



# Pupil Premium Strategy Statement

## 2025 - 2028

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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   | Ribbon Academy   |
| Number of pupils in school  | 437 (Plus 72 in Nursery)   |
| Proportion (%) of pupil premium eligible pupils   | 41% (179)  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2025 – 2028  |
| Date this statement was published   | 28.11.2025   |
| Date on which it will be reviewed   | 30.11.2026   |
| Statement authorised by   | Ashleigh Sheridan (Headteacher)  |
| Pupil premium lead  | Stuart Houghton<br>(Deputy Headteacher)<br>Kim Flower<br>(Assistant Headteacher for Inclusion) |
| Governor / Trustee lead   | Elaine Chandler  |

### Funding Overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £286,065 |
| Recovery premium funding allocation this academic year  | N/A      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £286,065 |



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## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Ribbon Academy, we are committed to ensuring that every child has the opportunity to realise and fulfil their potential, regardless of their starting point. Our vision, “*Grow Together*”, reflects our determination for all pupils to achieve the success they deserve.

Pupil Premium funding enables us to remove barriers to learning and provide targeted support so that disadvantage does not limit progress, attainment, or personal development. Our aim is for all pupils, including those who are disadvantaged, to leave Ribbon Academy equipped with the knowledge, skills, and understanding needed for the next stage of their education and beyond.

High-quality teaching is at the heart of our approach. We prioritise strategies proven to have the greatest impact on closing attainment gaps, while sustaining and improving outcomes for all pupils. Our decisions are informed by robust research, including guidance from the Department for Education (DfE) and the Education Endowment Foundation (EEF), alongside local and national context.

To achieve our aims, we focus on three key areas:

#### 1. High-Quality Teaching

- Developing teaching, assessment, and curriculum through an instructional coaching model
- Evidence-based professional development for staff
- Effective mentoring and coaching
- Use of technology to enhance learning

#### 2. Targeted Academic Support

- Strategic deployment of HTLPs, TLPs, and Support Assistants
- Interventions for speech and language development
- Wave 1, 2, and 3 interventions to help pupils *keep up*, not *catch up*
- One-to-one and small-group tutoring
- Focused initiatives tailored to disadvantaged learners

#### 3. Wider Strategies



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- Strong communication and support for families
- Promoting social, emotional, and mental health wellbeing
- Addressing attendance and punctuality
- Providing access to enriching extra-curricular opportunities

Through this strategy, we aim to ensure that disadvantage is never a barrier to success and that every child at Ribbon Academy thrives academically, socially, and emotionally.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Attainment Gaps Across Core Curriculum</b> Teacher assessments, statutory data, observations, and pupil voice indicate significant gaps in core subjects for disadvantaged pupils compared to their non-disadvantaged peers. These gaps are evident across all phases of the school.   |
| 2                | <b>Phonics and Early Reading</b> Statutory Phonics Screening Check shows disadvantaged pupils experience greater difficulty with phonics and word reading. This impacts reading confidence, fluency, and limits access to independent comprehension activities.   |
| 3                | <b>Speech, Language, and Early Communication</b> Teacher assessments, observations, pupil voice, and external specialist input highlight deficits in speech and language development among disadvantaged pupils, affecting early language acquisition and future learning.  |
| 4                | <b>Social, Emotional, and Mental Health (SEMH)</b> Assessments, family discussions, and work with 'Place2Be' indicate an increase in social and emotional challenges, particularly among disadvantaged pupils. These issues negatively influence learning behaviours. A high proportion of pupils on the SEND register for SEMH needs are also disadvantaged. |
| 5                | <b>Attendance and Punctuality</b> Attendance data shows disadvantaged pupils have lower attendance rates and higher levels of persistent absence compared to their peers. Absenteeism and poor punctuality significantly impact progress and attainment.  |
| 6                | <b>Limited Cultural Capital</b> While connected learning is promoted to make knowledge meaningful, disadvantaged pupils often have limited experiences outside school. This restricts cultural capital development and reduces opportunities to make links across the curriculum.   |



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| Challenge number | Detail of challenge  |
|------------------|--|
| 7                | <b>Low Aspirations and Awareness of Future Opportunities</b> Pupil voice reveals limited aspirations among disadvantaged learners, with a lack of awareness of further education pathways and career opportunities.  |
| 8                | <b>Early Years Foundation Stage (EYFS) Gaps</b> End-of-EYFS assessments show a significant gap in achieving a Good Level of Development (GLD) for disadvantaged pupils compared to their peers, despite progress from starting points. Foundational skills require targeted support alongside delivery of the National Curriculum from Year 1 onwards. |

## 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  |
|--|---|
| Embed and sustain consistently high-quality teaching and learning practices across the school, ensuring robust approaches to planning, assessment, and timely intervention that enable disadvantaged pupils to achieve and thrive. | <ul style="list-style-type: none"> <li>Assessment and observation evidence demonstrates that effective systems are embedded to ensure all pupils—particularly those who are disadvantaged—receive timely, targeted support to keep pace with their peers.</li> <li>Strategies include:               <ul style="list-style-type: none"> <li><b>Purposeful use of the Teaching Toolkit</b> to inform planning and delivery.</li> <li><b>Responsive teacher assessment</b> that identifies need and triggers appropriate support.</li> <li><b>Effective use of adaptive teaching</b> to meet diverse learning needs within the classroom.</li> <li><b>Targeted Wave 1, 2, and 3 interventions</b> implemented with precision to accelerate progress.</li> <li><b>Established instructional coaching model</b> actively used to refine teaching and learning strategies, aligned with the school's coaching curriculum and tailored to individual teacher development.</li> </ul> </li> <li>Staff demonstrate:               <ul style="list-style-type: none"> <li>Improved readiness-to-learn strategies.</li> <li>Proactive awareness of key pupils.</li> <li>Consistent application of supportive approaches bespoke to individual needs.</li> </ul> </li> </ul> |
| Secure accelerated and sustained progress in reading for disadvantaged pupils, ensuring improved   | <ul style="list-style-type: none"> <li>Assessment and observation evidence shows disadvantaged pupils make <b>accelerated progress in reading fluency and accuracy</b>, demonstrating increased reading speed appropriate to age and stage.</li> </ul>  |



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| Intended outcome  | Success criteria   |
|---|--|
| <p>fluency, comprehension, and confidence.</p>  | <ul style="list-style-type: none"> <li>• Pupils exhibit <b>improved comprehension skills</b>, including the ability to infer, predict, and summarise across a range of text types.</li> <li>• Disadvantaged pupils demonstrate <b>confidence and engagement with reading</b>, actively participating in discussions about texts and showing enjoyment in reading for pleasure.</li> <li>• Pupils have <b>exposure to and understanding of varied genres and culturally rich texts</b>, supporting the development of cultural capital and broadening vocabulary.</li> <li>• Regular monitoring indicates that targeted interventions (phonics, fluency practice, comprehension strategies) are <b>embedded and effective</b>, with clear evidence of impact on individual progress.</li> <li>• Staff consistently apply <b>adaptive teaching strategies</b> to meet diverse reading needs and use responsive assessment to inform next steps.</li> </ul>   |
| <p>Secure accelerated and sustained progress in writing for disadvantaged pupils, ensuring improved composition, spelling, and grammatical accuracy.</p>    | <ul style="list-style-type: none"> <li>• Assessment and observation evidence shows disadvantaged pupils make <b>accelerated progress in writing fluency and accuracy</b>, demonstrating secure spelling, punctuation, and grammatical control appropriate to age and stage.</li> <li>• Pupils produce writing that reflects <b>clear sentence structure, coherence, and increasing sophistication in composition</b>, including effective use of vocabulary and varied sentence types.</li> <li>• Disadvantaged pupils demonstrate <b>creativity and confidence in writing</b>, drawing on ideas from a wide range of mentor texts and genres to enrich their own work.</li> <li>• Pupils show <b>improved handwriting quality and stamina</b>, enabling them to write at length with legibility and fluency.</li> <li>• Exposure to <b>varied text types and culturally rich literature</b> is evident in pupils' writing, supporting the development of cultural capital and broadening their understanding of different styles and purposes.</li> <li>• Regular monitoring indicates that targeted interventions (spelling strategies, sentence construction practice, extended writing opportunities) are <b>embedded and effective</b>, with clear evidence of impact on individual progress.</li> <li>• Staff consistently apply <b>adaptive teaching strategies</b> and use responsive assessment to inform next steps in writing development.</li> </ul> |
| <p>Secure accelerated and sustained progress in mathematics for disadvantaged pupils, ensuring improved fluency, reasoning, and problem-solving skills.</p> | <ul style="list-style-type: none"> <li>• Assessment and observation evidence shows disadvantaged pupils make <b>accelerated progress in mathematical fluency and accuracy</b>, demonstrating secure recall of number facts and efficient calculation strategies.</li> <li>• Pupils show <b>confidence and success in the Multiplication Tables Check</b>, reflecting strong foundational knowledge and automaticity.</li> </ul>  |



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| Intended outcome   | Success criteria   |
|--|--|
|  | <ul style="list-style-type: none"> <li>Disadvantaged pupils demonstrate <b>improved reasoning and problem-solving skills</b>, applying mathematical concepts flexibly to a range of contexts and explaining their thinking clearly.</li> <li>Pupils use <b>efficient strategies for calculation and representation</b>, including appropriate use of manipulatives and visual models to support understanding.</li> <li>Exposure to <b>varied problem types and real-life applications</b> is evident in pupils' work, supporting deeper conceptual understanding and cultural capital.</li> <li>Regular monitoring indicates that targeted interventions (fluency practice, reasoning tasks, small-group tuition) are <b>embedded and effective</b>, with clear evidence of impact on individual progress.</li> <li>Staff consistently apply <b>adaptive teaching strategies</b> and responsive assessment to address misconceptions and extend learning.</li> </ul>  |
| <p>Continue to strengthen and embed high-quality phonics teaching strategies to ensure consistent, effective approaches to learning, assessment, and targeted intervention for disadvantaged pupils.</p> | <ul style="list-style-type: none"> <li>Assessment and observation evidence shows disadvantaged pupils make <b>accelerated progress in phonics</b>, demonstrating secure blending and segmenting skills that lead to fluent and accurate decoding.</li> <li>Pupils develop <b>confidence and fluency in reading decodable texts</b>, applying phonics knowledge consistently across a range of contexts.</li> <li><b>Early intervention strategies</b> are embedded from EYFS onwards, ensuring pupils at risk of falling behind receive timely, targeted support.</li> <li>Disadvantaged pupils who do not meet the expected standard in Year 1 are <b>tracked rigorously through Year 2 and Year 3</b>, with bespoke interventions to secure success.</li> <li>Pupils have <b>access to high-quality, fully decodable books matched to their phonics stage</b>, supporting accuracy and confidence.</li> <li>Regular monitoring indicates that <b>systematic phonics teaching and targeted interventions</b> are consistent and effective, with clear evidence of impact on individual progress.</li> <li>Staff demonstrate <b>adaptive teaching strategies</b> and responsive assessment to address gaps and misconceptions promptly.</li> </ul> |
| <p>Improve overall attendance and reduce persistent absence, with a particular focus on disadvantaged pupils, to ensure consistent engagement with learning.</p>   | <ul style="list-style-type: none"> <li><b>Attendance data</b> shows a sustained upward trend for all pupils, with disadvantaged pupils' attendance moving closer to national averages and within 2% of non-disadvantaged peers.</li> <li>The number of pupils classified as <b>Persistent Absentees (PAs)</b> reduces significantly, with clear evidence of targeted support and improvement for identified families.</li> </ul>   |



