

# Northbourne 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.

## School Overview

Detail	Data
Number of pupils in school	341
Proportion (%) of pupil premium eligible pupils	15.8% 54 (51 Yr-Y6 & 3 Nursery)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was first published	1 <sup>st</sup> September 2024
Date on which it will be reviewed/updated	End of each academic year (for academic outcomes) & July 2028
Statement authorised by	Governing Board Resources Committee
Pupil Premium lead	Andrew Denham Becky Parsons
Governor / Trustee lead	Simon Hodder Resources Committee

## Funding Overview

Detail	Amount
Pupil premium <b>funding allocation</b> for 2025-26	£67,690
Pupil premium funding <b>carried forward</b> from previous years:	£ 0
<b>Total budget</b> for this academic year	£67,690
<b>Planned spend</b> for 2025-26	£67,690

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At **Northbourne CE Primary School** we are committed to ensuring that all pupils, regardless of their background or barriers to learning, are given the support and opportunities they need to thrive.

We recognise that disadvantaged pupils may face additional challenges both inside and outside of school, and we aim to remove these barriers so that every child can achieve highly in all areas of their education. We look closely at the academic progress of pupils who are disadvantaged as well as using other relevant internal data, including attendance rates, SEND needs, as well as information on wellbeing and safeguarding, to build a clear picture of the current needs of our most vulnerable children.

Our Pupil Premium strategy focuses on:

- **High-quality teaching for all** – ensuring disadvantaged pupils benefit from consistently excellent classroom practice.
- **Targeted academic support** – providing timely interventions to close attainment gaps in reading, writing and mathematics.
- **Wider strategies** – addressing non-academic barriers to learning, such as attendance, wellbeing, and access to enrichment opportunities.

Our goal is to ensure disadvantaged pupils make **at least good progress**, develop a love of learning, and leave our school with the knowledge, skills, and confidence they need to succeed in the next stage of their education and beyond.

### Challenges

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

Challenge	Detail of challenge
1	A high proportion are below ARE in two or more of the core subjects (reading, writing and maths) so find it much harder to access a wide range of curriculum areas
2	A significant proportion have poor early reading skills and are below Age-Related Expectations (ARE) so find it much harder to access a wide range of curriculum areas
3	A small proportion enter school lower vocabulary and oral language development, affecting reading comprehension and writing.
4	A significant proportion (40%) of pupil premium pupils also have SEN needs.
5	A high proportion miss out on a wide range of cultural capital experiences, including extra-curricular activities, that may be a limiting factor in their personal development
6	A small proportion have higher rates of absence or lateness than most pupils impacting continuity of learning.

## 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.

Challenge	Intended outcome	Success criteria
1.	To increase the number of pupils at ARE in the core subjects of Reading, Writing and Maths so that they are able access their age-appropriate curriculum more successfully	<ul style="list-style-type: none"> <li>• A large majority (70%+) of pupils to make better than expected progress in R, W &amp; M, thus helping to narrow the gap with their peers</li> <li>• A 10-20% increase in pupils being at ARE in at least R, W &amp;/or M</li> </ul>
2.	To increase the number of pupils achieving Early Learning Goal in reading in EYFS and age-related expectations in KS1 so that they are ready for the next stage of schooling e.g. EYFS and KS2 respectively	<ul style="list-style-type: none"> <li>• 90% of children finish the academic year at the appropriate Read Write Inc phonics level</li> <li>• 90% of pupils achieve Reading ARE in Reception</li> <li>• 90% of pupils pass the Year 1 Phonics Test</li> <li>• 90% of pupils are ARE in Reading by the time they finish KS1</li> </ul>
3.	To improve the vocabulary and oral language skills of the children	<ul style="list-style-type: none"> <li>• 90% of Pupil Premium children achieve the Early Learning Goal in Communication and Language (Speaking, Listening and Understanding)</li> </ul>
4.	To ensure that pupils that have overlapping vulnerabilities are prioritised	<ul style="list-style-type: none"> <li>• Pupils who are both SEN and disadvantaged make measurable, sustained progress from their individual starting points over the next three years.</li> </ul>
5.	All pupils to be given the opportunity to take part in a wide range of cultural capital experiences, including extra-curricular activities, so that they have greater personal development	<ul style="list-style-type: none"> <li>• All vulnerable pupils are accessing educational visits, extra-curricular experiences and cultural capital events and trips</li> <li>• A large majority (70%+_ of vulnerable pupils' access at least one session per week of North Stars wrap-around care</li> </ul>
6.	To increase the attendance percentage of pupils so that they access more teaching and learning	<ul style="list-style-type: none"> <li>• A large majority (70%+) of pupils have better attendance than the previous academic year</li> </ul>

