

Pupil premium strategy statement – Monksdown Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	618 (640 with Nursery)
Proportion (%) of pupil premium eligible pupils	37% (227 pupils + 5 Nursery)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Jacque Price
Pupil premium lead	Matthew Allen
Governor / Trustee lead	Josh Cliff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£354,300
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£354,300

Part A: Pupil premium strategy plan

Statement of intent

At Monksdown Primary, the ultimate objective for our disadvantaged pupils is to ensure that they have equal access to educational opportunities and resources that will enable them to succeed academically, socially, and personally. We aim to close the attainment gap between pupil premium children and their peers, foster an environment where they feel included and valued, and equip them with the necessary skills and experiences to thrive in the future. Our commitment extends beyond mere academic achievement; we seek to nurture well-rounded individuals who are prepared to face the challenges of a diverse and rapidly changing world.

Currently, our pupil premium strategy is designed with a holistic approach that supports our objectives. Our strong focus on early intervention and individualized support plans is pivotal in addressing specific barriers faced by disadvantaged learners. We conduct regular assessments to track pupil progress meticulously, which allows us to tailor our interventions effectively.

Collaboration with families and the wider community is integral to our current strategy, as it fosters a supportive network for our pupils. We believe that engaging parents and guardians helps to reinforce the importance of educational attainment and attendance at home, thereby creating a culture of high expectations. Our strategy also incorporates professional development for staff, ensuring they are equipped with the tools and knowledge necessary to support disadvantaged pupils effectively.

The key principles guiding our pupil premium strategy are threefold: closing the achievement gap, improving attendance, and providing a rich, varied enrichment programme. We have identified that the primary target within these principles is to close the gap between pupil premium and non-pupil premium children. We aim to provide tailored interventions, additional tutoring, and resources that meet the diverse needs of our pupils. Through a data-driven approach, we will continuously monitor academic performance and adjust our support mechanisms accordingly.

Attendance is another focal area of our strategy, as it has a direct correlation with academic success. Our aim is to ensure the attendance of pupil premium children is monitored rigorously. We will implement bespoke attendance initiatives that address specific barriers to regular school attendance, ensuring that those who may face challenges are supported to attend school consistently. We understand that a child who is present in the classroom is better placed to take advantage of the education provided.

Furthermore, our commitment to providing a rich and varied enrichment programme is essential in fostering a love for learning and personal growth. We recognise that educational experiences extend beyond the classroom. Thus, our strategy encompasses a range of extracurricular activities, including sports, arts, and cultural experiences, designed to enhance our pupils' educational journey. By fostering a broad range of skills and interests, we aim to raise aspirations and empower our pupils to explore various pathways to success.

In conclusion, our pupil premium strategy not only aims to address immediate academic needs but is also grounded in a wider vision of fostering resilience, ambition, and social cohesion among our disadvantaged pupils. We are resolute in our belief that every child deserves the same opportunity to flourish, and we are dedicated to ensuring that our strategies translate into tangible outcomes for all of our learners.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of many of our pupils, particularly boys, are significantly affected by their SEND and/or home life.
2	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, ASD & social emotional and mental health with children joining Nursery at a significantly low baseline for their age.
3	Limited life experiences and opportunities to join in enrichment opportunities due to parents on low income or families living in stressful situations.
4	Disadvantaged pupils have lower attendance due to low importance of school/learning for some parents. Challenges of parental engagement from some families.