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| Intended outcome   | Success criteria  |
|--|---|
|  | <ul style="list-style-type: none"> <li>• <b>Unauthorised absences</b> are reduced through proactive engagement and early intervention strategies.</li> <li>• <b>Vigilant monitoring systems</b> are embedded, including:               <ul style="list-style-type: none"> <li>• Daily tracking and prompt follow-up for absences.</li> <li>• Regular review of attendance data in <b>inclusion meetings</b> to identify patterns and agree actions.</li> </ul> </li> <li>• <b>Family Support Advisor (FSA)</b> provides consistent, proactive support for families, including home visits, attendance plans, and signposting to external agencies where needed.</li> <li>• Staff demonstrate <b>awareness of attendance priorities</b>, actively promoting positive attendance messages and readiness to learn.</li> <li>• Evidence of <b>collaborative work with families</b> to overcome barriers to attendance, including personalised strategies and improved communication.</li> </ul>   |
| <p>Provide high-quality, targeted support for pupils with social, emotional, and mental health needs to help them develop resilience, self-regulation, and coping strategies, with a particular focus on disadvantaged learners.</p> | <ul style="list-style-type: none"> <li>• <b>Pupil voice and well-being assessments</b> indicate that pupils receiving SEMH support feel safe, supported, and demonstrate improved resilience, self-regulation, and coping strategies.</li> <li>• <b>Trauma-informed approaches</b> are embedded across the school, with staff trained to recognise and respond effectively to emotional needs, reducing barriers to learning.</li> <li>• The school's <b>two Nurture Provisions</b> provide targeted, structured support for identified pupils, with clear evidence of improved engagement and emotional stability.</li> <li>• <b>Effective use of Place2Be services</b> supports both pupils and families, with case studies showing positive impact on well-being and relationships.</li> <li>• <b>Early Years staff receive PSED training</b>, ensuring strong foundations for emotional development and readiness to learn.</li> <li>• Regular monitoring through <b>inclusion meetings and pupil progress reviews</b> demonstrates that SEMH strategies are consistent, proactive, and tailored to individual needs.</li> <li>• Staff demonstrate <b>adaptive strategies</b> in classrooms to support emotional regulation and maintain positive learning environments.</li> </ul> |
| <p>Enhance speech, language, and vocabulary development for disadvantaged pupils to strengthen communication skills and support access to the wider curriculum.</p>  | <ul style="list-style-type: none"> <li>• <b>Early identification systems</b> are embedded, ensuring pupils with speech and language needs are assessed promptly from entry and receive targeted support without delay.</li> <li>• Individual <b>objectives for improvement</b> are established for each learner, with progress tracked rigorously from starting points through regular reviews.</li> <li>• Pupils with significant needs receive <b>specialist speech and language assessment and intervention</b>, with clear evidence of impact on communication skills.</li> <li>• <b>Internal intervention programmes</b> for ongoing speech and language concerns are consistently implemented, with</li> </ul>  |



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| Intended outcome   | Success criteria   |
|--|--|
|  | <p>measurable progress in vocabulary acquisition and expressive/receptive language.</p> <ul style="list-style-type: none"> <li>• Staff demonstrate <b>confidence and accuracy in delivering interventions</b>, supported by high-quality training and resources.</li> <li>• <b>Oracy-based strategies</b> are embedded across the curriculum, promoting high-quality speaking and listening skills, structured dialogue, and vocabulary development.</li> <li>• <b>Early Years staff receive targeted PSED and language development training</b>, ensuring strong foundations for communication and social interaction.</li> <li>• Monitoring through <b>inclusion meetings and pupil progress reviews</b> confirms that strategies are effective and tailored to individual needs.</li> </ul>   |
| <p>Ensure strong and sustained progress throughout the Early Years, building on each child's individual starting point to secure readiness for the next stage of learning.</p> | <ul style="list-style-type: none"> <li>• <b>Assessment and observation evidence</b> shows disadvantaged pupils make strong and sustained progress from their individual starting points, securing readiness for the next stage of learning.</li> <li>• Pupils demonstrate <b>improved outcomes across all prime areas</b>, with particular strength in communication, language, and personal, social, and emotional development.</li> <li>• <b>High-quality teaching and learning practices</b> are embedded across EYFS, ensuring consistent, effective approaches to planning, assessment, and responsive intervention.</li> <li>• <b>Targeted support strategies</b> are implemented promptly for pupils at risk of falling behind, including bespoke interventions and adaptive teaching approaches.</li> <li>• The school's <b>Nest nurture provision</b> provides structured, calming support for pupils who become overstimulated, enabling them to re-engage positively with learning.</li> <li>• Staff demonstrate <b>confidence in delivering PSED and language-rich strategies</b>, supported by ongoing professional development and access to high-quality resources.</li> <li>• Monitoring through <b>EYFS progress reviews and inclusion meetings</b> confirms that strategies are effective, with clear evidence of impact on individual progress and readiness for Year 1.</li> </ul> |
| <p>Raise aspirations among disadvantaged learners by fostering ambition, confidence, and awareness of future education and career opportunities.</p>                           | <ul style="list-style-type: none"> <li>• <b>Pupil voice and questionnaires</b> indicate that disadvantaged pupils demonstrate increased confidence, ambition, and awareness of future education and career opportunities.</li> <li>• A <b>structured careers programme</b> is introduced across Upper School, providing age-appropriate experiences and information about pathways into further education and employment.</li> <li>• Pupils engage in <b>enrichment activities and employer interactions</b>, including visits, workshops, and talks facilitated</li> </ul>  |



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| Intended outcome  | Success criteria  |
|---|---|
|   | <p>through partnerships with <b>DHL and the local power plant</b>, broadening their understanding of real-world careers.</p> <ul style="list-style-type: none"> <li>• Evidence of <b>improved self-belief and aspiration</b> is seen through pupil discussions, goal-setting activities, and participation in leadership or enrichment opportunities.</li> <li>• Staff embed <b>oracy and vocabulary development</b> linked to careers and future learning into the curriculum, ensuring pupils can articulate ambitions confidently.</li> <li>• Monitoring through <b>pupil voice surveys, participation logs, and case studies</b> confirms that strategies are effective and inclusive, with disadvantaged pupils actively involved.</li> <li>•</li> </ul>   |
| <p>Broaden access to high-quality trips and enrichment experiences to enhance cultural capital and strengthen connections to learning, with a particular focus on disadvantaged pupils.</p> | <ul style="list-style-type: none"> <li>• <b>Participation data</b> shows a significant increase in disadvantaged pupils accessing enrichment activities, trips, and residential experiences.</li> <li>• A <b>structured enrichment programme</b> is embedded, including: <ul style="list-style-type: none"> <li>- <b>Annual residential visits</b> for pupils in Year 1–6, ensuring progressive experiences that build independence and confidence.</li> <li>- <b>Half-termly trips and visits</b> for each year group, linked to curriculum themes to strengthen engagement and contextual understanding.</li> <li>- <b>Scheduled visits to London and/or Paris</b> for Upper School pupils to broaden horizons and enhance cultural capital.</li> </ul> </li> <li>• Enrichment activities are <b>carefully tailored to meet the needs and interests of disadvantaged pupils</b>, ensuring inclusivity and removing financial barriers.</li> <li>• Evidence from <b>pupil voice and engagement logs</b> demonstrates increased confidence, curiosity, and connection between enrichment experiences and classroom learning.</li> <li>• Staff actively promote <b>oracy and reflective discussion</b> following trips to consolidate learning and vocabulary development.</li> <li>• Monitoring through <b>participation records, impact evaluations, and case studies</b> confirms that enrichment opportunities are equitable and impactful.</li> </ul> |

### 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: £ 85,311**



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| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Whole-school commitment to consistently high standards of Quality First Teaching, ensuring that approaches to teaching and learning are adaptive, inclusive, and responsive to pupil needs. All teaching and support staff (teachers, HTLPs, TLPs, Learning Support Mentors) are deployed strategically to maximise impact, address misconceptions promptly, and deliver effective assessment for learning.</p> <p>National College CPD – £1023<br/>           Step Lab Subscription – £853<br/>           T&amp;L Lead Coach - £4,576<br/>           Additional Class Teachers - £74,143</p> <p><b>Total - £80, 595</b></p> | <ul style="list-style-type: none"> <li>• Access to <b>high-quality teaching</b> remains the most powerful lever schools have to improve outcomes for all pupils, particularly those who are disadvantaged. Research from the <b>Education Endowment Foundation (EEF)</b> and the <b>Steplab White Paper</b> highlights that investing in <b>effective professional development</b> for teachers and support staff leads to sustained improvements in classroom practice and pupil progress.</li> <li>• <b>High-Quality Teaching as a Priority:</b> EEF evidence confirms that improving the quality of teaching has the greatest impact on pupil attainment. Strategies such as <b>adaptive teaching, responsive assessment, and structured feedback</b> are proven to accelerate progress for disadvantaged learners.</li> <li>• <b>Professional Development and Instructional Coaching:</b> The Steplab White Paper and EEF's guidance on <b>Effective Professional Development</b> emphasise that coaching and targeted CPD are cost-effective and impactful when they are <b>sustained, evidence-informed, and focused on classroom practice</b>. Bespoke next-step targets for staff ensure continuous improvement and alignment with school priorities.</li> <li>• <b>Mastery Learning and Feedback:</b> EEF research shows that <b>mastery learning</b> approaches have significant positive effects, particularly in mathematics (+6 months) and science (+6 months), and to a lesser extent in reading (+3 months). Feedback is most effective when it is <b>specific, timely, and focused on success criteria</b>, rather than solely identifying errors.</li> <li>• <b>Subject-Specific Pedagogy:</b> High-quality teaching in core subjects (English, mathematics, science) and foundation subjects requires <b>deep subject knowledge and clear progression models</b>. EEF guidance on <b>Improving Mathematics in Key Stages 2 and 3, Early Language, and Literacy Development</b> supports the</li> </ul> | <p><b>1 and 2</b></p>         |



