

Pupil premium strategy statement 2025-2028

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 Mary's Church of England Primary School |
| Number of pupils in school | 166 |
| Proportion (%) of pupil premium eligible pupils | 24.7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025/26 to 2027/2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2028 |
| Statement authorised by | Rachel Blake, Executive Headteacher |
| Pupil premium lead | Alison Nettleship, Head of School |
| Governor / Trustee lead | Vicky Kemble, Chair of Governors |

Funding overview

| Detail | Amount |
|--|---------------------------------------|
| Pupil premium funding allocation this academic year | £53,025.00 (inc service and post LAC) |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £53,025.00 |

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Strategy: Intent

At St Mary's, our vision that *Good Ground Grows Well* shapes every aspect of our work. We are committed to creating the conditions in which all pupils — especially those who are disadvantaged — can grow with confidence, achieve highly and flourish as individuals. Our pupil premium strategy is rooted in this belief and sets out how we ensure equity, belonging and opportunity for every child.

We want our disadvantaged pupils to feel a strong sense of identity and inclusion within our school community. Our values guide the way we teach, the way we support pupils and the way we work in partnership with families. Together, these principles help us build an environment where children feel safe, encouraged and ready to learn.

A key priority is ensuring that all children become fluent readers and confident communicators. Reading sits at the heart of our curriculum because it opens doors to all other learning. We are determined that every pupil, regardless of background, develops a lifelong love of reading and the literacy skills needed to succeed across the curriculum.

Our approach to using the pupil premium grant is strategic and evidence-informed. We identify the challenges that hinder progress and direct funding carefully to the areas where it will have the greatest impact. This includes a balance of whole-school initiatives, targeted academic support and wider pastoral and enrichment opportunities. High-quality teaching remains at the centre of our work, supported by approaches that strengthen oracy, writing, adaptive teaching and curriculum access.

Our priorities are clear: to secure strong attendance, to ensure consistently excellent teaching, to close gaps in reading, writing and mathematics, and to support pupils' confidence, resilience and wellbeing. We want disadvantaged pupils not only to make strong academic progress, but also to develop the character and self-belief needed to thrive.

By the end of this three-year strategy, our ambition is that all children — especially those facing the greatest barriers — leave St Mary's with the knowledge, skills and confidence to flourish. They will know that they have grown in '*good ground*', ready to continue learning and contributing positively to the wider world.

