teachers / DMAT Maths mentors</p>	<p>£200 White Rose Maths</p> <p>£3000 additional staff time</p>
--------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------	-----------------------------------------------------------------



## Milton Abbot Primary School Pupil Premium Strategy statement

<p>English (Writing)</p>	<p>To develop and embed essential writing skills to accelerate progress.</p> <p>Introduction of the 'Write Stuff' writing scheme to develop writing.</p> <p>Small group tutoring led by experienced teacher(s) to ensure acceleration of reading, writing and maths progress.</p>	<p>64% (All) 50% (Dis) of children EXS+ in KS1 SATs</p> <p>0% (All) 0% (Dis) of children GD in KS1 SATs</p> <p>70% (All) 50% (Dis) of children EXS+ in KS2 SATs</p> <p>10% (All) 0% (Dis) of children GD in KS1 SATs</p> <p>Progress scores for Year 6 were: 2.5 (All) 3.76 (Dis)</p>	<p>The Write Stuff scheme was not as impactful as desired so it will not continue to be implemented.</p> <p>Children's progress has been monitored for progress from starting points and this supports staff in providing additional intervention where needed.</p> <p>These interventions will continue next year</p>	<p>GW + teachers</p>	<p>Write Stuff £200 Additional staff time £3698</p>
--------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------	---------------------------------------------------------

## Milton Abbot Primary School Pupil Premium Strategy statement

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Milton Abbot Primary School Pupil Premium Strategy statement

### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*