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| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
|   | <p>need for structured, evidence-based approaches.</p> <p><b>Research Links: -</b></p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="https://publishing.service.gov.uk">High Quality Teaching (publishing.service.gov.uk)</a></li> <li>• <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></li> <li>• <a href="https://publishing.service.gov.uk">Improving Mathematics in Key Stages 2 and 3</a></li> <li>• <a href="https://publishing.service.gov.uk">The Great Teaching Toolkit</a></li> <li>• <a href="https://publishing.service.gov.uk">Early Language</a></li> <li>• <a href="https://publishing.service.gov.uk">Literacy Development</a></li> <li>• <a href="https://publishing.service.gov.uk">Writing practice review</a></li> <li>• <a href="https://publishing.service.gov.uk">Effective PD in Early Years</a></li> <li>• <a href="https://publishing.service.gov.uk">Steplab White Paper</a></li> </ul> |                               |
| <p>Leverage Durham Learning Resources to enrich Quality First Teaching by providing high-quality materials, artefacts, and curriculum-aligned resources that create meaningful, real-life learning experiences. These resources will be used to strengthen pupil engagement, deepen conceptual understanding, and support connections between classroom learning and the wider world.</p> <p><b>Total - £2, 469</b></p> | <ul style="list-style-type: none"> <li>• Research consistently highlights that <b>access to high-quality teaching and curriculum resources</b> is one of the most effective ways to improve pupil outcomes, particularly for disadvantaged learners. According to the <b>EEF Teaching and Learning Toolkit</b> and <b>The Great Teaching Toolkit</b>, strategies that provide pupils with <b>real-life, contextualised learning experiences</b> significantly enhance engagement, understanding, and long-term retention.</li> <li>• <b>Cultural Capital and Contextual Learning:</b> Using artefacts and authentic resources supports pupils in making meaningful connections between classroom learning and the wider world. Studies suggest that starting from <b>concrete experiences (e.g., archaeological artefacts)</b> rather than abstract textbook narratives activates pupils' historical consciousness and deepens understanding of intercultural perspectives. Pupils' own perceptions can be leveraged as a resource for historical enquiry, promoting critical thinking and engagement.</li> </ul>   | <p><b>1 and 6</b></p>         |



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| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
|   | <ul style="list-style-type: none"> <li>• <b>High-Quality Teaching and Adaptive Approaches:</b><br/>The EEF emphasises that <b>adaptive teaching</b>, combined with <b>responsive assessment and feedback</b>, is critical for closing gaps. Providing rich, contextual resources enables teachers to differentiate effectively and scaffold learning for disadvantaged pupils.</li> <li>• <b>Professional Development and Subject Knowledge:</b><br/>The Great Teaching Toolkit identifies <b>curriculum knowledge and clarity of explanation</b> as core dimensions of effective teaching. Access to high-quality resources supports teachers in delivering lessons that are knowledge-rich, coherent, and aligned with progression models across subjects.</li> </ul> <p><b>Research Links: -</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Historical Enquiry with Archaeological artefacts   Patrick Johansson</a></li> <li>• <a href="#">High Quality Teaching</a></li> <li>• <a href="#">The Great Teaching Toolkit</a></li> </ul> |                               |
| <p>Implement Reading Plus as a targeted, evidence-based reading intervention to accelerate progress in fluency, comprehension, and vocabulary development for disadvantaged pupils. The programme provides personalised reading pathways and adaptive activities designed to improve speed, accuracy, and understanding. Pupils have access both in school and at home, ensuring continuity of learning and opportunities for extended practice beyond the classroom.</p> | <ul style="list-style-type: none"> <li>• Research from the <b>Education Endowment Foundation (EEF)</b> highlights that <b>reading comprehension strategies</b> can accelerate progress by an average of <b>six months over the course of a year</b>. Effective approaches involve activities tailored to pupils' reading capabilities, with texts that provide appropriate challenge without overwhelming learners. Key principles include: <ul style="list-style-type: none"> <li>- Selecting texts at the right level of difficulty.</li> <li>- Providing structured opportunities to practice fluency and comprehension.</li> <li>- Ensuring pupils are motivated and engaged with reading.</li> </ul> </li> <li>• <b>Reading fluency</b>—the ability to read accurately, quickly, and with expression—is a critical bridge between decoding and comprehension. EEF guidance stresses that fluency practice should be systematic and integrated with comprehension</li> </ul>  | <p>1</p>                      |



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| Activity                      | Evidence that supports this approach   | Challenge number(s) addressed |
|-------------------------------|--|-------------------------------|
| <p><b>Total - £2, 247</b></p> | <p>development to enable pupils to access increasingly complex texts.</p> <ul style="list-style-type: none"> <li>• Evidence from <b>Reading Plus</b> supports these findings:               <ul style="list-style-type: none"> <li>- Pupils who engaged in the recommended amount of Reading Plus instruction significantly improved their ability to comprehend complex texts, expanded their academic vocabulary, and increased reading efficiency.</li> <li>- Research examining <b>silent reading rates (SRR)</b> and comprehension accuracy shows that vocabulary knowledge and SRR improve together when comprehension is strong, reinforcing the importance of integrated fluency and comprehension strategies.</li> <li>- By providing <b>adaptive, personalised reading pathways</b>, Reading Plus ensures pupils receive targeted support to build fluency, comprehension, and vocabulary, both in school and at home—maximising opportunities for practice and progress.</li> </ul> </li> </ul> <p><b>Research Links: -</b></p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies/">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="#">Interaction of Silent Reading Rate, Academic Vocabulary, and Comprehension</a></li> <li>• <a href="#">Reading Plus   Middle School National Results 2019-2020</a></li> <li>• <a href="#">Fluency: A bridge to reading success</a></li> <li>• <a href="#">SRF, Comprehension and Achievement</a></li> </ul> |                               |



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

Budgeted cost: £ 112,631

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed     |
|---|--|-----------------------------------|
| <p>Embed responsive teaching practices to identify gaps in learning swiftly and implement high-quality, evidence-based interventions that accelerate progress for disadvantaged pupils. Staff are deployed strategically to deliver targeted Wave 2 and Wave 3 support, including small-group and 1:1 sessions across core subjects. Personalised learning is enhanced through adaptive online platforms and structured intervention programmes, ensuring pupils receive timely, tailored support that addresses misconceptions and builds confidence.</p> <p>Learning Support Mentor - £ 28, 596<br/>           TLP Support- £ 80,396<br/>           Nesy - £ 956</p> <p><b>Total - £109,948</b></p> | <ul style="list-style-type: none"> <li>• Research from the <b>Education Endowment Foundation (EEF)</b> highlights that <b>targeted small-group and one-to-one tuition</b> can have a significant positive impact on pupil progress, particularly for disadvantaged learners:</li> <li>• <b>Small Group Tuition:</b> EEF evidence shows that small-group tuition can lead to an average of <b>+4 months' additional progress</b> over a year. Impact is greatest when sessions are <b>led by qualified teachers or well-trained staff</b>, focused on specific learning gaps, and closely linked to classroom teaching.</li> <li>• <b>One-to-One Tuition:</b> One-to-one support can deliver <b>+5 months' progress on average</b>, especially when delivered in short, regular sessions (e.g., 30 minutes, 3–5 times per week) over a sustained period (up to 10 weeks). Tuition should be <b>additional to normal lessons but explicitly connected to classroom learning</b>, with teachers monitoring progress to ensure effectiveness.</li> <li>• <b>Teaching Assistant-Led Interventions:</b> When teaching assistants deliver structured, evidence-based interventions, outcomes improve significantly—<b>+4 to +6 months' progress</b> on average. Success depends on <b>high-quality training, clear objectives, and diagnostic assessment</b> to target support effectively.</li> <li>• <b>Mentoring:</b> While academic impact is smaller on average, mentoring can improve <b>non-academic outcomes</b> such as attendance, behaviour, and attitudes to learning—particularly for disadvantaged pupils who may have lower engagement or aspirations. Building <b>trusting relationships</b> is key to success.</li> <li>• <b>Diagnostic Assessment:</b> Accurate identification of gaps through</li> </ul> | <p><b>1, 2, 3, 6, 7 and 8</b></p> |



# Pupil Premium Strategy Statement

## 2025 - 2028

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
|   | <p>diagnostic assessment ensures interventions are <b>precisely targeted</b>, maximising impact and preventing wasted time on areas pupils have already mastered.</p> <p><b>Research Links: -</b></p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/mentoring/">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>   |                               |
| <p>Implement a comprehensive Speech and Language programme across EYFS and Key Stages 1 and 2 to ensure early identification of communication needs and provide tailored interventions for disadvantaged pupils. The programme will include robust assessment tools to diagnose specific areas of need, enabling staff to deliver precise, evidence-based strategies that strengthen vocabulary, expressive and receptive language, and overall communication skills. High-quality resources and staff training will support consistent implementation and maximise impact.</p> <p><b>Total - £ 738</b></p> | <ul style="list-style-type: none"> <li>• Research from the <b>Education Endowment Foundation (EEF)</b> shows that approaches focusing on <b>speaking, listening, and oral language development</b> have a positive impact on attainment, particularly in reading and literacy. While most studies focus on reading outcomes, there is also evidence of smaller but positive effects in mathematics and science when language approaches are used to explicitly teach subject-specific vocabulary.</li> <li>• Key findings include: <ul style="list-style-type: none"> <li>- <b>Frequent, sustained sessions</b> over time lead to greater impact than short-term interventions.</li> <li>- <b>One-to-one delivery</b> or small-group support produces the largest gains, especially when interventions are structured and linked to classroom learning.</li> <li>- Oral language interventions improve <b>vocabulary, narrative skills, and listening comprehension</b>, which are foundational for reading and writing success.</li> <li>- Embedding language-rich strategies across the curriculum supports disadvantaged pupils in accessing complex concepts and developing cultural capital.</li> </ul> </li> </ul> | <p><b>3 and 8</b></p>         |



# Pupil Premium Strategy Statement

## 2025 - 2028

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
|   | <p><b>Research Links: -</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="#">Speech and Language Link   Discover the impact</a></li> </ul>   |                               |
| <p>Provide structured collaborative learning experiences that develop essential character traits and life skills, including leadership, teamwork, resilience, and positive relationships. Activities will be designed to foster confidence, problem-solving, and communication skills, ensuring pupils—particularly those who are disadvantaged—gain the social and emotional competencies needed for success in school and beyond.</p> | <ul style="list-style-type: none"> <li>• Research from the <b>Education Endowment Foundation (EEF)</b> shows that <b>collaborative learning approaches</b> can have a consistently positive impact on attainment, with pupils making an average of <b>+5 months' additional progress</b> over an academic year. However, the size of impact depends on implementation quality.</li> <li>• Key findings include: <ul style="list-style-type: none"> <li>- <b>Structured approaches are essential:</b> Collaborative learning is most effective when tasks are well-designed, roles are clear, and activities promote purposeful dialogue and interaction between learners.</li> <li>- <b>Group size matters:</b> Groups of <b>3–5 pupils</b> tend to achieve the greatest learning gains. Smaller paired work and larger groups (more than five) show smaller positive effects.</li> <li>- <b>Focus on talk and reasoning:</b> Successful strategies encourage pupils to explain their thinking, challenge ideas constructively, and build shared understanding.</li> <li>- <b>Curriculum linkage:</b> Collaborative tasks should be explicitly connected to curriculum objectives to ensure relevance and depth of learning.</li> </ul> </li> </ul> <p><b>Research Links: -</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.educationendowmentfoundation.org.uk/collaborative-learning-approaches">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></li> </ul> | <p><b>4, 6 and 7</b></p>      |
| <p>Deliver The Scholar Programme through <i>The Brilliant Club</i> to provide disadvantaged pupils with structured opportunities for</p>  | <ul style="list-style-type: none"> <li>• Research from the <b>Education Endowment Foundation (EEF)</b> indicates that aspiration-raising interventions alone have <b>little impact on closing the attainment gap</b>. Studies show that pupils from different socioeconomic backgrounds often have</li> </ul>   | <p><b>7</b></p>               |