## Activity for this Academic Year: 2025-26

This details how we intend to spend our pupil premium (and recovery premium) funding this academic year to address the challenges listed above

**Teaching: Budgeted Cost: £2,669**

Activity	Evidence that supports this approach	Challenge No's Addressed
<p>Embed quality-first teaching strategies to support progress in all subjects at all levels.</p> <p>External scrutiny of our Early Years practise, monitoring and CPD</p> <p>CPD – Adaptive teaching focussing on improving outcomes, particularly for our P10 PP pupils with SEN</p> <p>CPD – Questioning, with a focus on increasing participation, checking understanding, promoting thinking, deepening reasoning, and improving recall particularly for our P10 PP pupils</p> <p>Evidence-informed teaching practice (incl staff CPD and evaluation) with a focus on teaching staff following the principles of the WAGOLL.</p> <p>Staff training from external English and Maths Consultants on Quality First Teaching and Planning</p>	<ul style="list-style-type: none"> <li>• Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils (EEF).</li> <li>• It is important that foundational knowledge is secured in Reception and KS1 and that gaps for disadvantaged children are minimised (Strong Foundations in the First Years of School, Ofsted 2004).</li> <li>• Adaptive Teaching – adjusting, adapting and assessing in the classroom – is crucial for the progress of all pupils (EEF). The EEF stresses that adaptations to classroom teaching have greater impact than isolated interventions alone, and disadvantaged pupils with SEND benefit particularly from explicit instruction and scaffolded access to core learning.</li> <li>• Rosenshine’s research synthesis identifies questioning as central to effective teaching. Questioning leads to self-regulated learners who apply metacognitive strategies to their learning. They demonstrate self-regulation by managing their motivation, thoughts and behaviour to set goals, monitor working, reflect and review progress (EEF).</li> <li>• Supporting children to develop metacognition in a structured and explicit way following the EEF model (WAGOLL).</li> </ul>	<p>1, 2, 3 &amp; 4</p>

**Teaching (cont.): Budgeted Cost: £18,250**

Activity	Evidence that supports this approach	Challenge No's Addressed
<p>Fund the continuation of Read Write Inc (Phonics in EYFS &amp; KS1 and Spelling in KS2) across the school:</p> <p><b>£2,430</b> (Subscription &amp; Training) <b>£1,000</b> (Resources)</p> <p><b>£14,820</b> 6 x TA's 1 hour p/d 5 days p/w 38 weeks p/y</p> <p><i>*£13 per/h inc. on costs</i></p>	<ul style="list-style-type: none"> <li>• The EEF says that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</li> <li>• It is crucial that children are taught in preproperate phonics level groupings so that they can have bespoke support and make rapid progress</li> <li>• It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve phonics knowledge and reading comprehension</li> <li>• The EEF says that reading comprehension strategies are high impact on average (+6 months).</li> <li>• Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact</li> <li>• A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</li> <li>• Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</li> </ul>	<p>1, 2, 3 &amp; 4</p>