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
Increase attainment for all PP children through Quality First Teaching, overlearning and reinforcement in reading, GPS and maths at home and school. Utilising programs such as PiXL to provide quality resources for children as part of their everyday education.	Gap will close in progress made between PP non PP. Increase in reading ages and mental maths for PP pupils with the Early Learning Goals, Phonics Screening Check, MTC and SATS being used as a basis for any increases in attainment.
Pupils access a wide range of interventions, both externally and within the classroom as part of quality first teaching, to meet their SEND needs, including speech and language.	As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M. IEPs / PPPs in place for all PP children with additional needs and progress monitored through PiVATs.
PP attendance increases. PA pupils & parents are more engaged with school and learning.	Attendance of identified PP pupils increases and the gap between PP and non PP narrows. Support for PA pupil's free devices used to support learning. Previously PA pupils taking part in enrichment & enjoyable activities & clubs.
A strong pastoral team of support/ intensive home school link to support pupils and/or parents, identified by school as vulnerable or in need. Staff target support for children & families to improve outcomes (SEMH focus) Mental Health & well-being for staff, pupils & families is a priority. Nurture, Place2Be, BNB, Seedlings, CAMHs	Parents indicate there are strong links between home and school and support is received for a wide range of needs. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. Behaviour incidents are reduced in school due to behaviour support in the home. Parents & children are aware of their mental health and well – being and have strategies to help them at stressful times. Courses/advice are put into practise by parents e.g. 'Small Changes Big Impact'.
Pupils access a wide range of enrichment experiences both in and out of school. (trips to London, residential, links with theatre groups etc. Mandarin lessons)	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed. Pupils have a wide range of cultural and social opportunities to learn about and enjoy. Funding for a PP child who shows a particular interest/talent e.g. learning a musical instrument.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve Quality First Teaching and interventions for Pupil Premium children school will Purchase of PiXL education. Time and money allocated for staff training and cover to ensure implementation and continued use is of highest quality.</p>	<p>PiXL provides targeted support and resources designed to raise attainment among students, particularly those from disadvantaged backgrounds. Pupil Premium funding is allocated to help close the gap between disadvantaged students and their peers, and PiXL offers a structured approach to improving academic progress, engagement, and outcomes.</p> <p>Key Reasons for Using Pupil Premium to Fund PiXL:</p> <ol style="list-style-type: none"> 1. Targeted Intervention Strategies – PiXL provides personalised learning plans, diagnostic assessments, and intervention resources to help identify and address gaps in students' knowledge, ensuring Pupil Premium students receive the support they need. 2. Raising Attainment – PiXL strategies focus on core subjects such as English, Maths, and Science, which are crucial for students' future opportunities. The resources help disadvantaged students perform better in exams, boosting their confidence and long-term success. 3. Data-Driven Approach – PiXL's assessment tools allow schools to track progress effectively, ensuring that Pupil Premium funding is used to make a measurable impact on students' learning. 4. Improved Teaching Strategies – PiXL offers professional development for teachers, helping them deliver high-quality lessons and implement effective intervention strategies for disadvantaged pupils. 5. Engagement and Motivation – PiXL resources include study skills, resilience-building activities, and mentoring approaches that help disadvantaged students stay motivated and engaged in their education. 6. Proven Impact – Many schools that have implemented PiXL strategies report improvements in attainment and progress among disadvantaged students, making it a worthwhile investment of Pupil Premium funding. <p>By purchasing PiXL with Pupil Premium funding, schools ensure that disadvantaged students receive the extra support, structured interventions, and high-quality teaching strategies necessary to help them succeed.</p>	<p>1</p>
<p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Balance Assessment tool from Angel Solutions because it provides an effective way to track, assess, and support the progress of disadvantaged students. Pupil Premium funding is allocated to help close the achievement gap between disadvantaged pupils and their peers, and Balance offers insightful</p>	<p>1</p>