# Pupil Premium Strategy Statement

## 2025 - 2028

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>collaborative learning alongside high-achieving peers. The programme will expose pupils to university-style teaching and academic challenges, fostering ambition, confidence, and aspiration for further education. Through engagement with rigorous content and expert mentoring, pupils will develop advanced critical thinking, communication skills, and subject knowledge, supporting high levels of attainment and broadening future horizons.</p> <p><b>Total - £1, 945</b></p> | <p>similar aspirations for future education and careers; the key barrier is <b>academic attainment</b>, not ambition. Therefore, programmes that combine aspiration-building with <b>academic challenge and enrichment</b>—such as The Brilliant Club—are more likely to have a positive impact.</p> <ul style="list-style-type: none"> <li>• Key findings include:           <ul style="list-style-type: none"> <li>- <b>Academic Component is Essential:</b> EEF evidence suggests that aspiration interventions without a strong academic element are unlikely to improve outcomes. The Scholar Programme addresses this by providing university-style learning and rigorous content.</li> <li>- <b>Teacher Expectations Matter:</b> High expectations communicated consistently by teachers influence pupil confidence and achievement. Structured programmes like The Brilliant Club reinforce these expectations through mentoring and exposure to higher education environments.</li> <li>- <b>Collaborative Learning Benefits:</b> Collaborative approaches, when well-structured, can add <b>+5 months' progress</b> on average. The Brilliant Club leverages this by engaging pupils in small-group tutorials that promote discussion, reasoning, and critical thinking.</li> <li>- <b>Cultural Capital Development:</b> Access to university experiences and academic mentoring broadens horizons, builds confidence, and strengthens pupils' belief in their ability to succeed in further education.</li> </ul> </li> </ul> <p><b>Research Links: -</b></p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></li> </ul> |                               |

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



# Pupil Premium Strategy Statement

## 2025 - 2028

Budgeted cost: £ 87,805

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Provide high-quality, engaging texts to motivate pupils and foster a love of reading through a structured morning 'Book Club'. This initiative offers a calm and purposeful start to the school day, encouraging reading for pleasure while strengthening fluency, comprehension, and vocabulary. Carefully selected texts will reflect diverse genres and themes to broaden cultural capital and support disadvantaged pupils in developing positive reading habits.</p> <p>Books - £ 3,000<br/>Breakfast Club - £3,958</p> <p><b>Total - £7, 928</b></p> | <ul style="list-style-type: none"> <li>• Research from the <b>Education Endowment Foundation (EEF)</b> highlights that effective reading interventions require careful attention to <b>text selection, structure, and engagement</b>. Key principles include:               <ul style="list-style-type: none"> <li>- <b>Appropriate text difficulty:</b> Texts should provide enough challenge to promote progress without overwhelming pupils.</li> <li>- <b>Context for skill practice:</b> Activities should allow pupils to apply comprehension strategies in meaningful contexts.</li> <li>- <b>Motivation and engagement:</b> High-quality, engaging texts increase pupils' desire to read and sustain attention.</li> </ul> </li> <li>• EEF evidence also shows that <b>before- and after-school programmes</b> can have a positive impact when they are:               <ul style="list-style-type: none"> <li>- <b>Well-structured and purposeful,</b></li> <li>- <b>Closely linked to the curriculum,</b> and</li> <li>- Delivered by <b>well-trained staff.</b></li> </ul> </li> <li>• These conditions ensure that extended learning time translates into measurable academic benefits rather than simply additional hours.</li> <li>• <b>The Open University Reading for Pleasure initiative</b> reinforces this by emphasising:               <ul style="list-style-type: none"> <li>- <b>Social reading environments:</b> Creating spaces where reading is shared and celebrated fosters enjoyment and intrinsic motivation.</li> <li>- <b>Choice and diversity:</b> Offering a wide range of texts, including contemporary and culturally rich literature, helps pupils connect with reading and develop cultural capital.</li> <li>- <b>Teacher as a reading role model:</b> When teachers actively share their own reading experiences, pupils are more likely to view reading as a valued and enjoyable activity.</li> <li>- <b>Dialogic talk:</b> Encouraging discussion about books deepens comprehension and builds confidence in expressing ideas.</li> </ul> </li> </ul> | <p><b>1 and 2</b></p>         |



# Pupil Premium Strategy Statement

## 2025 - 2028

|   |   |                 |
|---|---|-----------------|
|   | <ul style="list-style-type: none"> <li>• Together, these approaches ensure that reading activities are not only academically beneficial but also nurture a lifelong love of reading.</li> </ul> <p><b>Research Links: -</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.educationendowmentfoundation.org.uk/education/primary/reading/Extending-school-time">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="https://www.educationendowmentfoundation.org.uk/education/primary/reading/Reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="https://www.open.ac.uk/reading-for-pleasure">Open University   Reading for Pleasure</a></li> </ul>  |                 |
| <p>Embed a whole-school approach to emotional well-being through the provision of a dedicated Place2Be mental health professional, integrated into the school team to deliver assessment, targeted support, and therapeutic interventions. This role will also facilitate staff development in trauma-informed practice, ensuring all staff have the skills to respond effectively to pupils' emotional needs. In addition, the school's nurture provision will provide structured, calming environments for pupils requiring additional support, promoting resilience, self-regulation, and readiness to learn. Close collaboration with families and external professionals will ensure a joined-up approach to sustaining pupil well-being.</p> <p><b>Total - £29, 676</b></p> | <ul style="list-style-type: none"> <li>• Research strongly supports the impact of <b>social, emotional, and mental health (SEMH) interventions</b> on pupil well-being and learning outcomes:</li> <li>• <b>Place2Be Impact</b><br/>Place2Be uses validated tools such as <b>Strengths and Difficulties Questionnaires (SDQs)</b> to measure entry and exit progress, ensuring interventions are evidence-based. Independent evaluations show that Place2Be improves emotional resilience, reduces anxiety, and strengthens relationships, which are critical for readiness to learn.</li> <li>• <b>Social and Emotional Learning (SEL)</b><br/>EEF evidence indicates that successful SEL interventions can lead to an average of <b>+4 months' additional progress</b> over a year. Interventions that focus on <b>social interaction and emotional regulation</b> tend to have the greatest impact (<b>+6 months</b>), compared to those focused solely on academic outcomes (<b>+4 months</b>) or behavior prevention (<b>+5 months</b>). SEL also improves attitudes to learning, peer relationships, and engagement.</li> <li>• <b>Trauma-Informed Practice</b><br/>Research highlights that trauma-informed approaches reduce barriers to learning by helping staff respond effectively to pupils' emotional needs. Training staff in these strategies ensures consistency and prevents escalation of behavioral issues.</li> <li>• <b>Nurture Provision</b><br/>Evidence from NurtureUK and systematic reviews shows that nurture groups significantly improve <b>emotional regulation, resilience, and engagement</b>, which indirectly supports academic progress. Structured environments like nurture bases help pupils develop coping</li> </ul> | <p><b>4</b></p> |



# Pupil Premium Strategy Statement

## 2025 - 2028

|   |   |                          |
|---|---|--------------------------|
|   | <p>strategies and self-regulation skills, reducing exclusions and improving attendance.</p> <p><b>Research Links: -</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="#">Place 2 Be CORC Report</a></li> <li>• <a href="#">The Nurture Group Network</a></li> <li>• <a href="#">The effectiveness of Nurture Groups</a></li> </ul>  |                          |
| <p>Provide access to high-quality trips, visits, and enrichment experiences—supported by the use of two school minibuses—to ensure all pupils, particularly those who are disadvantaged, can participate fully. These experiences will be carefully planned to connect directly with curriculum content, making learning meaningful and memorable. By offering real-world contexts and cultural experiences, the programme aims to deepen understanding, strengthen engagement, and promote knowledge retention.</p> <p>Mini -buses - £5,703<br/>Drivers - £5,880<br/>Visitors - £1,785<br/><b>Total - £13, 368</b></p> | <ul style="list-style-type: none"> <li>• Research shows that <b>cognitive and affective learning outcomes</b> from educational visits are strongly influenced by the quality of planning and delivery. Key factors include:</li> <li>• <b>Structured design:</b> Well-organized trips with clear learning objectives lead to deeper understanding and retention.</li> <li>• <b>Preparation and follow-up:</b> Pre-visit preparation and post-visit reflection significantly enhance knowledge transfer and engagement.</li> <li>• <b>Context and relevance:</b> Linking experiences directly to curriculum content ensures meaningful connections and reinforces classroom learning.</li> <li>• <b>Social interaction:</b> Collaborative activities during visits promote discussion, reasoning, and shared understanding.</li> <li>• <b>Student factors:</b> Prior knowledge, interest, and the novelty of the setting affect engagement and learning outcomes.</li> <li>• When these elements are in place, trips and enrichment experiences can strengthen cultural capital, improve motivation, and support long-term memory of key concepts.</li> </ul> <p><b>Research Links: -</b></p> <ul style="list-style-type: none"> <li>• <a href="#">A Short Review of School Field Trips: Key Findings from the Past and Implications for the Future</a></li> <li>• <a href="#">Making the case for field trips: what research tells us and what site coordinators have to say</a></li> </ul> | <p><b>6</b></p>          |
| <p>Offer a Music Scholarship programme that provides</p>  | <ul style="list-style-type: none"> <li>• Research from the <b>Education Endowment Foundation (EEF)</b> indicates that <b>arts participation</b>, including music education, has a positive but moderate impact on academic</li> </ul>   | <p><b>1, 6 and 7</b></p> |



# Pupil Premium Strategy Statement

## 2025 - 2028

|  |   |                             |
|--|---|-----------------------------|
| <p>disadvantaged pupils with access to high-quality private tuition, enabling them to develop musical skills, confidence, and creativity. This initiative aims to nurture talent, broaden cultural capital, and create opportunities for pupils to participate in performances and graded examinations, supporting both personal growth and academic engagement.</p> <p><b>Total - £390</b></p>  | <p>attainment—equivalent to around <b>+3 months' additional progress</b> over an academic year. Beyond academic outcomes, studies consistently report wider benefits such as:</p> <ul style="list-style-type: none"> <li>• <b>Improved attitudes to learning,</b></li> <li>• <b>Enhanced confidence and self-esteem,</b> and</li> <li>• <b>Greater emotional well-being and engagement.</b></li> </ul> <p>Arts-based interventions also contribute to <b>cultural capital development</b>, providing pupils—particularly those from disadvantaged backgrounds—with experiences that broaden horizons and foster creativity. When programmes are <b>structured, sustained, and delivered by skilled practitioners</b>, they are most effective in supporting both personal growth and academic success.</p> <p><b>Research Links: -</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Arts participation</a></li> </ul>   |                             |
| <p>Provide targeted support for families and implement a robust approach to improving pupil attendance through the deployment of an in-house Family Support Advisor (FSA). The FSA will work closely with parents and carers to address barriers to attendance, offer practical guidance, and build positive home-school relationships. This role will also lead proactive monitoring, early intervention strategies, and personalised support plans to ensure pupils—particularly those who are disadvantaged—maintain consistent engagement with learning.</p> | <p>Research consistently shows a strong link between <b>attendance, attainment, and behaviour</b>. Pupils who attend school regularly are more likely to achieve higher academic outcomes and maintain positive engagement with learning. Improving attendance is a complex challenge that requires a <b>multi-faceted approach</b>, but there are common principles that underpin successful strategies:</p> <ul style="list-style-type: none"> <li>• <b>Early Identification and Intervention:</b> Monitoring attendance data closely and acting promptly when patterns of absence emerge prevents escalation into persistent absence.</li> <li>• <b>Positive Relationships and Communication:</b> Building trust with families and maintaining open, two-way communication is critical for addressing barriers to attendance.</li> <li>• <b>Clear Expectations and Consistency:</b> Schools that set and reinforce high expectations for attendance, combined with supportive measures, see better outcomes.</li> <li>• <b>Targeted Support for Vulnerable Pupils:</b> Disadvantaged pupils often face additional challenges; personalised plans and family engagement strategies are essential.</li> <li>• <b>Whole-School Culture:</b> Attendance improvement is most effective when embedded into the school's ethos, with all staff promoting the importance of regular attendance.</li> </ul> | <p><b>1, 2, 4 and 5</b></p> |