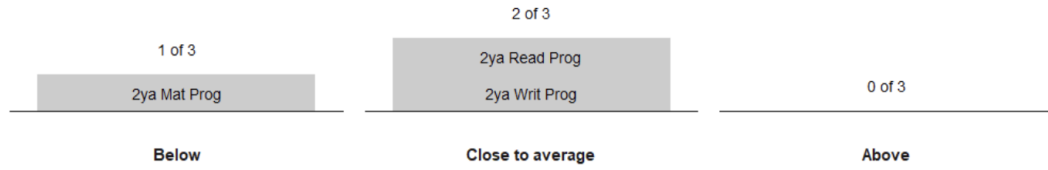
Challenges

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

| Challenge number | Detail of challenge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|---|-------------------------|-------------------------|-------------------------------|------------------------|-------------------------------|------------------------|----------------|---------|----|-------|-------|------------------|----------------------|---|---------|----|-------|-------|------------------|----------------------|---|---------|----|-------|-------|------------------|------------------|---|---------|----|-------|-------|------------------|---------------|---|
| 1 | <p>FSM6 - Attendance</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>Sch trend vs Nat trend</th> <th>School context</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td>34</td> <td>92.4%</td> <td>92.6%</td> <td>Close to average</td> <td>Relative improvement</td> <td>-</td> </tr> <tr> <td>2023/24</td> <td>48</td> <td>91.0%</td> <td>92.0%</td> <td>Close to average</td> <td>Relative improvement</td> <td>-</td> </tr> <tr> <td>2022/23</td> <td>55</td> <td>90.4%</td> <td>91.6%</td> <td>Close to average</td> <td>Relative decline</td> <td>-</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>2018/19</td> <td>32</td> <td>95.0%</td> <td>94.4%</td> <td>Close to average</td> <td>Not available</td> <td>-</td> </tr> </tbody> </table> <p>Some pupils entitled to Pupil Premium funding have concerning attendance and punctuality, which is negatively impacting their learning. Attendance for pupils in receipt of Pupil Premium is consistently below that of their peers across all year groups, particularly where this is combined with SEND. Targeted support is required to ensure these pupils attend school regularly and benefit from high-quality, quality-first teaching.</p> | Year | Cohort | School | National | National distribution banding | Sch trend vs Nat trend | School context | 2024/25 | 34 | 92.4% | 92.6% | Close to average | Relative improvement | - | 2023/24 | 48 | 91.0% | 92.0% | Close to average | Relative improvement | - | 2022/23 | 55 | 90.4% | 91.6% | Close to average | Relative decline | - | 2018/19 | 32 | 95.0% | 94.4% | Close to average | Not available | - |
| Year | Cohort | School | National | National distribution banding | Sch trend vs Nat trend | School context | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024/25 | 34 | 92.4% | 92.6% | Close to average | Relative improvement | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023/24 | 48 | 91.0% | 92.0% | Close to average | Relative improvement | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022/23 | 55 | 90.4% | 91.6% | Close to average | Relative decline | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018/19 | 32 | 95.0% | 94.4% | Close to average | Not available | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | <table border="1"> <thead> <tr> <th>Year</th> <th>Reading progress cohort</th> <th>Writing progress cohort</th> <th>Maths progress cohort</th> </tr> </thead> <tbody> <tr> <td>2023, 2022</td> <td>18</td> <td>18</td> <td>18</td> </tr> </tbody> </table> <p>Internal tracking data, including FFT benchmarks, indicates that progress in maths for pupils in receipt of Pupil Premium is weaker than in reading and writing, with no strands judged above average. Although progress in writing is broadly close to average, attainment remains consistently below age-related expectations when compared with non-disadvantaged peers, particularly at greater depth.</p> <p>Analysis of pupil outcomes indicates that key barriers include insecure transcription skills, limited stamina for independent writing, gaps in grammatical knowledge, and underdeveloped composition skills, including planning, sentence structuring and extended writing development. Vocabulary limitations and reduced exposure to rich language models further inhibit pupils' ability to write with precision, cohesion, and ambition.</p> | Year | Reading progress cohort | Writing progress cohort | Maths progress cohort | 2023, 2022 | 18 | 18 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Reading progress cohort | Writing progress cohort | Maths progress cohort | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023, 2022 | 18 | 18 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Year | Reading progress cohort | Writing progress cohort | Maths progress cohort |
|------------|-------------------------|-------------------------|-----------------------|
| 2023, 2022 | 18 | 18 | 18 |



Disadvantaged pupils - Reading expected standard

| Year | Cohort | School disadvantaged compared to national disadvantaged | | | School disadvantaged compared to national non-disadvantaged | | | Year group context |
|--------|--------|---|----------|-------------------------------|---|-----|----------------|-----------------------------|
| | | School | National | National distribution banding | National (non dis) | Gap | Gap Trend | |
| 3-year | 36 | 61% | 62% | Close to average (non-sig) | 80% | -18 | Not applicable | Not applicable |
| 2025 | 7 | 57% | 63% | Close to average (non-sig) | 81% | -23 | Widening | - |
| 2024 | 12 | 83% | 62% | Above (non-sig) | 80% | 4 | Positive gap | - |
| 2023 | 17 | 47% | 60% | Below (non-sig) | 78% | -31 | Not available | High - FSM, Low - Stability |

Analysis of reading outcomes for disadvantaged pupils shows variable attainment over time, with performance broadly in line with national disadvantaged averages but significantly below that of non-disadvantaged pupils. While outcomes in 2024 were a relative strength, with disadvantaged pupils performing above national disadvantaged and slightly above non-disadvantaged peers, this has not been sustained. In 2025, attainment has declined and the gap with non-disadvantaged pupils has widened. Over the three-year picture, disadvantaged pupils remain close to national disadvantaged benchmarks; however, a persistent and in some cases widening gap with non-disadvantaged pupils indicates that current provision has not yet secured consistently strong outcomes in reading.