**Targeted academic support: Budgeted cost: £34,656**

Activity	Evidence that supports this approach	Challenge No's Addressed
<p>Targeted one-to-one support/tutoring: 'post-teaching' feedback (from that day's lessons) and 'pre-teaching' preparation (for the following day) &amp; bespoke interventions (P10's)</p> <p><b>£22,230</b>                      9 x TA's                      1 hour p/d                      5 days p/w                      38 weeks p/y</p> <p><i>*£13 per/h inc. on costs</i></p>	<ul style="list-style-type: none"> <li>• EEF evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</li> <li>• Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</li> </ul>	<p>1,2, 3 &amp; 4</p>
<p>Targeted group support/tutoring: 'post-teaching' feedback (from that day's lessons) and 'pre-teaching' preparation (for the following day) &amp; bespoke interventions (P10's)</p> <p><b>£7,980</b>                      3 x TA's                      1 hour p/d                      5 days p/w                      38 weeks p/y</p> <p><i>*£14 per/h inc. on costs</i></p>	<ul style="list-style-type: none"> <li>• The EEF says that small group tuition has an average impact of four months' additional progress over the course of a year.</li> <li>• Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment (from Assessment Point outcomes) is used to identify gaps and needs</li> <li>• Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.</li> </ul>	<p>1,2, 3 &amp; 4</p>
<p>Targeted one-to-one RWi phonics tutoring</p> <p><b>£4,446</b>                      3 x TA's                      1 hour p/d                      3 days p/w                      38 weeks p/y</p> <p><i>*£13 per/h inc. on costs</i></p>	<ul style="list-style-type: none"> <li>• In a study conducted by the EEF, disadvantaged pupils made, on average, three months more progress than their peers when they participated in RWI.</li> <li>• EEF evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</li> <li>• Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</li> </ul>	<p>1, 2, 3 &amp; 4</p>

**Wider strategies: Budgeted cost: £12,115**

Activity	Evidence that supports this approach	Challenge No's Addressed
<p>To supporting pupils accessing <i>cultural capital</i> experiences and developing character, including wrap around care, after school clubs, trips and residential</p> <p><b>£11,115</b>            3 x TA's            1.5 hours p/d            5 days p/w            38 weeks p/y</p> <p>*£13 per/h inc. on costs</p>	<ul style="list-style-type: none"> <li>• Broadening a child's experiences and understanding of the wider world gives them confidence, raises their self-esteem and develops the social skills. This will improve their attitude and approaches to learning in the classroom because they have more 'life-experiences to draw on'</li> <li>• Free wrap-around care offer for PPG children 'sets them up' for the day ahead and provides a 'safe and purposeful' environment for them to engage in after school, ensuring they approach the school day and learning in a better frame of mind.</li> </ul>	<p>5</p>
<p>Undertake the 5 Foundations of Attendance Programme: Designed to improve school attendance by fostering a positive school culture of belonging and connectedness.</p> <p><b>£1,000</b></p>	<ul style="list-style-type: none"> <li>• Implementing the 5 Foundations of Effective Attendance Practice provides Northbourne with a structured, evidence-based approach to improving attendance. By focusing on culture, leadership, early intervention, parental engagement, and continuous evaluation, we can create an environment where all pupils are encouraged and supported to attend regularly, leading to better educational outcomes.</li> </ul>	<p>6</p>
<p>Forest School for Reception pupils</p>	<ul style="list-style-type: none"> <li>• The teaching style of Forest School allows for challenge and risk management outside the context of the academic classroom. This allows for development of these skills without the additional pressure of academic expectations.</li> </ul>	<p>5</p>