# Pupil Premium Strategy Statement

## 2025 - 2028

|                         |  |  |
|-------------------------|--|--|
| <b>Total - £ 31,602</b> | <p>Evidence from the <b>Education Endowment Foundation (EEF)</b> and DfE guidance highlights that relational approaches—such as home visits, family support roles, and proactive engagement—are particularly effective in improving attendance among disadvantaged pupils.</p> <p><b>Research Links:-</b></p> <ul style="list-style-type: none"><li>• <a href="#">Working with parents to support children's learning</a></li><li>• <a href="#">Supporting school attendance</a></li><li>• <a href="#">Strong Family and Community Engagement in Schools</a></li></ul> |  |
|-------------------------|--|--|

**Total budgeted cost: £ 285,746 (Remaining £319)**



### 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.

| Aim   | Success Criteria  | Outcome   |
|---|---|---|
| <p>Further develop high-quality Teaching &amp; Learning strategies to refine the process of learning, assessing and intervening, where appropriate, among disadvantaged pupils.</p> | <p>Assessments and observations indicate highly functional support systems available in school for all children to 'keep up' with their peers, particularly among disadvantaged pupils.</p> <p>Strategies to include: -</p> <ul style="list-style-type: none"> <li>• Efficient use of teaching toolkit.</li> <li>• Effective teacher assessment responds to need</li> <li>• Wave 1, 2 and 3 intervention is used purposefully to support all learners, where required.</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing Professional Development has been well-received by staff and systems have been embedded into day-to-day practice, in order to provide a 'consistent' learning environment for all.</li> <li>• Learning Enquiries identify high-quality teaching and learning for all children, where the staffing structure is used efficiently to provide required for key children.</li> <li>• Wave 1 systems are well understood to ensure children are provided with high-quality support to keep up. The increased staffing structure allowed for this to occur more regularly across all year groups.</li> <li>• Wave 2 systems showcased good teacher assessment to ensure responsive teaching and learning.</li> <li>• Wave 3 interventions were well chosen and delivered more consistently. They were successful in plugging individual gaps for key children and will continue through to the next academic year.</li> <li>• School have successfully introduced Instructional Coaching as a tool to provide a supportive environment for the refinement and expertise of teaching across the Academy. We have been selected as a Steplab Hub School modelling excellence to other visiting schools.</li> </ul> |



# Pupil Premium Strategy Statement

## 2025 - 2028

| Aim   | Success Criteria   | Outcome   |
|---|--|---|
| <p>Accelerated progress in reading among disadvantaged pupils</p> | <ul style="list-style-type: none"> <li>• Great levels of progress from individual starting points in line with national average.</li> <li>• KS2 reading outcomes in 2022/23, 2023/24 and 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.</li> <li>• KS1 reading outcomes in 2022/23, 2023/24 and 2024/25 show that more than 55-60% of disadvantaged pupils met the expected standard.</li> </ul> | <p><b>Overall Data Analysis</b></p> <ul style="list-style-type: none"> <li>• Disadvantaged Expected Standards data shows 57% (July 2023) in comparison to 60% (July 2024), and 57% (July 2025). This evidences a <b>3% growth of attainment</b> of disadvantaged children in one academic year, with an overall steady-state of attainment.</li> <li>• Whole school Expected Standards data shows 75% (July 2023) in comparison to 75% (July 2024), and 73% (July 2025). This evidences a <b>steady-state of progress</b> with a slight fluctuation</li> <li>• <b>In summary, a steady-state of progress continues for all learners, whilst attainment improvements are in line with whole school. This reinforces that systems are having the intended impact to maintain improvements alongside non-disadvantaged peers. There is still an evidenced a gap, but systems are supporting the ongoing progress of all.</b></li> </ul> <p><b>Sounds Write</b></p> <ul style="list-style-type: none"> <li>• Sounds-Write training has already provided an initial impact on the quality of phonics/ reading delivery with consistency expectation. However, as training has been received over the course of the 2021/22 &gt; 2024/25 academic year, full potential of the intended impact is yet to be seen. This action will continue into 2025/26.</li> </ul> <p><b>Reading Plus and Accelerated Reader</b></p> <ul style="list-style-type: none"> <li>• As a result of the Curriculum Review completed by the DHT, AHT (Reading Leader) and E-Reading Leader, a refined 2022-23 curriculum was implemented with one full cycle completed. As a result, the aim for consistency in Teaching and Learning</li> </ul> |



# Pupil Premium Strategy Statement

## 2025 - 2028

| Aim   | Success Criteria  | Outcome  |
|---|---|--|
|   |   | <p>has improved the Quality of Education has improved. Evaluation processes have also supported a refinement of the 2023/24 and 2025/25 curriculum implemented.</p> <ul style="list-style-type: none"> <li>Reading Plus has been used effectively with weekly reports showcasing engagement and progress of all children, ensuring opportunities for early intervention when needed. Due to effective school systems.</li> </ul> <p><b>Brilliant Club</b></p> <ul style="list-style-type: none"> <li>Brilliant Club attendees have demonstrated success and developed aspirations through the project.</li> <li>This initiative successfully develops confidence and security in achieving expected standards but further develops aspirations, drive and provides specific feedback to support the 'second-wave' of children (who were not confidently targeted GDS) with attaining GDS.</li> </ul> |
| <p>Accelerated progress in writing among disadvantaged pupils</p> | <ul style="list-style-type: none"> <li>Great levels of progress from individual starting points in line with national average.</li> <li>KS2 writing outcomes in 2022/23, 2023/24 and 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.</li> <li>KS1 writing outcomes in 2022/23, 2023/24 and 2024/25 show that more than 70% of disadvantaged</li> </ul> | <p><b>Overall Data Analysis</b></p> <ul style="list-style-type: none"> <li>Disadvantaged Expected Standards data show 60% (July 2023) in comparison to 49% (July 2024). This evidences a <b>11% decline</b> within the academic year. This is a very 'cohort-specific' variant.</li> <li>Whole school Expected Standards data shows 70% (July 2023) in comparison to 73% (July 2024). This evidences a <b>3% growth</b> this academic year. This highlights a very similar rate of attainment, between disadvantaged children and that of the whole school.</li> <li><b>In summary, a &lt;11% gap in writing has been maintained with disadvantaged writing as a significant area for improvement for the academy.</b></li> </ul>  |



# Pupil Premium Strategy Statement

2025 - 2028

| Aim | Success Criteria                         | Outcome   |
|-----|--|---|
|     | <p>pupils met the expected standard.</p> | <p><b>Specific Initiatives</b></p> <p><b>Curriculum Review</b></p> <ul style="list-style-type: none"> <li>As a result of the Curriculum Review completed by the DHT and AHT (Writing Leader) a refined 2022-23 curriculum was implemented with two full cycle completed. As a result, the aim for consistency in Teaching and Learning has improved the Quality of Education has improved. Evaluation processes have also supported a refinement of the 2024/25 curriculum implemented.</li> </ul> <p><b>Sounds Write</b></p> <ul style="list-style-type: none"> <li>Sounds-Write training has already provided an initial impact on the quality of phonics/ reading delivery with consistency expectation. However, as training has been received over the course of the 2021/22 &gt; 2024/25 academic year, full potential of the intended impact is yet to be seen. This action will continue into 2024/25.</li> </ul> <p><b>Speech and Language</b></p> <ul style="list-style-type: none"> <li>Speech and Language is a foundation to any young person's ability to write. Access to regular Speech and Language assessments and advice this year, has supported us to identify key issues, allocate specific intervention to ensure ongoing progress. A high percentage of progress is evident across all individual children receiving S&amp;L support.</li> </ul> <p><b>Brilliant Club</b></p> |



# Pupil Premium Strategy Statement

## 2025 - 2028

| Aim   | Success Criteria   | Outcome   |
|---|--|---|
|   |  | <ul style="list-style-type: none"> <li>Brilliant Club attendees have demonstrated success and developed aspirations through the project.</li> <li>This initiative successfully developed confidence and security in achieving expected standards but further developed aspirations, drive and generated targeted feedback to support the attainment of GDS.</li> </ul>  |
| <p>Accelerated progress in maths among disadvantaged pupils</p> | <ul style="list-style-type: none"> <li>Great levels of progress from individual starting points in line with national average.</li> <li>KS2 maths outcomes in 2022/23, 2023/24 and 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.</li> <li>KS1 maths outcomes in 2022/23, 2023/24 and 2024/25 show that more than 55-60% of disadvantaged pupils met the expected standard.</li> </ul> | <p><b>Overall Data Analysis</b></p> <ul style="list-style-type: none"> <li>Disadvantaged Expected Standards data show 63% (July 2023) in comparison to 74% (July 2024). This evidences a <b>11% growth</b> in this academic year. This dipped again to 64% (July 2025)</li> <li>Whole school Expected Standards data shows 75% (July 2023) in comparison to 86% (July 2024). This evidences a <b>11% growth</b> from one academic year to the other. However, this dipped to 78% (July 2025)</li> <li><b>In summary, a 12-14% gap in maths has been maintained over this academic year, but good progress is evident across both groups. Systems are supporting the ongoing progress of all, however data fluctuates from one cohort to another.</b></li> </ul> <p><b>Curriculum Review</b></p> <ul style="list-style-type: none"> <li>As a result of the Curriculum Review completed by the DHT and Maths Lead a re-fined 2022-23 and 2023-24 curriculum was implemented with one full cycle completed. As a result, the aim for consistency in Teaching and Learning has improved the Quality of Education has improved. Evaluation processes have also supported a refinement of both the 2024/25 and 2025/26 curriculum implemented.</li> </ul> |