<p>Purchase of Balance Assessment Tool.</p> <p>Time and money allocated for staff training and cover to ensure implementation and continued use is of highest quality.</p>	<p>data and formative assessment tools that enable teachers to deliver targeted interventions.</p> <p>Key Reasons for Using Pupil Premium to Fund Balance:</p> <ol style="list-style-type: none"> 1. Tracking and Monitoring Progress – Balance allows teachers to accurately track the progress of Pupil Premium students, identifying gaps in learning and ensuring interventions are tailored to their needs. 2. Data-Driven Interventions – The tool provides real-time insights into student attainment, helping teachers make informed decisions about where additional support is required to close learning gaps. 3. Data-Driven Approach – PiXL's assessment tools allow schools to track progress effectively, ensuring that Pupil Premium funding is used to make a measurable impact on students' learning. 4. Improved Teaching Strategies – PiXL offers professional development for teachers, helping them deliver high-quality lessons and implement effective intervention strategies for disadvantaged pupils. 5. Engagement and Motivation – PiXL resources include study skills, resilience-building activities, and mentoring approaches that help disadvantaged students stay motivated and engaged in their education. 6. Proven Impact – Many schools that have implemented PiXL strategies report improvements in attainment and progress among disadvantaged students, making it a worthwhile investment of Pupil Premium funding. <p>By purchasing PiXL with Pupil Premium funding, schools ensure that disadvantaged students receive the extra support, structured interventions, and high-quality teaching strategies necessary to help them</p>	
<p>We will purchase resources and fund ongoing teacher training and release time. We will buy Intervention Programs e.g. Nessy, TTRockstars, Grammarsaurus, Dyslexia Screening to support learning.</p> <p>Time and money allocated for staff training and cover to ensure implementation and continued use is of highest quality.</p>	<p>Online teaching tools such as TT Rockstars, Grammarsaurus, and Nessy because these resources provide targeted, engaging, and effective support for disadvantaged students. Pupil Premium funding is intended to close the attainment gap, and these digital platforms help address key areas such as maths fluency, grammar skills, reading, and spelling, ensuring that disadvantaged pupils receive the support they need to succeed.</p> <p>Key Reasons for Using Pupil Premium to Fund Online Teaching Tools</p> <ol style="list-style-type: none"> 1. Targeted Support for Core Skills <ul style="list-style-type: none"> ○ TT Rockstars helps students improve their times tables fluency, which is essential for success in maths. ○ Grammarsaurus provides structured resources for grammar, punctuation, and writing, boosting literacy skills. ○ Nessy supports pupils with reading, spelling, and phonics, particularly benefiting those with dyslexia or literacy difficulties. 2. Closing the Attainment Gap <ul style="list-style-type: none"> ○ Many disadvantaged students may lack access to additional learning support at home. These tools offer structured, independent learning opportunities that help them keep up with their peers. 	<p>1, 2, 3</p>

	<p>3. Engaging and Motivational Learning</p> <ul style="list-style-type: none"> ○ Online platforms use gamification, rewards, and interactive content to make learning fun and engaging, increasing motivation among Pupil Premium students who may struggle with traditional learning methods. <p>4. Personalised and Adaptive Learning</p> <ul style="list-style-type: none"> ○ These tools adapt to students' needs, providing differentiated learning experiences that address individual gaps in knowledge and skills. <p>5. Flexible Learning at School and Home</p> <ul style="list-style-type: none"> ○ Students can access the platforms both in school and at home, providing additional learning opportunities beyond classroom time. This is particularly beneficial for disadvantaged pupils who may not have access to private tuition or other resources. <p>6. Measurable Impact on Progress</p> <ul style="list-style-type: none"> ○ These platforms provide progress tracking and analytics, allowing teachers to monitor student improvement, identify gaps, and ensure targeted interventions are effective. <p>7. Supporting Ofsted Requirements</p> <ul style="list-style-type: none"> ○ Schools need to demonstrate how they use Pupil Premium effectively. Investing in these tools provides clear evidence of impact on students' learning and progress. <p>By using Pupil Premium funding for tools like TT Rockstars, Grammarsaurus, and Nessy, schools can provide accessible, engaging, and effective educational support, helping disadvantaged students build confidence, improve their skills, and achieve better outcomes in core subjects.</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Little Wandle)</p> <p>Time and money allocated for staff training and cover to ensure implementation and continued use is of highest quality.</p>	<p>Little Wandle Phonics because it provides a systematic, high-quality phonics programme that helps disadvantaged pupils develop essential early reading skills. Pupil Premium funding is allocated to close the attainment gap between disadvantaged students and their peers, and Little Wandle ensures that these pupils receive structured, evidence-based phonics instruction to improve their literacy outcomes.</p> <p>Key Reasons for Using Pupil Premium to Fund Little Wandle Phonics</p> <ol style="list-style-type: none"> 1. Improving Early Reading Skills <ul style="list-style-type: none"> ○ Many disadvantaged pupils start school with lower literacy levels than their peers. Little Wandle provides a structured approach to phonics, ensuring they develop the foundational skills needed for reading success. 2. Closing the Attainment Gap in Literacy <ul style="list-style-type: none"> ○ Strong phonics skills are crucial for reading fluency, comprehension, and overall academic success. By using a research-backed phonics programme, schools can boost reading confidence and ability among Pupil Premium students. 3. Targeted Support for Disadvantaged Pupils <ul style="list-style-type: none"> ○ Little Wandle includes intervention strategies for pupils who are struggling with phonics, ensuring that dis- 	1