## Part B: Review of Strategy & Outcomes

Intended outcome	Success criteria	Review of 2024-25	Review of 2025-26
To increase the number of pupils at ARE in the core subjects of Reading, Writing and Maths so that they are able access their age-appropriate curriculum more successfully	<p><b>1a.</b> A large majority (<b>70%+</b>) of pupils to make better than expected progress in R, W &amp; M,</p> <p><b>1b.</b> A <b>10-20%</b> increase in pupils being at ARE in at least R, W &amp;/or M</p>	<p><b>1a.</b> Pupils making better than expected progress: <b>18%</b> in reading; <b>29%</b> in writing; <b>29%</b> in maths</p> <p><b>1b.</b> <b>0%</b> increase in Reading; <b>2%</b> in Writing; <b>6%</b> in Maths</p>	<p><b>1a.</b> <b>??%</b> made better than expected progress</p> <p><b>1b.</b> <b>??%</b> increase in in Reading; <b>??%</b> in Writing; <b>??%</b> in Maths</p>
To increase the number of pupils at Good Levels of Development in reading in EYFS and age-related expectations in KS1 so that they are ready for the next stage of schooling e.g. EYFS and KS2 respectively	<p><b>2a.</b> <b>90%</b> of children finish the academic year at the appropriate Read Write Inc phonics level</p> <p><b>2b.</b> <b>90%</b> of pupils achieve Reading ARE in Reception</p> <p><b>2c.</b> <b>90%</b> of pupils pass the Year 1 Phonics Test</p> <p><b>2d.</b> <b>90%</b> of pupils are ARE in Reading by the time they finish KS1</p>	<p><b>2a.</b> <b>25%</b> (3/12) finished the year at the appropriate RWI level across YR &amp; Y1</p> <p><b>2b.</b> <b>80%</b> (4/5) achieved Reading Good Level of Development</p> <p><b>2c.</b> <b>14%</b> (1/7) passed the Year 1 Phonics Test</p> <p><b>2d.</b> <b>50%</b> (2/4) were ARE in Reading by the end of Year 2</p>	<p><b>2a.</b> <b>??%</b> finished the year at the appropriate RWI level</p> <p><b>2b.</b> <b>??%</b> achieved Reading Good Level of Development</p> <p><b>2c.</b> <b>??%</b> passed the Year 1 Phonics Test</p> <p><b>2d.</b> <b>??%</b> were ARE in Reading by the end of Year 2</p>
To improve the vocabulary and oral language skills of the children	<p><b>3a.</b> <b>90%</b> of Pupil Premium children achieve the Early Learning Goal in Communication and Language (S,L,U)</p>	<p><b>3a.</b> <b>80%</b> achieved Early Learning Goal in Communication &amp; Language</p>	<p><b>3a.</b> <b>??%</b> achieved Early Learning Goal in Communication &amp; Language</p>
To ensure that pupils that have overlapping vulnerabilities are prioritised	<p><b>4a.</b> Pupils who are both SEN and disadvantaged make <b>measurable, sustained progress</b> from their individual starting points over the next three years.</p>	<p><b>4a.</b> <b>21%</b> (3/14) made measurable, sustained progress</p>	<p><b>4a.</b> <b>??%</b> made measurable, sustained progress</p>
All pupils to be given the opportunity to take part in a wide range or cultural capital experiences, including extra-curricular activities, so that they have greater personal development	<p><b>5a.</b> All vulnerable pupils are <b>accessing educational visits</b>, extra-curricular experiences&amp;cultural capital events&amp;trips</p> <p><b>5b.</b> A large majority (<b>70%+</b>) of vulnerable pupils' access at least one session per week of North Stars clubs/wrap-around care</p>	<p><b>5a.</b> <b>95%</b> accessed educational visits/ experiences/events/trips.</p> <p><b>5b.</b> <b>7%</b> accessed Breakfast club or Get Active ASC</p>	<p><b>5a.</b> <b>??%</b> accessed educational visits/ experiences/events/trips.</p> <p><b>5b.</b> <b>??%</b> accessed North Stars clubs/wrap-around care</p>
To increase the attendance percentage of pupils so that they access more teaching and learning	<p><b>6a.</b> A large majority (<b>70%+</b>) of pupils have better attendance than previous academic year</p>	<p><b>6a.</b> <b>58%</b> (22/38) improved attendance</p>	<p><b>6a.</b> <b>??%</b> improved attendance</p>