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Results from 2024/25, Observations and Progress Meetings have shown under-developed **oral language skills** and language gaps in disadvantaged pupils, particularly in our EYFS/KS1 classes. Some of our children entitled to pupil premium funding also enter school with spoken levels of language that are below the expected level for their age. These children may not have experienced a language rich environment at home. As a result, they often have limited vocabulary; a lesser ability to express themselves and often it is difficult for adult support to be provided in the family.

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A high proportion of our disadvantaged children are impacted by **difficult living situations** and many have been affected by cost of living, safeguarding concerns and/or are on a CIN or CP plan. This has resulted in many of these pupils requiring

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| | support in social and emotional skills and opportunities to engage with enrichment activities. |
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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 |
|---|--|
| To achieve and sustain improved attendance for all pupils and particularly our disadvantaged pupils | <ul style="list-style-type: none"> • End of Year 1: Pupil Premium attendance increases to 91%+ and PA reduces by 10% • End of Year 2: Attendance reaches 93%+, gap with non PP reduced by at least 3 percentage points • End of Year 3: Attendance meets or exceeds national average for all pupils, and PA continues to reduce year on year |
| Improved writing outcomes for disadvantaged children | <ul style="list-style-type: none"> • End of Year 1: PP writing attainment increases, % at ARE improves, gap begins to narrow; clear evidence of progress in books • End of Year 2: Gap between PP and non-PP reduced substantially (e.g., by 5%+); sustained progress with fewer PP pupils working below • End of Year 3: PP pupils achieve at least in line with national average for ARE in writing or gap is minimal (<3%); accelerated progress sustained |
| Improved reading attainment for disadvantaged pupils | <ul style="list-style-type: none"> • End of Year 1: PP reading attainment improves; gap begins to narrow; clear improvement in fluency and comprehension. Re-open library and engage with Libraries for Primaries. • End of Year 2: Attainment gap reduced substantially (e.g., 5%+); fewer PP pupils working below expected; strong progress from baseline. Embed outcomes from Libraries for Primaries course. • End of Year 3: PP reading outcomes in line with national average or school gap is minimal (<3%), with sustained progress and improved reading culture |

| | |
|--|---|
| <p>Improved Oracy skills with improved outcomes in the Communication and Literacy Early Learning Goals</p> | <ul style="list-style-type: none">• End of Year 1: Clear improvement from baseline in communication and language for PP pupils; high-quality oracy approaches embedded in EYFS/KS1• End of Year 2: Gap between PP and non-PP significantly reduced in speaking and listening; fewer pupils require targeted SALT intervention• End of Year 3: PP pupils achieve in line with peers in oracy, with strong confidence, vocabulary use and articulation demonstrated across the curriculum |
|--|---|

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: £26,512.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Developing high quality teaching, assessment and curriculum using an adaptive teaching approach</p> | <p>Ensuring there is an adaptive teaching approach in all the classrooms provides opportunities for all pupils to experience success by:</p> <ul style="list-style-type: none"> • Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • Balancing input of new content so that pupils master important concepts. • Making effective use of teaching assistants. <p>(https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching)</p> | <p>1,2,3,4,5</p> |
| <p>Enhance the embedded oracy skills across the whole school curriculum. Supporting pupils to articulate themselves and furthering their use of vocabulary and language through targeted quality first teaching.</p> | <p>Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:</p> <ul style="list-style-type: none"> • collaborative learning activities where pupils can share their thought processes; • reading books aloud and discussing them, including use of structured questioning; • and pupils articulating their ideas verbally before writing. <p>We will promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.</p> <p>We will extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p>(https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)</p> | <p>2, 3, 4</p> |
| <p>Support pupils to develop fluent reading</p> | <p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from</p> | <p>2,3,4</p> |