	<p>advantaged students receive additional support to keep up with their peers.</p> <ol style="list-style-type: none"> 4. Engaging and Structured Learning <ul style="list-style-type: none"> ○ The programme offers a clear, step-by-step approach, supported by engaging resources, making learning to read more accessible and enjoyable for pupils who may find literacy challenging. 5. Consistent, High-Quality Teaching <ul style="list-style-type: none"> ○ Little Wandle provides training and resources for teachers and teaching assistants, ensuring a consistent and effective approach to phonics across the school. 6. Supporting Home Learning <ul style="list-style-type: none"> ○ The programme includes home reading materials and digital resources, helping disadvantaged pupils continue their learning outside the classroom, especially if they have limited literacy support at home. 7. Providing Measurable Impact and Accountability <ul style="list-style-type: none"> ○ Schools must demonstrate the impact of Pupil Premium funding. Little Wandle provides assessment tools and progress tracking, enabling schools to measure improvement and show clear evidence of how funding is benefiting disadvantaged pupils. <p>By investing in Little Wandle Phonics with Pupil Premium funding, schools ensure that disadvantaged pupils receive high-quality phonics instruction, targeted interventions, and structured support to help them become confident, fluent readers.</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. This will be done with the continued implementation of Zones of Regulation and working with the Liverpool Hearts Project.</p> <p>Time and money allocated for staff training and cover to ensure implementation and continued use is of highest quality.</p>	<p>Zones of Regulation and work with the Liverpool Hearts Project because both initiatives provide essential emotional, social, and mental health support for disadvantaged pupils. Pupil Premium funding is allocated to close the gap in educational attainment, and supporting students' well-being and emotional regulation is key to improving their engagement, behavior, and academic success.</p> <p>Key Reasons for Using Pupil Premium to Fund Zones of Regulation & Liverpool Hearts Project</p> <p>1. Supporting Emotional Regulation and Well-being</p> <ul style="list-style-type: none"> ● Zones of Regulation teaches pupils how to recognise, understand, and manage their emotions, helping them develop essential self-regulation skills. ● The Liverpool Hearts Project provides mental health and well-being interventions, which can be particularly beneficial for Pupil Premium students facing challenges such as trauma, anxiety, or low self-esteem. <p>2. Improving Behaviour and Engagement</p> <ul style="list-style-type: none"> ● Disadvantaged pupils may struggle with self-control, frustration, or social interactions, impacting their learning. ● Zones of Regulation gives them strategies to manage emotions and behaviour, leading to 	<p>2, 3, 4</p>

improved focus, resilience, and classroom participation.

- The Liverpool Hearts Project offers **therapeutic support and interventions**, helping pupils feel more secure and engaged in their learning.

3. Removing Barriers to Learning

- Pupils who experience **emotional distress or mental health issues** often struggle with academic progress.
- By addressing these needs, both programmes help to **reduce disruptions**, improve **classroom readiness**, and support **positive relationships** with teachers and peers.

4. Targeted Support for Disadvantaged Pupils

- Many Pupil Premium students face **higher levels of emotional and social challenges** due to external factors such as financial hardship, family difficulties, or trauma.
- These programmes provide structured support to ensure that disadvantaged pupils **receive the help they need to thrive in school**.

5. Building Long-Term Resilience and Life Skills

- Zones of Regulation helps children develop lifelong skills in **emotional awareness, problem-solving, and self-management**.
- The Liverpool Hearts Project fosters **confidence, resilience, and a sense of belonging**, which can have a lasting impact on a child's personal and academic development.

6. Providing Evidence of Impact for Ofsted and School Accountability

- Schools must demonstrate how Pupil Premium funding is used to **support disadvantaged pupils effectively**.
- These programmes offer **clear assessments, progress tracking, and measurable outcomes**, showing how emotional support interventions improve behaviour, well-being, and academic engagement.

Conclusion

By investing in **Zones of Regulation and the Liverpool Hearts Project** with Pupil Premium funding, schools can ensure that disadvantaged pupils receive **structured emotional support, practical strategies for self-regulation, and interventions to improve well-being**—all of which contribute to **better academic progress and a positive school experience**.