# Pupil Premium Strategy Statement

## 2025 - 2028

| Aim  | Success Criteria  | Outcome  |
|--|---|--|
|  |   | <p><b>Brilliant Club</b></p> <ul style="list-style-type: none"> <li>Brilliant Club attendees have demonstrated success and developed aspirations through the project.</li> </ul>   |
| <p>Further develop high-quality phonics Learning strategies to refine the process of learning, assessing and intervening, where appropriate, among disadvantaged pupils.</p> | <ul style="list-style-type: none"> <li>Great levels of progress from individual starting points in line with national average in the Phonics Screening Check.</li> <li>70% of Year 1 disadvantaged pupils to pass the phonics screening and develop fluency in reading.</li> <li>Disadvantaged pupils' phonics pass rate narrowed to within 10% of non-disadvantaged pupils pass rate.</li> </ul> | <ul style="list-style-type: none"> <li>Learning Enquiries and Performance Management reviews highlight phonics teaching as consistent, showcasing fidelity to the systems with clear strategies to support struggling learners.</li> <li>Progress in phonics is an ongoing aim for the school. With foundational concerns (i.e. listening and attention, cognitive retention, success in blending) for children in last year's Year 1 cohort to support them with success in phonics.</li> <li>School is currently <b>showcasing 74% pass</b> rate for children classed as disadvantaged, in comparison to <b>74% of children altogether</b>. This gap has reduced meaning performance of disadvantaged pupils in the 2024-25 cohort was morning in line with their non-disadvantage peers.</li> </ul> |
| <p>To achieve and improve attendance for all pupils, particularly disadvantaged pupils.</p>  | <ul style="list-style-type: none"> <li>An overall improved attendance of all striving for 97%+ average over 2022-23, 2023-24 and 2024-25.</li> <li>An improvement of disadvantaged pupils attendance within 95 and 97%.</li> </ul>  | <ul style="list-style-type: none"> <li>Attendance is a priority across school, where our Family Support Advisor works tirelessly with families to maintain good standards of attendance and reduced incidents of Persistent Absenteeism.</li> <li>In 2021-22, attendance of disadvantaged children was 92.56 in comparison to 94.23 for all pupils. <b>This is a difference of -1.67.</b></li> <li>In 2022-23, attendance of disadvantaged children was 92.07 in comparison to 94.19 for all pupils. <b>This is a difference of -2.12.</b> This showcases a small decrease from the previous year's attendance.</li> </ul>   |



# Pupil Premium Strategy Statement

## 2025 - 2028

| Aim | Success Criteria  | Outcome   |
|-----|---|---|
|     | <ul style="list-style-type: none"> <li>Disadvantaged pupils' attendance gap narrowed to within 2% of all pupils' attendance.</li> <li>Unauthorised</li> <li>Persistent</li> </ul> | <ul style="list-style-type: none"> <li>In 2023-24, attendance of disadvantaged children was 92.01 in comparison to 94.4 for all pupils. <b>This is a difference of -2.39.</b></li> <li>Disadvantaged children's attendance has very much remained the same from 2021-22 to 2023-24, where the gap has not widened further thanks to the initiatives in place.</li> <li>At the end of 2022/23, attendance of disadvantaged children was 92.62 in comparison to 94.01 for all pupils. <b>This is a difference of -1.39. This means an improvement of +1.24% from the previous academic year.</b></li> <li><b>At the end of 2023/24</b>, attendance of disadvantaged children was 92.01 in comparison to 94.4% for all pupils. <b>This is a difference of -2.39. This means improvements in attendance have somewhat maintained.</b></li> <li><b>At the end of 2024/25</b>, attendance of disadvantaged children was 92.6 in comparison to 94.7% for all pupils. <b>This is a difference of -2.1. This means improvements in attendance have somewhat maintained.</b></li> <li>Comparing Pupil Premium (92.07) v Non Pupil-Premium (95.67) by the end of 2022-23 showcases a difference of -3.6. Currently this means the gap is wider than planned for. Additional protected time for our Attendance Officer has been planned for to monitor and promote attendance expectations.</li> <li>Comparing Pupil Premium (92.01) v Non Pupil-Premium (96.11) by the end of 2023-24 showcases a difference of -4.1. Currently this means the gap has maintained, with initiatives having more impact on Non-PP families.</li> <li>Comparing Pupil Premium (92.6) v Non Pupil-Premium (96.1) by the end of 2024-25 showcases a difference of -3.5. Currently this means the gap has maintained, with initiatives having more impact on Non-PP families.</li> <li>Term-time holidays are having a significant impact on attendance, alongside the poor mindset of parents since the covid pandemic around the priority of attendance.</li> </ul> |



# Pupil Premium Strategy Statement

## 2025 - 2028

| Aim  | Success Criteria  | Outcome   |
|--|---|---|
| <p>Provision of high-quality support strategies for those with social and emotional needs to develop to manage, cope well or overcome challenges, particularly among disadvantaged learners.</p> | <ul style="list-style-type: none"> <li>Pupil voice shows that children receiving SEMH support feel well-supported and improvements in their well-being are evident.</li> </ul>  | <ul style="list-style-type: none"> <li>Ongoing access to Place 2 Be, Place 2 Talk and the support from adults across the school is regularly referred to during Pupil Voice.</li> <li>Staff confidence in understanding trauma, ACES and specific need of children has been improved with access to specialist Place 2 Be webinars.</li> <li>Place 2 Be referral system has been used frequently</li> <li><b>49 children accessed</b> Place 2 Be during the 2022-23 Academic Year, which <b>equates to 498 sessions.81 sessions</b> support sessions were provided <b>for parents</b> to access Place 2 Be services during the 2022-23 Academic Year</li> <li>Due to a decrease from the school's <b>5 day model to a 2 day model</b>, there was a significant different in sessions held in 2024-25. Through Place 2 Talk 115 children were seen in 204 sessions. And through Place 2 Be counselling 14 children were seen in 166 sessions. These numbers are incomparable, and is reliant upon school prioritising need.</li> </ul> |
| <p>Improve speech and language skills and vocabulary among disadvantaged pupils</p>  | <ul style="list-style-type: none"> <li>Children who enter school with Speech and Language need is identified swiftly, assessed and support provided.</li> <li>Identified objectives for improvement are established for each learners and progress is evident from starting points.</li> <li>Significant need is identified and specialist S&amp;L assessment and support is provided.</li> </ul> | <ul style="list-style-type: none"> <li>School SEND systems have been refined over the academic year ensuring even more effective communication with parents, to share concerns and identification of potential need to support/ refer. Systems ensure effective support is in place and key intervention takes place regularly to support ongoing progress.</li> <li>This academic year, the purchase of Speech Link, Language Linke and Junior Language Link has given school the tools to support these children in-school, as well as other children who have identified need.</li> <li>School successfully trained support staff with the use of the programme and has since established a specialist TLP who is overseeing the programme to ensure fidelity to the system and frequency of sessions. Support plans showcase individualised improvements within most children, against their set learning goals.</li> </ul>   |



# Pupil Premium Strategy Statement

## 2025 - 2028

| Aim   | Success Criteria  | Outcome   |
|---|---|---|
|   | <ul style="list-style-type: none"> <li>Ongoing concerns with S&amp;L across the school are supported internally with specialist intervention programmes, where progress is evident.</li> </ul>  |   |
| <p>To ensure rapid progress is made over the course of Early Years from each child's entry point.</p> | <ul style="list-style-type: none"> <li>Great levels of progress from individual starting points in line with national average in children achieving GLD.</li> <li>55-60% of Reception disadvantaged pupils to achieve GLD.</li> <li>Disadvantaged pupils' GLD percentage narrowed to within 15-20% of non-disadvantaged pupils GLD percentage.</li> </ul> | <ul style="list-style-type: none"> <li>Target was successfully achieved with <b>54/55% of disadvantaged children</b> achieved GLD at the End of Reception in the last two academic years</li> <li>The disadvantaged to non-disadvantaged gap is <b>-24%</b> with 55% of disadvantaged children achieving GLD in comparison to 74% of children across the whole year group</li> <li>Systems in place provide a strong foundation for all children, however the limited time available in Early Years is not sufficient to ensure attainment by the end, however significant progress of all is clear.</li> </ul> |
| <p>To develop aspirations among disadvantaged learners, where they strive for more.</p>               | <ul style="list-style-type: none"> <li>Through pupil voice, children across Upper School have an awareness of future opportunities for education and careers.</li> <li>Through pupil questionnaires, children are confident in their ability to access further education and/or a career of their choice.</li> </ul>                                      | <ul style="list-style-type: none"> <li>The Brilliant Club (2023-24) was a successful initiative which provided 13 children across Y5/6 to develop their awareness of the procedures of university, and how accessible it is for them in the future. This was continued in 2024-25 with a cohort of 14.</li> </ul> <p>National Comparison Data for 2023-24 and 2024-25 are as follows. They highlight significant progress in comparison to other schools in the UK.</p>   |



# Pupil Premium Strategy Statement

## 2025 - 2028

| Aim  | Success Criteria              | Outcome   |                  |                  |               |                  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |
|--|-------------------------------|---|------------------|------------------|---------------|------------------|---------------|--|--|------------------|---------------|------------------|------------------|---------------|------------------|-----------------------|----|----|------|----|----|------|-------------------|----|----|------|----|----|------|-------------------|----|----|------|----|----|------|------------|---------------|--|--|---------------|--|--|------------------|---------------|------------------|------------------|---------------|------------------|-----------------------|----|----|------|----|----|------|-------------------|----|----|------|----|----|------|-------------------|----|----|------|----|----|------|--|----------|---------------|--|--|---------------|--------|-------|--------|--------|-----------------|-------------------------------|-----|-----|------|-----|----------------------|------------------------|-----|-----|------|------|--------------------|--------------------|-----|-----|------|-----|--|----------------------|--|--|--|--|
|  |                               | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="background-color: #008000; color: white;">Competency</th> <th colspan="3" style="background-color: #e91e63; color: white;">Ribbon School</th> <th colspan="3" style="background-color: #e91e63; color: white;">UK Comparison</th> </tr> <tr> <th style="background-color: #e91e63; color: white;">Baseline Average</th> <th style="background-color: #e91e63; color: white;">Final Average</th> <th style="background-color: #e91e63; color: white;">Average progress</th> <th style="background-color: #e91e63; color: white;">Baseline Average</th> <th style="background-color: #e91e63; color: white;">Final Average</th> <th style="background-color: #e91e63; color: white;">Average progress</th> </tr> </thead> <tbody> <tr> <td style="background-color: #008000; color: white;">Written Communication</td> <td>40</td> <td>65</td> <td>62 %</td> <td>50</td> <td>63</td> <td>26 %</td> </tr> <tr> <td style="background-color: #008000; color: white;">Subject Knowledge</td> <td>42</td> <td>67</td> <td>59 %</td> <td>51</td> <td>65</td> <td>28 %</td> </tr> <tr> <td style="background-color: #008000; color: white;">Critical Thinking</td> <td>43</td> <td>66</td> <td>55 %</td> <td>49</td> <td>62</td> <td>28 %</td> </tr> </tbody> </table><br><table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="background-color: #e91e63; color: white;">Competency</th> <th colspan="3" style="background-color: #e91e63; color: white;">Ribbon School</th> <th colspan="3" style="background-color: #e91e63; color: white;">UK Comparison</th> </tr> <tr> <th style="background-color: #e91e63; color: white;">Baseline Average</th> <th style="background-color: #e91e63; color: white;">Final Average</th> <th style="background-color: #e91e63; color: white;">Average progress</th> <th style="background-color: #e91e63; color: white;">Baseline Average</th> <th style="background-color: #e91e63; color: white;">Final Average</th> <th style="background-color: #e91e63; color: white;">Average progress</th> </tr> </thead> <tbody> <tr> <td style="background-color: #008000; color: white;">Written Communication</td> <td>32</td> <td>46</td> <td>43 %</td> <td>50</td> <td>63</td> <td>26 %</td> </tr> <tr> <td style="background-color: #008000; color: white;">Subject Knowledge</td> <td>43</td> <td>65</td> <td>51 %</td> <td>51</td> <td>66</td> <td>28 %</td> </tr> <tr> <td style="background-color: #008000; color: white;">Critical Thinking</td> <td>46</td> <td>67</td> <td>44 %</td> <td>49</td> <td>63</td> <td>28 %</td> </tr> </tbody> </table><br><ul style="list-style-type: none"> <li>University self-efficacy was measured as a result of the programme with the following data showcasing a greater than national change in all areas.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="background-color: #e91e63; color: white;">University Self-Efficacy: the belief that students can get into and succeed at university.</th> <th rowspan="2" style="background-color: #e91e63; color: white;">Outcomes</th> <th colspan="3" style="background-color: #e91e63; color: white;">Ribbon School</th> <th style="background-color: #e91e63; color: white;">UK Comparison</th> </tr> <tr> <th style="background-color: #e91e63; color: white;">Before</th> <th style="background-color: #e91e63; color: white;">After</th> <th style="background-color: #e91e63; color: white;">Change</th> <th style="background-color: #e91e63; color: white;">Change</th> </tr> </thead> <tbody> <tr> <td style="background-color: #008000; color: white;">Academic Skills</td> <td style="background-color: #008000; color: white;">Knowledge of Higher Education</td> <td>3.5</td> <td>4.0</td> <td>12 %</td> <td>7 %</td> </tr> <tr> <td style="background-color: #008000; color: white;">University Knowledge</td> <td style="background-color: #008000; color: white;">Academic Self-Efficacy</td> <td>3.3</td> <td>3.9</td> <td>18 %</td> <td>15 %</td> </tr> <tr> <td style="background-color: #008000; color: white;">Sense of Belonging</td> <td style="background-color: #008000; color: white;">Sense of Belonging</td> <td>3.8</td> <td>4.3</td> <td>11 %</td> <td>3 %</td> </tr> <tr> <td></td> <td style="background-color: #008000; color: white;">Cognitive Strategies</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table><br><ul style="list-style-type: none"> <li>Individual student outcomes showed an increased score against Baseline Assignment Grades for all pupils. This is showcased below with significant improvements in all scores.</li> </ul> | Competency       | Ribbon School    |               |                  | UK Comparison |  |  | Baseline Average | Final Average | Average progress | Baseline Average | Final Average | Average progress | Written Communication | 40 | 65 | 62 % | 50 | 63 | 26 % | Subject Knowledge | 42 | 67 | 59 % | 51 | 65 | 28 % | Critical Thinking | 43 | 66 | 55 % | 49 | 62 | 28 % | Competency | Ribbon School |  |  | UK Comparison |  |  | Baseline Average | Final Average | Average progress | Baseline Average | Final Average | Average progress | Written Communication | 32 | 46 | 43 % | 50 | 63 | 26 % | Subject Knowledge | 43 | 65 | 51 % | 51 | 66 | 28 % | Critical Thinking | 46 | 67 | 44 % | 49 | 63 | 28 % | University Self-Efficacy: the belief that students can get into and succeed at university. | Outcomes | Ribbon School |  |  | UK Comparison | Before | After | Change | Change | Academic Skills | Knowledge of Higher Education | 3.5 | 4.0 | 12 % | 7 % | University Knowledge | Academic Self-Efficacy | 3.3 | 3.9 | 18 % | 15 % | Sense of Belonging | Sense of Belonging | 3.8 | 4.3 | 11 % | 3 % |  | Cognitive Strategies |  |  |  |  |
| Competency   | Ribbon School                 |   |                  | UK Comparison    |               |                  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |
|  | Baseline Average              | Final Average   | Average progress | Baseline Average | Final Average | Average progress |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |
| Written Communication  | 40                            | 65  | 62 %             | 50               | 63            | 26 %             |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |
| Subject Knowledge  | 42                            | 67  | 59 %             | 51               | 65            | 28 %             |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |
| Critical Thinking  | 43                            | 66  | 55 %             | 49               | 62            | 28 %             |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |
| Competency   | Ribbon School                 |   |                  | UK Comparison    |               |                  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |
|  | Baseline Average              | Final Average   | Average progress | Baseline Average | Final Average | Average progress |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |
| Written Communication  | 32                            | 46  | 43 %             | 50               | 63            | 26 %             |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |
| Subject Knowledge  | 43                            | 65  | 51 %             | 51               | 66            | 28 %             |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |
| Critical Thinking  | 46                            | 67  | 44 %             | 49               | 63            | 28 %             |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |
| University Self-Efficacy: the belief that students can get into and succeed at university. | Outcomes                      | Ribbon School   |                  |                  | UK Comparison |                  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |
|  |                               | Before  | After            | Change           | Change        |                  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |
| Academic Skills  | Knowledge of Higher Education | 3.5   | 4.0              | 12 %             | 7 %           |                  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |
| University Knowledge   | Academic Self-Efficacy        | 3.3   | 3.9              | 18 %             | 15 %          |                  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |
| Sense of Belonging   | Sense of Belonging            | 3.8   | 4.3              | 11 %             | 3 %           |                  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |
|  | Cognitive Strategies          |   |                  |                  |               |                  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |            |               |  |  |               |  |  |                  |               |                  |                  |               |                  |                       |    |    |      |    |    |      |                   |    |    |      |    |    |      |                   |    |    |      |    |    |      |  |          |               |  |  |               |        |       |        |        |                 |                               |     |     |      |     |                      |                        |     |     |      |      |                    |                    |     |     |      |     |  |                      |  |  |  |  |



# Pupil Premium Strategy Statement


## 2025 - 2028

| Aim   | Success Criteria  | Outcome  |                           |                        |                           |                        |                          |                           |                        |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |
|---|---|--|---------------------------|------------------------|---------------------------|------------------------|--------------------------|---------------------------|------------------------|--------------------------|-----------------------|-----------------------|-----|-----|----|----|------|-----|-----|----|----|-------|-----|-----|----|----|-------|-----|-----|----|----|-------|-----|-----|----|----|-------|-----|-----|----|----|------|-----|-----|----|----|------|-----|-----|----|----|-------|-----|-----|----|----|------|-----|-----|----|----|-------|-----|-----|----|----|-------|-----|-----|----|----|------|-----|-----|----|----|------|-----|-----|-----|----|------|-----|-----|----|----|-------|-----|-----|----|----|------|-----|-----|----|----|------|-----|-----|----|----|------|-----|-----|----|----|-------|-----|-----|----|----|-------|-----|-----|----|----|-------|-----|-----|----|----|-------|-----|-----|----|----|------|-----|-----|----|----|-------|-----|-----|----|----|------|-----|-----|-----|----|------|--|--|--|--|--|-----|-----|-----|----|------|
|   |   | <table border="1"> <thead> <tr> <th>Baseline Assignment Grade</th> <th>Final Assignment Grade</th> <th>Baseline Assignment Mark</th> <th>Final Assignment Mark</th> <th>Tutorial Attendance %</th> <th>Baseline Assignment Grade</th> <th>Final Assignment Grade</th> <th>Baseline Assignment Mark</th> <th>Final Assignment Mark</th> <th>Tutorial Attendance %</th> </tr> </thead> <tbody> <tr><td>3rd</td><td>2.1</td><td>44</td><td>63</td><td>63 %</td><td>3rd</td><td>2.1</td><td>48</td><td>65</td><td>100 %</td></tr> <tr><td>3rd</td><td>2.1</td><td>41</td><td>67</td><td>100 %</td><td>2.2</td><td>2.1</td><td>50</td><td>62</td><td>100 %</td></tr> <tr><td>3rd</td><td>2.1</td><td>41</td><td>67</td><td>100 %</td><td>3rd</td><td>2.2</td><td>41</td><td>58</td><td>88 %</td></tr> <tr><td>3rd</td><td>2.1</td><td>42</td><td>67</td><td>88 %</td><td>3rd</td><td>3rd</td><td>45</td><td>46</td><td>100 %</td></tr> <tr><td>3rd</td><td>1st</td><td>43</td><td>75</td><td>75 %</td><td>3rd</td><td>2.2</td><td>42</td><td>56</td><td>100 %</td></tr> <tr><td>3rd</td><td>2.1</td><td>42</td><td>64</td><td>100 %</td><td>WTP</td><td>2.1</td><td>32</td><td>64</td><td>75 %</td></tr> <tr><td>3rd</td><td>2.1</td><td>42</td><td>65</td><td>63 %</td><td>DNS</td><td>2.2</td><td>DNS</td><td>55</td><td>75 %</td></tr> <tr><td>3rd</td><td>1st</td><td>42</td><td>70</td><td>100 %</td><td>WTP</td><td>2.1</td><td>36</td><td>60</td><td>88 %</td></tr> <tr><td>3rd</td><td>2.1</td><td>42</td><td>61</td><td>63 %</td><td>3rd</td><td>2.1</td><td>47</td><td>62</td><td>75 %</td></tr> <tr><td>3rd</td><td>2.1</td><td>43</td><td>66</td><td>100 %</td><td>WTP</td><td>2.2</td><td>27</td><td>57</td><td>100 %</td></tr> <tr><td>3rd</td><td>2.1</td><td>41</td><td>61</td><td>100 %</td><td>3rd</td><td>2.2</td><td>40</td><td>58</td><td>100 %</td></tr> <tr><td>WTP</td><td>2.1</td><td>39</td><td>64</td><td>75 %</td><td>3rd</td><td>2.1</td><td>40</td><td>66</td><td>100 %</td></tr> <tr><td>3rd</td><td>2.1</td><td>40</td><td>67</td><td>88 %</td><td>DNS</td><td>2.2</td><td>DNS</td><td>54</td><td>75 %</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>DNS</td><td>2.2</td><td>DNS</td><td>53</td><td>88 %</td></tr> </tbody> </table> | Baseline Assignment Grade | Final Assignment Grade | Baseline Assignment Mark  | Final Assignment Mark  | Tutorial Attendance %    | Baseline Assignment Grade | Final Assignment Grade | Baseline Assignment Mark | Final Assignment Mark | Tutorial Attendance % | 3rd | 2.1 | 44 | 63 | 63 % | 3rd | 2.1 | 48 | 65 | 100 % | 3rd | 2.1 | 41 | 67 | 100 % | 2.2 | 2.1 | 50 | 62 | 100 % | 3rd | 2.1 | 41 | 67 | 100 % | 3rd | 2.2 | 41 | 58 | 88 % | 3rd | 2.1 | 42 | 67 | 88 % | 3rd | 3rd | 45 | 46 | 100 % | 3rd | 1st | 43 | 75 | 75 % | 3rd | 2.2 | 42 | 56 | 100 % | 3rd | 2.1 | 42 | 64 | 100 % | WTP | 2.1 | 32 | 64 | 75 % | 3rd | 2.1 | 42 | 65 | 63 % | DNS | 2.2 | DNS | 55 | 75 % | 3rd | 1st | 42 | 70 | 100 % | WTP | 2.1 | 36 | 60 | 88 % | 3rd | 2.1 | 42 | 61 | 63 % | 3rd | 2.1 | 47 | 62 | 75 % | 3rd | 2.1 | 43 | 66 | 100 % | WTP | 2.2 | 27 | 57 | 100 % | 3rd | 2.1 | 41 | 61 | 100 % | 3rd | 2.2 | 40 | 58 | 100 % | WTP | 2.1 | 39 | 64 | 75 % | 3rd | 2.1 | 40 | 66 | 100 % | 3rd | 2.1 | 40 | 67 | 88 % | DNS | 2.2 | DNS | 54 | 75 % |  |  |  |  |  | DNS | 2.2 | DNS | 53 | 88 % |
| Baseline Assignment Grade   | Final Assignment Grade  | Baseline Assignment Mark   | Final Assignment Mark     | Tutorial Attendance %  | Baseline Assignment Grade | Final Assignment Grade | Baseline Assignment Mark | Final Assignment Mark     | Tutorial Attendance %  |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |
| 3rd   | 2.1   | 44   | 63                        | 63 %                   | 3rd                       | 2.1                    | 48                       | 65                        | 100 %                  |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |
| 3rd   | 2.1   | 41   | 67                        | 100 %                  | 2.2                       | 2.1                    | 50                       | 62                        | 100 %                  |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |
| 3rd   | 2.1   | 41   | 67                        | 100 %                  | 3rd                       | 2.2                    | 41                       | 58                        | 88 %                   |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |
| 3rd   | 2.1   | 42   | 67                        | 88 %                   | 3rd                       | 3rd                    | 45                       | 46                        | 100 %                  |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |
| 3rd   | 1st   | 43   | 75                        | 75 %                   | 3rd                       | 2.2                    | 42                       | 56                        | 100 %                  |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |
| 3rd   | 2.1   | 42   | 64                        | 100 %                  | WTP                       | 2.1                    | 32                       | 64                        | 75 %                   |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |
| 3rd   | 2.1   | 42   | 65                        | 63 %                   | DNS                       | 2.2                    | DNS                      | 55                        | 75 %                   |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |
| 3rd   | 1st   | 42   | 70                        | 100 %                  | WTP                       | 2.1                    | 36                       | 60                        | 88 %                   |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |
| 3rd   | 2.1   | 42   | 61                        | 63 %                   | 3rd                       | 2.1                    | 47                       | 62                        | 75 %                   |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |
| 3rd   | 2.1   | 43   | 66                        | 100 %                  | WTP                       | 2.2                    | 27                       | 57                        | 100 %                  |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |
| 3rd   | 2.1   | 41   | 61                        | 100 %                  | 3rd                       | 2.2                    | 40                       | 58                        | 100 %                  |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |
| WTP   | 2.1   | 39   | 64                        | 75 %                   | 3rd                       | 2.1                    | 40                       | 66                        | 100 %                  |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |
| 3rd   | 2.1   | 40   | 67                        | 88 %                   | DNS                       | 2.2                    | DNS                      | 54                        | 75 %                   |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |
|   |   |  |                           |                        | DNS                       | 2.2                    | DNS                      | 53                        | 88 %                   |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |
| <p>Provide a broad range of experiences for all learners, to significantly improve available connections for learning with a greater need for disadvantaged pupils.</p> | <ul style="list-style-type: none"> <li>A significant increase of participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>Sourcing of tailored enrichment activities to support the targeted need of pupils, particularly disadvantaged pupils.</li> </ul> | <ul style="list-style-type: none"> <li>A full schedule of trips and visits were provided for all children across Year 1 &gt; Year 6 with clear links to curriculum areas, and particular topics. X1 residential was offered to each year group with the addition of a three-day trip to Paris for Y4&gt;6. Please see the overview of trips below.</li> </ul>  |                           |                        |                           |                        |                          |                           |                        |                          |                       |                       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |     |    |      |     |     |    |    |       |     |     |    |    |      |     |     |    |    |      |     |     |    |    |      |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |       |     |     |    |    |      |     |     |    |    |       |     |     |    |    |      |     |     |     |    |      |  |  |  |  |  |     |     |     |    |      |



# Pupil Premium Strategy Statement


## 2025 - 2028

| Aim           | Success Criteria  | Outcome   |  |   |  |   |  |        |  |        |        |        |        |        |        |               |   |   |  |   |                       |                          |               |                                   |   |                     |                             |                                |   |               |                                       |  |  |     |                  |                          |               |                         |                                       |                            |                                    |                           |  |               |                                     |  |           |   |   |   |               |                               |                         |                                    |             |  |                                |         |             |           |          |         |                   |    |  |
|---------------|---|---|--|---|--|---|--|--------|--|--------|--------|--------|--------|--------|--------|---------------|---|---|--|---|-----------------------|--------------------------|---------------|-----------------------------------|---|---------------------|-----------------------------|--------------------------------|---|---------------|---------------------------------------|--|--|-----|------------------|--------------------------|---------------|-------------------------|---------------------------------------|----------------------------|------------------------------------|---------------------------|--|---------------|-------------------------------------|--|-----------|---|---|---|---------------|-------------------------------|-------------------------|------------------------------------|-------------|--|--------------------------------|---------|-------------|-----------|----------|---------|-------------------|----|--|
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|               | Autumn  |   |  | Spring  |  | Summer  |  |        |  |        |        |        |        |        |        |               |   |   |  |   |                       |                          |               |                                   |   |                     |                             |                                |   |               |                                       |  |  |     |                  |                          |               |                         |                                       |                            |                                    |                           |  |               |                                     |  |           |   |   |   |               |                               |                         |                                    |             |  |                                |         |             |           |          |         |                   |    |  |
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| History       | Residential   |   |  |   |  |   |  |        |  |        |        |        |        |        |        |               |   |   |  |   |                       |                          |               |                                   |   |                     |                             |                                |   |               |                                       |  |  |     |                  |                          |               |                         |                                       |                            |                                    |                           |  |               |                                     |  |           |   |   |   |               |                               |                         |                                    |             |  |                                |         |             |           |          |         |                   |    |  |
| Geography     | Art & DT  |   |  |   |  |   |  |        |  |        |        |        |        |        |        |               |   |   |  |   |                       |                          |               |                                   |   |                     |                             |                                |   |               |                                       |  |  |     |                  |                          |               |                         |                                       |                            |                                    |                           |  |               |                                     |  |           |   |   |   |               |                               |                         |                                    |             |  |                                |         |             |           |          |         |                   |    |  |
| Science       | Reading & Writing   |   |  |   |  |   |  |        |  |        |        |        |        |        |        |               |   |   |  |   |                       |                          |               |                                   |   |                     |                             |                                |   |               |                                       |  |  |     |                  |                          |               |                         |                                       |                            |                                    |                           |  |               |                                     |  |           |   |   |   |               |                               |                         |                                    |             |  |                                |         |             |           |          |         |                   |    |  |
| RE            |   |   |  |   |  |   |  |        |  |        |        |        |        |        |        |               |   |   |  |   |                       |                          |               |                                   |   |                     |                             |                                |   |               |                                       |  |  |     |                  |                          |               |                         |                                       |                            |                                    |                           |  |               |                                     |  |           |   |   |   |               |                               |                         |                                    |             |  |                                |         |             |           |          |         |                   |    |  |



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|-------------------|---|---|---|---|---|--|--|--------|--|--------|--------|--------|--------|--------|--------|---------------|---|--|------------------------------|---|-----------------------|-------------------------------|---------------|---|---|------------------------|--|--|--|---------------|--|--|---|---------------------------|----------------------------------|---|---------------|--|----------------------------------|---|--|---------------------------------|--|---------------|---|---|---|---|---|--|---------------|-------------------------------------|----------------------------|--|---|---|--------------------------------------|-------------------|--|---------|-------------|-----------|----------|---------|-------------------|----|--|
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|                   | Autumn  |   |   | Spring  |   | Summer   |  |        |  |        |        |        |        |        |        |               |   |  |                              |   |                       |                               |               |   |   |                        |  |  |  |               |  |  |   |                           |                                  |   |               |  |                                  |   |  |                                 |  |               |   |   |   |   |   |  |               |                                     |                            |  |   |   |                                      |                   |  |         |             |           |          |         |                   |    |  |
|                   | Term 1  | Term 2  | Term 1  | Term 2  | Term 1  | Term 2   |  |        |  |        |        |        |        |        |        |               |   |  |                              |   |                       |                               |               |   |   |                        |  |  |  |               |  |  |   |                           |                                  |   |               |  |                                  |   |  |                                 |  |               |   |   |   |   |   |  |               |                                     |                            |  |   |   |                                      |                   |  |         |             |           |          |         |                   |    |  |
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| Key (if required) |   |   |   |   |   |  |  |        |  |        |        |        |        |        |        |               |   |  |                              |   |                       |                               |               |   |   |                        |  |  |  |               |  |  |   |                           |                                  |   |               |  |                                  |   |  |                                 |  |               |   |   |   |   |   |  |               |                                     |                            |  |   |   |                                      |                   |  |         |             |           |          |         |                   |    |  |
| History           | Residential   |   |   |   |   |  |  |        |  |        |        |        |        |        |        |               |   |  |                              |   |                       |                               |               |   |   |                        |  |  |  |               |  |  |   |                           |                                  |   |               |  |                                  |   |  |                                 |  |               |   |   |   |   |   |  |               |                                     |                            |  |   |   |                                      |                   |  |         |             |           |          |         |                   |    |  |
| Geography         | Art & DT  |   |   |   |   |  |  |        |  |        |        |        |        |        |        |               |   |  |                              |   |                       |                               |               |   |   |                        |  |  |  |               |  |  |   |                           |                                  |   |               |  |                                  |   |  |                                 |  |               |   |   |   |   |   |  |               |                                     |                            |  |   |   |                                      |                   |  |         |             |           |          |         |                   |    |  |
| Science           | Reading & Writing   |   |   |   |   |  |  |        |  |        |        |        |        |        |        |               |   |  |                              |   |                       |                               |               |   |   |                        |  |  |  |               |  |  |   |                           |                                  |   |               |  |                                  |   |  |                                 |  |               |   |   |   |   |   |  |               |                                     |                            |  |   |   |                                      |                   |  |         |             |           |          |         |                   |    |  |
| RE                |   |   |   |   |   |  |  |        |  |        |        |        |        |        |        |               |   |  |                              |   |                       |                               |               |   |   |                        |  |  |  |               |  |  |   |                           |                                  |   |               |  |                                  |   |  |                                 |  |               |   |   |   |   |   |  |               |                                     |                            |  |   |   |                                      |                   |  |         |             |           |          |         |                   |    |  |



# Pupil Premium Strategy Statement

## 2025 - 2028

### 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                        |
|--------------------------------|---------------------------------|
| <b>Accelerated Reader</b>      | Renaissance Learning            |
| <b>Sounds-Write Phonics</b>    | Sounds-Write                    |
| <b>Place2Be</b>                | Place2Be                        |
| <b>Reading Plus</b>            | Reading Plus                    |
| <b>The Scholars Programme</b>  | The Brilliant Club              |
| <b>Anti-Bullying Workshops</b> | Big Foot Arts Education         |
| <b>Sport's Makers</b>          | Sunderland Foundation of Lights |
| <b>Speech Link</b>             | Speech Link Multimedia Ltd.     |
| <b>Infant Language Link</b>    | Speech Link Multimedia Ltd.     |
| <b>Junior Language Link</b>    | Speech Link Multimedia Ltd.     |

### 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? |         |



# Pupil Premium Strategy Statement

2025 - 2028

## Further information (optional)

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