| | | |
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| <p>capabilities through making improvements to the school library</p> | <p>focusing on word recognition to comprehending the text. We will develop pupils' fluency through:</p> <ul style="list-style-type: none"> • guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and • repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. • Be read aloud to: This allows them to hear fluent reading <p>(https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency)</p> | |
| <p>Continue to fully resource our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils with extended teacher training.</p> | <p>“In the early years, there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components.”</p> <p>(https://educationendowmentfoundation.org.uk/early-years/literacy/the-importance-of-reading-in-early-years-education)</p> <p>Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Twinkl Phonics is the accredited scheme that is used. Extended training to include all KS2 staff has been organised to support older EAL pupils arriving at the school and to ensure strategies outlined in the DfE Reading Framework in regards to helping KS2 children with spelling and decoding are adhered to.</p> | <p>2,3,4</p> |
| <p>Enhancement of our writing curriculum in line with DfE and EEF guidance through continued review of curriculum and assessment procedures</p> | <p>In conjunction with phonics, oracy and reading, writing will continue to be developed across the curriculum using The Write Stuff.</p> <p>Staff will be leading shared training to ensure the high-quality of delivery is consistently achieved and to improve their own skill-levels in delivering this. We will also look to staff to review assessment procedures to ensure that we are receiving accurate assessments at each point in a child's journey with us.</p> | <p>2</p> |

(<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>)

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

Budgeted cost: £8,837.5

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional reading sessions targeted at disadvantaged pupils (1:1) who require further support in reading | <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>(https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)</p> | 3 |
| Effective small group tuition to be implemented where needed based on identified needs | <p>Specific needs and gaps targeted regularly can be an effective method for supporting low attaining pupils. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>(https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)</p> | 2, 3, 4 |
| Additional phonics sessions targeted at disadvantaged and non-disadvantaged pupils who require further phonics support. | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>(https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)</p> | 2, 3, 4 |
| Technology easily accessible in each classroom | <p>'If we are very wise in the way that AI is applied. It will solve the enduring problems that the third factory model of education never solved for example social mobility, which has been static or declining, it could massively help social mobility'. (Westminster Education Forum February 2024)</p> | 2, 3, 4 |

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| | We will work with focus groups and implement strategies, particularly with the use of AI, to empower pupils to overcome learning barriers. | |
| Research informed training for support staff throughout the academic year | <p>The evidence shows that teaching assistants can support pupils effectively through structured interventions. However, these need to be carefully considered, monitored, and linked to the classroom to ensure positive outcomes for pupils.</p> <p>We will deliver research-driven, high quality CPD for our support staff to allow them to support teachers in closing gaps for pupils.</p> <p>(https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)</p> | 2,3,4 |

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

Budgeted cost: £17,675

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provide integrated and systematic pastoral support and develop Social and Emotional Learning skills of our Pupil Premium pupils through dedicated pastoral support manager | <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</p> <p>(https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)</p> | 1, 5 |
| Provide in-depth learning mentoring for disadvantaged children which is tracked over | <p>Specific needs and gaps targeted regularly can be an effective method for supporting low attaining pupils.</p> <p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on</p> | 1, 5 |