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

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Tuition in Year 6 (Reading, Writing and Maths and Year 1 in Phonics)</i></p> <p><i>Tuition in Year 5 in Maths</i></p>	<p>small group and 1:1 tuition because these targeted interventions help close the attainment gap between disadvantaged pupils and their peers. Pupil Premium funding is specifically allocated to support students who may be struggling due to economic or social disadvantages, and personalised tuition ensures that these pupils receive the focused support they need to make accelerated progress.</p> <p>Key Reasons for Using Pupil Premium to Fund Small Group and 1:1 Tuition</p> <p>1. Personalised Learning and Targeted Support</p> <ul style="list-style-type: none"> • Small group and 1:1 tuition allow for individualised teaching, helping pupils to focus on specific gaps in their learning. • Lessons can be tailored to the pupil's pace, learning style, and needs, ensuring maximum progress. <p>2. Closing the Attainment Gap</p> <ul style="list-style-type: none"> • Disadvantaged pupils often start school with lower attainment levels compared to their peers. • Focused tuition sessions provide additional teaching time to help them catch up and achieve their full potential. <p>3. Boosting Confidence and Engagement</p> <ul style="list-style-type: none"> • Some disadvantaged pupils may lack confidence in their abilities and feel overwhelmed in larger class settings. • 1:1 or small group tuition provides a safe, supportive environment, encouraging pupils to ask questions and engage more actively. <p>4. Addressing Missed Learning or Gaps</p> <ul style="list-style-type: none"> • Pupils from disadvantaged backgrounds may have missed out on key learning opportunities due to various challenges, including school absences or lack of support at home. • Tuition sessions focus on reinforcing core skills in areas like English and Maths, ensuring they can keep up with their peers. <p>5. Supporting Key Transitions and Exam Preparation</p> <ul style="list-style-type: none"> • Small group and 1:1 tuition can provide extra support for pupils preparing for SATs, GCSEs, 	<p>1, 3</p>

	<p>or key transition points, helping them build the skills and confidence needed for success.</p> <p>6. Providing Measurable Impact and Accountability</p> <ul style="list-style-type: none"> Schools must demonstrate the effective use of Pupil Premium funding. Small group and 1:1 tuition provide clear, measurable progress data, showing how the additional support improves attainment and engagement. <p>Conclusion</p> <p>By funding small group and 1:1 tuition with Pupil Premium, schools ensure that disadvantaged pupils receive focused, personalised teaching to address learning gaps, boost confidence, and improve academic outcomes. This approach helps create equal opportunities for success, ensuring that all pupils can reach their full potential</p>	
<i>Intervention Staff 2x per week in Year 6</i>	<p>Intervention teacher in Year 6 to provide targeted support for disadvantaged pupils as they prepare for SATs and the transition to secondary school. Year 6 is a crucial year for academic progress, and an intervention teacher can work with small groups or individuals to close learning gaps, boost confidence, and accelerate progress in core subjects like Maths and English.</p> <p>By providing personalised teaching, the intervention teacher helps ensure that Pupil Premium students receive the additional support they need to achieve expected standards, improving their long-term educational outcomes and reducing the risk of them falling behind as they move to secondary school.</p>	

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

Budgeted cost: £104,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mentors</i>	<p>By funding mentors, we will provide targeted, consistent support for disadvantaged pupils who may face additional barriers to learning. Mentors can work closely with individual students to build positive relationships, support emotional well-being, improve attendance, and help develop confidence, organisation, and learning behaviours.</p> <p>By providing regular guidance and early intervention, a strong mentor team can help pupils overcome personal or social challenges that may affect their progress in school. This personalised support enables students to engage more fully in their learning, improve outcomes, and reduce the attainment gap between Pupil Premium and non-Pupil Premium pupils.</p>	
<i>Place2Be</i>	<p>By using funding to provide access to Place2Be counselling services we aim to support the mental health and emotional well-being of disadvantaged pupils, who are statistically more</p>	