## Academic Outcomes 2025-26 (To date: Spring 2026)

ELG	Reading			Writing			Maths		
Year	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap
Reception									

Phonics	PSC score of 32+		
Year	Disadvantaged	Other Pupils	Gap
1			
2			

MTC	MTC score 25		
Year	Disadvantaged	Other Pupils	Gap
4			

ARE	Reading			Writing			Maths			Combined		
Year	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap
1 (7 pupils)	43%	55%	-12%	28%	63%	-35%	57%	58%	-1%	29%	42%	-13%
2 (6 pupils)	17%	58%	-41%	17%	34%	-17%	17%	75%	-57%	17%	53%	-36%
3 (3 pupils)	67%	56%	+11%	33%	46%	-13%	0%	68%	-68%	0%	41%	-41%
4 (13 pupils)	46%	69%	-23%	23%	57%	-34%	39%	72%	-33%	15%	50%	-35%
5 (5 pupils)	80%	70%	+10%	60%	70%	-10%	60%	75%	-15%	60%	63%	-3%
6 (pupil 11)	55%	79%	-24%	45%	71%	-26%	36%	62%	-26%	27%	59%	-32%
School	48%	64%	<b>-16%</b>	33%	61%	<b>-28%</b>	37%	69%	<b>-32%</b>	24%	51%	<b>-27%</b>

GD	Reading			Writing			Maths			Combined		
Year	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap
1	14%	8%	+6%	14%	0%	+14%	14%	11%	+3%	0%	0%	0%
2	0%	14%	-14%	0%	6%	-6%	0%	25%	-25%	0%	0%	0%
3	0%	15%	-15%	0%	2%	-2%	0%	22%	-22%	0%	2%	-2%
4	8%	28%	-20%	0%	19%	-19%	8%	31%	23%	0%	13%	-13%
5	0%	30%	-30%	0%	30%	-30%	0%	25%	-25%	0%	18%	-18%
6	0%	32%	-32%	0%	18%	-18%	0%	12%	-12%	0%	3%	-3%
School	4%	21%	<b>-17%</b>	2%	12%	<b>-10%</b>	4%	21%	<b>-17%</b>	0%	6%	<b>-6%</b>

Attendance	2023-24			2024-25			2025-26		
Year	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap
School	91.6%	96.1%	-5%	92.3%	96.4%	-4.1%	93%	96.7%	-3.7%

ELG = Early Learning Goal    MTC = Multiplication Tables Check    ARE = Age Related Expectations    GD = Greater Depth

## Academic Outcomes 2024-25

**ELG** = Early Learning Goal    **MTC** = Multiplication Tables Check    **ARE** = Age Related Expectations    **GD** = Greater Depth

<b>ELG</b>	<b>Reading</b>			<b>Writing</b>			<b>Maths</b>		
<b>Year</b>	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap
<b>Reception (5)</b>	80%	83%	-3%	40%	78%	-38%	80%	88%	-8%

<b>Phonics</b>	<b>PSC score of 32+</b>		
<b>Year</b>	Disadvantaged	Other Pupils	Gap
<b>1</b>	14%	75%	-61%
<b>2</b>	100%	90%	+10%

<b>MTC</b>	<b>MTC score 25</b>		
<b>Year</b>	Disadvantaged	Other Pupils	Gap
<b>4 (5)</b>	40%	40%	0%

<b>ARE</b>	<b>Reading</b>			<b>Writing</b>			<b>Maths</b>			<b>Combined</b>		
<b>Year</b>	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap
<b>1 (7 pupils)</b>	14%	56%	-42%	0%	28%	-28%	14%	78%	-64%	0%	0%	0%
<b>2 (4 pupils)</b>	50%	58%	0%	50%	48%	+2%	25%	30%	-5%	25%	48%	-23%
<b>3 (12pupils)</b>	67%	72%	-5%	17%	60%	-43%	50%	78%	-28%	8%	56%	-48%
<b>4 (5 pupils)</b>	80%	70%	+10%	80%	51%	+29%	60%	75%	-15%	60%	48%	+12%
<b>5 (11pupils)</b>	36%	79%	-43%	27%	50%	-23%	45%	67%	-22%	18%	47%	-29%
<b>6 (3 pupils)</b>	33%	69%	-36%	0%	76%	-76%	0%	74%	-74%	0%	60%	-60%
<b>School</b>	48%	68%	<b>-20%</b>	26%	54%	<b>-28%</b>	38%	73%	<b>-35%</b>	17%	48%	<b>-31%</b>