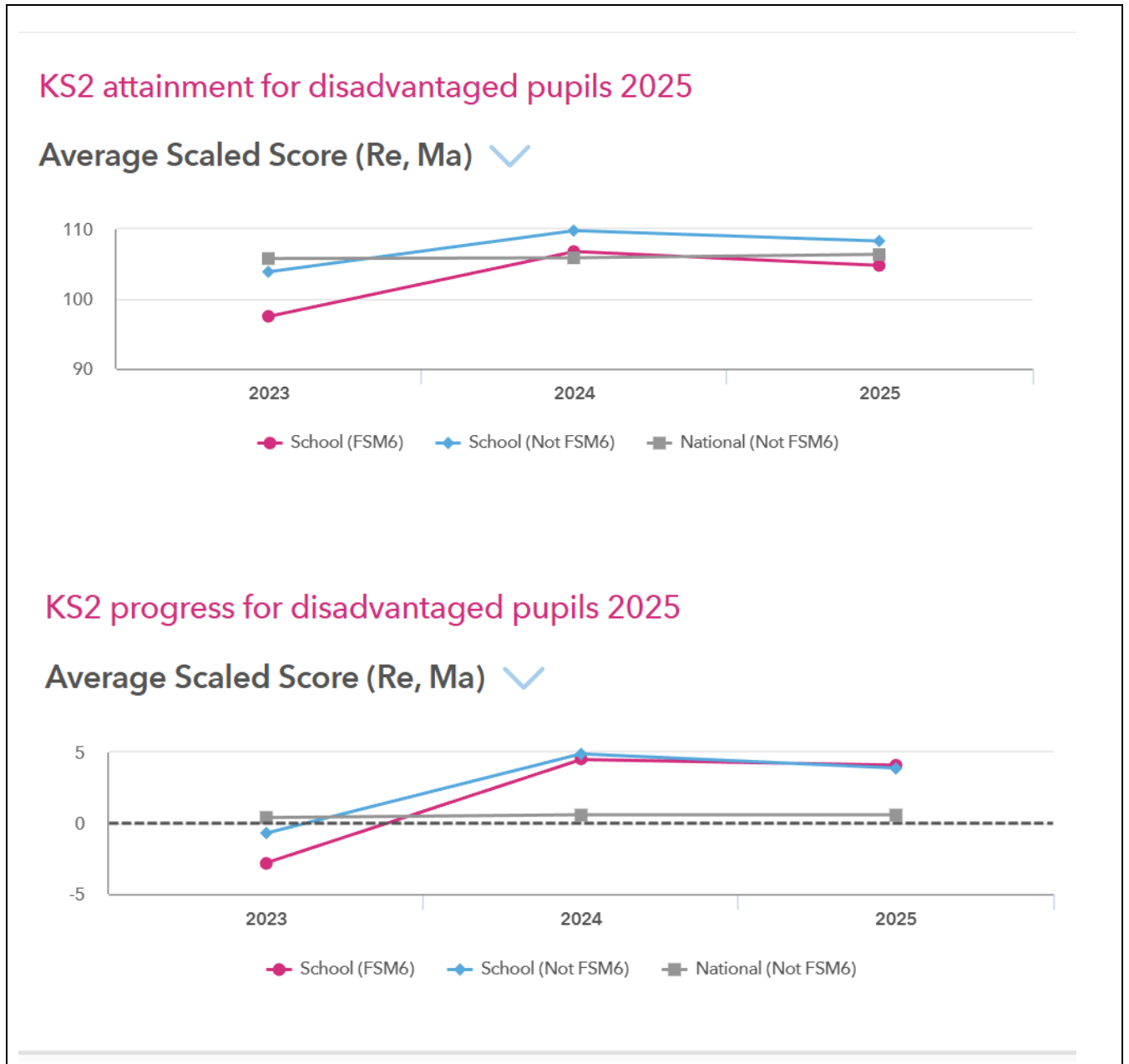
| | | |
|--|---|------------|
| <p>time through the implementation of 'Transforming Lives' process</p> | <p>attainment (+2 months' additional progress).</p> <p>(https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring)</p> | |
| <p>Evaluation and Embedding principles of good practice for attendance from across the partnership of schools</p> | <p>We will continue to improve attendance in school using the EEF guidance. Improving attendance is a multifaceted mission, requiring different approaches in different contexts. There are, however, some common overarching principles that can inform attendance strategies.</p> <p>(https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance)</p> <p>This will involve release time for identified staff to develop and implement any new procedures to improve attendance.</p> | <p>5</p> |
| <p>Whole staff training on behaviour management and self-regulation approaches with the aim of developing our school ethos and improving behaviour across school.</p> | <p>Both targeted interventions and universal approaches have positive overall effects. We will use a combination of behaviour approaches to reduce low-level disruption and provide tailored support where required.</p> <p>(https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)</p> | <p>1,5</p> |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>All</p> |

Total budgeted cost: £ £53,025.00

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.