	<p>likely to experience social, emotional, and environmental barriers to learning. Research from the Education Endowment Foundation (EEF) shows that effective social and emotional support can lead to an average of four months' additional progress in academic outcomes. In addition, Place2Be's own impact evaluations have found improvements in pupils' emotional regulation, confidence, classroom engagement, and readiness to learn following access to school-based counselling.</p> <p>By addressing mental health needs early and within the school environment, counselling helps remove barriers to learning, improves attendance and behaviour, and supports better academic outcomes, helping to reduce the attainment gap for Pupil Premium pupils.</p>	
<p><i>Beautiful New Beginnings</i></p>	<p>We use funding for Beautiful New Beginnings to support disadvantaged pupils who need additional emotional, social, or behavioural support to access learning effectively. These programmes typically offer structured, therapeutic, or nurture-based interventions that help pupils build confidence, develop self-regulation, and strengthen relationships, all of which are essential for successful learning.</p> <p>There is strong evidence that this type of targeted support improves outcomes. The Education Endowment Foundation (EEF) reports that social and emotional learning approaches can lead to an average of around four months' additional academic progress, particularly for disadvantaged pupils. Research on nurture and early intervention programmes also shows improvements in attendance, behaviour, and engagement in learning.</p> <p>By addressing underlying barriers such as anxiety, low self-esteem, or emotional distress, programmes like Beautiful New Beginnings help pupils become more ready to learn, improving both well-being and academic progress, and supporting the school in reducing the attainment gap.</p>	

Total budgeted cost: £354,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged Pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data, published performance measures (where available), and our own internal summative and formative assessment systems.

The data demonstrates that standards for disadvantaged pupils have improved across most year groups, with more pupils making expected progress than in previous years. Improvements have been particularly evident in early reading, phonics, and targeted intervention groups, where structured support and focused teaching have helped pupils strengthen key foundational skills. Targeted support in upper Key Stage 2 has also contributed to improved outcomes at the end of Key Stage 2 compared to previous cohorts.

However, while progress is evident, outcomes for disadvantaged pupils at our school remain below national averages in several key measures. The attainment gap between disadvantaged and non-disadvantaged pupils within school also remains significant, particularly at greater depth and in writing. Although our pupils are making progress from their starting points, we recognise that as a school we are still performing below national expectations and must continue to accelerate improvement.

To help us gauge the performance of our disadvantaged pupils, we compared their results to those of disadvantaged and non-disadvantaged pupils at national and local level, as well as to outcomes achieved by our non-disadvantaged pupils within school. This analysis confirmed that although progress is improving, our disadvantaged pupils are not yet achieving in line with national outcomes, and the gap between our disadvantaged and non-disadvantaged pupils remains wider than we would like. Closing this gap remains a central priority of our strategy.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Attendance for disadvantaged pupils has improved compared to the previous year, particularly for those previously identified as persistently absent. Nevertheless, attendance for disadvantaged pupils continues to be lower than for their peers and remains an ongoing focus. Pastoral records, pupil voice and staff observations indicate that mentoring, counselling provision (including Place2Be), nurture support and enrichment opportunities have had a positive impact on pupils' emotional wellbeing, confidence and engagement with learning. Behaviour incidents involving disadvantaged pupils have reduced, particularly for those receiving targeted SEMH support.

Based on all the information above, the performance of our disadvantaged pupils **partially met expectations**, and we are **not yet fully on course** to achieve all of the outcomes we set out to achieve by 2026/27. While progress is moving in the right direction, we recognise that outcomes remain below national benchmarks and further improvement is required to close attainment, attendance and opportunity gaps.

Our evaluation of the approaches delivered last academic year indicates that high-quality teaching development, structured phonics implementation, targeted academic intervention (particularly in Year 6), mentoring provision, counselling services, and access to enrichment opportunities have been particularly effective in supporting disadvantaged pupils. Areas requiring further development include ensuring greater consistency in classroom practice across year groups, strengthening the impact of some targeted interventions, and continuing to improve parental engagement and attendance.

We have therefore reviewed our strategy plan and refined how we intend to use our funding this academic year. Our focus will remain on strengthening Quality First Teaching, sharpening targeted academic support in key year groups, and sustaining strong pastoral and attendance support to remove barriers to learning. We are committed to accelerating progress so that outcomes for our disadvantaged pupils move closer to — and ultimately match — national expectations. The Further Information section below provides more details about our planning, implementation and evaluation processes.