<b>GD</b>	<b>Reading</b>			<b>Writing</b>			<b>Maths</b>			<b>Combined</b>		
<b>Year</b>	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap
<b>1</b>	0%	11%	-11%	0%	0%	0%	0%	0%	-0%	0%	0%	0%
<b>2</b>	0%	8%	-8%	0%	10%	-10%	0%	-10%	-10%	0%	3%	-3%
<b>3</b>	0%	28%	-28%	0%	16%	-16%	0%	-16%	-16%	0%	16%	-16%
<b>4</b>	20%	35%	-15%	0%	23%	-23%	0%	-23%	-23%	0%	10%	-10%
<b>5</b>	9%	29%	-20%	0%	9%	-9%	0%	-9%	-9%	0%	6%	-6%
<b>6</b>	0%	31%	-31%	0%	36%	-36%	0%	-36%	-36%	0%	24%	-24%
<b>School</b>	5%	24%	<b>-19%</b>	0%	16%	<b>-16%</b>	0%	-16%	<b>-16%</b>	0%	10%	<b>-10%</b>

<b>Attendance</b>	<b>2023-24</b>			<b>2024-25</b>			<b>2025-26</b>		
<b>Year</b>	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap
<b>School</b>	91.6%	96.1%	-5%	92.3%	96.4%	-4.1%			

**ELG** = Early Learning Goal    **MTC** = Multiplication Tables Check    **ARE** = Age Related Expectations    **GD** = Greater Depth

## Senior Leadership Summary

Between 2023-25, the school experienced a period of significant leadership instability and organisational change (See Self Evaluation Form). With new leadership starting in September 2024, there was, by necessity, a sharp focus on reestablishing high expectations of teaching and learning and rebuilding. This disruption has inevitably impacted the consistency of strategic implementation, including aspects of the previous Pupil Premium Strategy. As a result, progress for disadvantaged pupils was not as strong as intended, and outcomes in several key areas remain below both school expectations and national aspirations.

The school recognises that, while some targeted interventions and pastoral support were maintained, the lack of continuity in leadership and whole-school systems limited the effectiveness and sustainability of improvement work. Attendance, academic attainment, and rates of accelerated progress for disadvantaged pupils did not improve at the pace anticipated. Inconsistencies in teaching, assessment, and monitoring affected the school's ability to respond rapidly and precisely to barriers faced by disadvantaged learners.

Despite these challenges, there were important foundations established during 2024-25 and into 2025-26. Staff demonstrated a continued commitment to supporting vulnerable pupils, safeguarding remained strong, and relationships with families were maintained positively throughout a difficult period of transition. The school also gained a clearer understanding of the specific barriers affecting disadvantaged pupils and the areas requiring the greatest strategic focus.

The Pupil Premium Strategy has been developed in the context of greater leadership stability, clearer accountability structures, and a renewed whole-school vision for improvement. The strategy reflects a more focused and evidence-informed approach, with an emphasis on high-quality teaching, targeted academic support, attendance, early intervention, and wider pastoral provision.

Leaders are confident that the strengthened strategic direction, alongside improved systems for monitoring and evaluation, will enable more sustained and measurable improvements for disadvantaged pupils over the next three years. While the school acknowledges some disappointing outcomes of previous periods, there is now a strong sense of optimism and determination to secure better long-term outcomes and opportunities for all pupils.