Attainment & progress

| Pupils | | Attainment | | | | | Progress | | |
|----------------------|------------------|------------|----------|---------------------------------|----------|------|---------------------------------|----------|------|
| | | FSM6 | Not FSM6 | Average Scaled Score (Re, Ma) ✓ | | | Average Scaled Score (Re, Ma) ✓ | | |
| | | FSM6 | Not FSM6 | FSM6 | Not FSM6 | Gap | FSM6 | Not FSM6 | Gap |
| Summary | All Pupils | 5 | 13 | 104.8 | 108.3 | -3.5 | 4.1 | 3.9 | 0.2 |
| Gender | Male | - | 9 | - | 107.3 | - | - | 2.4 | - |
| | Female | 5 | 4 | 104.8 | 110.4 | -5.6 | 4.1 | 7.3 | -3.2 |
| DFE Prior Attainment | Higher attainers | - | 1 | - | 116.5 | - | - | 5.6 | - |
| | Middle attainers | 2 | 10 | 107.8 | 109.2 | -1.4 | 3.2 | 4 | -0.8 |
| | Lower attainers | 2 | 2 | 100 | 99.8 | 0.2 | 4.9 | 2.5 | 2.4 |
| SEN Group | EHC Plan | 1 | - | 92 | - | - | 2.3 | - | - |
| | No SEN | 4 | 13 | 108 | 108.3 | -0.3 | 4.7 | 3.9 | 0.8 |
| Ethnic Group | White | - | 1 | - | 112 | - | - | 6.6 | - |
| | Not White | 5 | 12 | 104.8 | 108 | -3.2 | 4.1 | 3.7 | 0.4 |

2025 Outcomes

Pupil Group Performance

Disadvantaged (FSM6) – Exceptional attainment

| Area | School 2025 | National FSM6 |
|--------------|-------------|---------------|
| RWM Combined | 100% | 47% |
| Reading | 100% | 63% |
| Writing | 100% | 59% |
| Maths | 100% | 61% |

➔ Disadvantaged pupils **outperformed national disadvantaged AND national non-disadvantaged.**

Attendance

Persistent Absence

| Group | School 2025 | National | Banding |
|------------|-------------|----------|-------------------------------------|
| All pupils | 14.0% | 14.3% | Close to average |
| FSM6 | 26.5% | 24.4% | Close to average |
| SEN | 14.3% | 22.6% | Below (better than national) |

➔ **FSM6 attendance is the key vulnerability.**

Whilst we had excellent outcomes for our Pupil Premium Children this year the sustainability of disadvantaged outcomes is a key area of risk. As we are a small school with some small cohorts we need to secure consistency in outcomes for children by identifying at-risk year groups and putting interventions in place.

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|---|--|
| <p>How did you spend your service pupil premium allocation last academic year?</p> | <ul style="list-style-type: none"> • Training for staff on the difficulties faced by service children. • Time spent with children moving into and out of the school due to re-deployment • Improved communication with parents • Developing links with local bases and service organisations |
| <p>What was the impact of that spending on service pupil premium eligible pupils?</p> | <ul style="list-style-type: none"> • Staff are more understanding and able to empathise with service children and the difficulties they face. • Children were able to settle well to school and when leaving the school time was able to be given to help them transition and prepare them for their new school. Children were then able to leave happily knowing where they were going. • Parents are better able to help their child settle into the school as they have improved communication and contact with Parent Support Worker • Improved training opportunities and access to additional funding for the families from better contacts within the services. |

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising available CPD to support the development of our Mental Health provision. The training will focus on the needs identified by discussion with professionals: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We reviewed evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils.