Pupil Premium Strategy Statement

2025 - 2028

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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	422 (Plus 56 in Nursery)
Proportion (%) of pupil premium eligible pupils	45% (216)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 – 2028
Date this statement was published	28.11.2025 (Updated 31.10.2026)
Date on which it will be reviewed	**31.10.2026 (Review 1)** 31.10.2027 (Review 2) 31.7.2028 (Final Review)
Statement authorised by	Ashleigh Sheridan (Headteacher)
Pupil premium lead	Stuart Houghton (Deputy Headteacher) Kim Flower (Assistant Headteacher for Inclusion)
Governor / Trustee lead	Elaine Chandler

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£290,390
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£290,390

Pupil Premium Strategy Statement

2025 - 2028

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Pupil Premium Strategy Statement 2025 - 2028

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, "*Growing 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, Learning Support Mentors, 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

- 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	**Attainment Gaps Across Core Curriculum** 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	**Phonics and Early Reading** 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	**Speech, Language, and Early Communication** 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	**Social, Emotional, and Mental Health (SEMH)** 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	**Attendance and Punctuality** 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	**Limited Cultural Capital** 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.

Pupil Premium Strategy Statement

2025 - 2028

Challenge number	Detail of challenge
7	**Low Aspirations and Awareness of Future Opportunities** Pupil voice reveals limited aspirations among disadvantaged learners, with a lack of awareness of further education pathways and career opportunities.
8	**Early Years Foundation Stage (EYFS) Gaps** 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.	• 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. • Strategies include: - **Purposeful use of the Teaching Toolkit** to inform planning and delivery. - **Responsive teacher assessment** that identifies need and triggers appropriate support. - **Effective use of adaptive teaching** to meet diverse learning needs within the classroom. - **Targeted Wave 1, 2, and 3 interventions** implemented with precision to accelerate progress. - **Established instructional coaching model** actively used to refine teaching and learning strategies, aligned with the school's coaching curriculum and tailored to individual teacher development. • Staff demonstrate: - Improved readiness-to-learn strategies. - Proactive awareness of key pupils. - Consistent application of supportive approaches bespoke to individual needs.
Secure accelerated and sustained progress in reading for disadvantaged pupils, ensuring improved	• Assessment and observation evidence shows disadvantaged pupils make **accelerated progress in reading fluency and accuracy**, demonstrating increased reading speed appropriate to age and stage.

Pupil Premium Strategy Statement

2025 - 2028

Intended outcome	Success criteria
fluency, comprehension, and confidence.	• Pupils exhibit **improved comprehension skills**, including the ability to infer, predict, and summarise across a range of text types. • Disadvantaged pupils demonstrate **confidence and engagement with reading**, actively participating in discussions about texts and showing enjoyment in reading for pleasure. • Pupils have **exposure to and understanding of varied genres and culturally rich texts**, supporting the development of cultural capital and broadening vocabulary. • Regular monitoring indicates that targeted interventions (phonics, fluency practice, comprehension strategies) are **embedded and effective**, with clear evidence of impact on individual progress. • Staff consistently apply **adaptive teaching strategies** to meet diverse reading needs and use responsive assessment to inform next steps.
Secure accelerated and sustained progress in writing for disadvantaged pupils, ensuring improved composition, spelling, and grammatical accuracy.	• Assessment and observation evidence shows disadvantaged pupils make **accelerated progress in writing fluency and accuracy**, demonstrating secure spelling, punctuation, and grammatical control appropriate to age and stage. • Pupils produce writing that reflects **clear sentence structure, coherence, and increasing sophistication in composition**, including effective use of vocabulary and varied sentence types. • Disadvantaged pupils demonstrate **creativity and confidence in writing**, drawing on ideas from a wide range of mentor texts and genres to enrich their own work. • Pupils show **improved handwriting quality and stamina**, enabling them to write at length with legibility and fluency. • Exposure to **varied text types and culturally rich literature** is evident in pupils' writing, supporting the development of cultural capital and broadening their understanding of different styles and purposes. • Regular monitoring indicates that targeted interventions (spelling strategies, sentence construction practice, extended writing opportunities) are **embedded and effective**, with clear evidence of impact on individual progress. • Staff consistently apply **adaptive teaching strategies** and use responsive assessment to inform next steps in writing development.
Secure accelerated and sustained progress in mathematics for disadvantaged pupils, ensuring improved fluency, reasoning, and problem-solving skills.	• Assessment and observation evidence shows disadvantaged pupils make **accelerated progress in mathematical fluency and accuracy**, demonstrating secure recall of number facts and efficient calculation strategies. • Pupils show **confidence and success in the Multiplication Tables Check**, reflecting strong foundational knowledge and automaticity.

Pupil Premium Strategy Statement

2025 - 2028

Intended outcome	Success criteria
	• Disadvantaged pupils demonstrate **improved reasoning and problem-solving skills**, applying mathematical concepts flexibly to a range of contexts and explaining their thinking clearly. • Pupils use **efficient strategies for calculation and representation**, including appropriate use of manipulatives and visual models to support understanding. • Exposure to **varied problem types and real-life applications** is evident in pupils' work, supporting deeper conceptual understanding and cultural capital. • Regular monitoring indicates that targeted interventions (fluency practice, reasoning tasks, small-group tuition) are **embedded and effective**, with clear evidence of impact on individual progress. • Staff consistently apply **adaptive teaching strategies** and responsive assessment to address misconceptions and extend learning.
Continue to strengthen and embed high-quality phonics teaching strategies to ensure consistent, effective approaches to learning, assessment, and targeted intervention for disadvantaged pupils.	• Assessment and observation evidence shows disadvantaged pupils make **accelerated progress in phonics**, demonstrating secure blending and segmenting skills that lead to fluent and accurate decoding. • Pupils develop **confidence and fluency in reading decodable texts**, applying phonics knowledge consistently across a range of contexts. • **Early intervention strategies** are embedded from EYFS onwards, ensuring pupils at risk of falling behind receive timely, targeted support. • Disadvantaged pupils who do not meet the expected standard in Year 1 are **tracked rigorously through Year 2 and Year 3**, with bespoke interventions to secure success. • Pupils have **access to high-quality, fully decodable books matched to their phonics stage**, supporting accuracy and confidence. • Regular monitoring indicates that **systematic phonics teaching and targeted interventions** are consistent and effective, with clear evidence of impact on individual progress. • Staff demonstrate **adaptive teaching strategies** and responsive assessment to address gaps and misconceptions promptly.
Improve overall attendance and reduce persistent absence, with a particular focus on disadvantaged pupils, to ensure consistent engagement with learning.	• **Attendance data** shows a sustained upward trend for all pupils, with disadvantaged pupils' attendance moving closer to national averages and within 2% of non-disadvantaged peers. • The number of pupils classified as **Persistent Absentees (PAs)** reduces significantly, with clear evidence of targeted support and improvement for identified families.

Pupil Premium Strategy Statement

2025 - 2028

Intended outcome	Success criteria
	• **Unauthorised absences** are reduced through proactive engagement and early intervention strategies. • **Vigilant monitoring systems** are embedded, including: • Daily tracking and prompt follow-up for absences. • Regular review of attendance data in **inclusion meetings** to identify patterns and agree actions. • **Family Support Advisor (FSA)** provides consistent, proactive support for families, including home visits, attendance plans, and signposting to external agencies where needed. • Staff demonstrate **awareness of attendance priorities**, actively promoting positive attendance messages and readiness to learn. • Evidence of **collaborative work with families** to overcome barriers to attendance, including personalised strategies and improved communication.
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.	• **Pupil voice and well-being assessments** indicate that pupils receiving SEMH support feel safe, supported, and demonstrate improved resilience, self-regulation, and coping strategies. • **Trauma-informed approaches** are embedded across the school, with staff trained to recognise and respond effectively to emotional needs, reducing barriers to learning. • The school's **two Nurture Provisions** provide targeted, structured support for identified pupils, with clear evidence of improved engagement and emotional stability. • **Effective use of Place2Be services** supports both pupils and families, with case studies showing positive impact on well-being and relationships. • **Early Years staff receive PSED training**, ensuring strong foundations for emotional development and readiness to learn. • Regular monitoring through **inclusion meetings and pupil progress reviews** demonstrates that SEMH strategies are consistent, proactive, and tailored to individual needs. • Staff demonstrate **adaptive strategies** in classrooms to support emotional regulation and maintain positive learning environments.
Enhance speech, language, and vocabulary development for disadvantaged pupils to strengthen communication skills and support access to the wider curriculum.	• **Early identification systems** are embedded, ensuring pupils with speech and language needs are assessed promptly from entry and receive targeted support without delay. • Individual **objectives for improvement** are established for each learner, with progress tracked rigorously from starting points through regular reviews. • Pupils with significant needs receive **specialist speech and language assessment and intervention**, with clear evidence of impact on communication skills. • **Internal intervention programmes** for ongoing speech and language concerns are consistently implemented, with

Pupil Premium Strategy Statement

2025 - 2028

Intended outcome	Success criteria
	measurable progress in vocabulary acquisition and expressive/receptive language. • Staff demonstrate **confidence and accuracy in delivering interventions**, supported by high-quality training and resources. • **Oracy-based strategies** are embedded across the curriculum, promoting high-quality speaking and listening skills, structured dialogue, and vocabulary development. • **Early Years staff receive targeted PSED and language development training**, ensuring strong foundations for communication and social interaction. • Monitoring through **inclusion meetings and pupil progress reviews** confirms that strategies are effective and tailored to individual needs.
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.	• **Assessment and observation evidence** shows disadvantaged pupils make strong and sustained progress from their individual starting points, securing readiness for the next stage of learning. • Pupils demonstrate **improved outcomes across all prime areas**, with particular strength in communication, language, and personal, social, and emotional development. • **High-quality teaching and learning practices** are embedded across EYFS, ensuring consistent, effective approaches to planning, assessment, and responsive intervention. • **Targeted support strategies** are implemented promptly for pupils at risk of falling behind, including bespoke interventions and adaptive teaching approaches. • The school's **Nest nurture provision** provides structured, calming support for pupils who become overstimulated, enabling them to re-engage positively with learning. • Staff demonstrate **confidence in delivering PSED and language-rich strategies**, supported by ongoing professional development and access to high-quality resources. • Monitoring through **EYFS progress reviews and inclusion meetings** confirms that strategies are effective, with clear evidence of impact on individual progress and readiness for Year 1.
Raise aspirations among disadvantaged learners by fostering ambition, confidence, and awareness of future education and career opportunities.	• **Pupil voice and questionnaires** indicate that disadvantaged pupils demonstrate increased confidence, ambition, and awareness of future education and career opportunities. • A **structured careers programme** is introduced across school, providing age-appropriate experiences and information about pathways into further education and employment. • Pupils engage in **enrichment activities and employer interactions**, including visits, workshops, and talks facilitated through partnerships with **DHL and EGL 1**, broadening their understanding of real-world careers.

Pupil Premium Strategy Statement

2025 - 2028

Intended outcome	Success criteria
	• Evidence of **improved self-belief and aspiration** is seen through pupil discussions, goal-setting activities, and participation in leadership or enrichment opportunities. • Staff embed **oracy and vocabulary development** linked to careers and future learning into the curriculum, ensuring pupils can articulate ambitions confidently. • Monitoring through **pupil voice surveys, participation logs, and case studies** confirms that strategies are effective and inclusive, with disadvantaged pupils actively involved. •
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.	• **Participation data** shows a significant increase in disadvantaged pupils accessing enrichment activities, trips, and residential experiences. • A **structured enrichment programme** is embedded, including: - **Annual residential visits** for pupils in Year 1–6, ensuring progressive experiences that build independence and confidence. - **Half-termly trips and visits** for each year group, linked to curriculum themes to strengthen engagement and contextual understanding. - **Scheduled visits to London and/or Paris** for Upper School pupils to broaden horizons and enhance cultural capital. • Enrichment activities are **carefully tailored to meet the needs and interests of disadvantaged pupils**, ensuring inclusivity and removing financial barriers. • Evidence from **pupil voice and engagement logs** demonstrates increased confidence, curiosity, and connection between enrichment experiences and classroom learning. • Staff actively promote **oracy and reflective discussion** following trips to consolidate learning and vocabulary development. • Monitoring through **participation records, impact evaluations, and case studies** confirms that enrichment opportunities are equitable and impactful.

Pupil Premium Strategy Statement

2025 - 2028

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: £ 88,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. National College CPD – £1085 Step Lab Subscription – £892 T&L Lead Coach - £6,340 Additional Class Teachers - £75,046 **Total - £83, 393**	• Access to **high-quality teaching** remains the most powerful lever schools have to improve outcomes for all pupils, particularly those who are disadvantaged. Research from the **Education Endowment Foundation (EEF)** and the **Steplab White Paper** highlights that investing in **effective professional development** for teachers and support staff leads to sustained improvements in classroom practice and pupil progress. • **High-Quality Teaching as a Priority:** EEF evidence confirms that improving the quality of teaching has the greatest impact on pupil attainment. Strategies such as **adaptive teaching**, **responsive assessment**, and **structured feedback** are proven to accelerate progress for disadvantaged learners. • **Professional Development and Instructional Coaching:** The Steplab White Paper and EEF's guidance on **Effective Professional Development** emphasise that coaching and targeted CPD are cost-effective and impactful when they are **sustained, evidence-informed, and focused on classroom practice**. Bespoke next-step targets for staff ensure continuous improvement and alignment with school priorities. • **Mastery Learning and Feedback:** EEF research shows that **mastery learning** approaches have significant positive effects, particularly in mathematics (+6 months) and science (+6 months), and to a lesser extent in reading (+3 months).	**1 and 2**

Pupil Premium Strategy Statement

2025 - 2028

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Feedback is most effective when it is **specific, timely, and focused on success criteria**, rather than solely identifying errors. • **Subject-Specific Pedagogy:** High-quality teaching in core subjects (English, mathematics, science) and foundation subjects requires **deep subject knowledge and clear progression models**. EEF guidance on **Improving Mathematics in Key Stages 2 and 3**, **Early Language**, and **Literacy Development** supports the need for structured, evidence-based approaches. **Research Links: -** • Mastery learning | EEF (educationendowmentfoundation.org.uk) • Feedback | EEF (educationendowmentfoundation.org.uk) • High Quality Teaching • Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) • Improving Mathematics in Key Stages 2 and 3 • The Great Teaching Toolkit • Early Language • Literacy Development • Writing practice review • Effective PD in Early Years • Steplab White Paper	
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	• Research consistently highlights that **access to high-quality teaching and curriculum resources** is one of the most effective ways to improve pupil outcomes, particularly for disadvantaged learners. According to the **EEF Teaching and Learning Toolkit** and **The Great Teaching Toolkit**, strategies that provide pupils with **real-life, contextualised learning experiences** significantly enhance engagement, understanding, and long-term retention. • **Cultural Capital and Contextual Learning:** Using artefacts and authentic resources supports pupils in making meaningful connections between classroom learning	**1 and 6**

Activity	Evidence that supports this approach	Challenge number(s) addressed
learning and the wider world. **Total - £2, 726**	and the wider world. Studies suggest that starting from **concrete experiences (e.g., archaeological artefacts)** 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. • **High-Quality Teaching and Adaptive Approaches:** The EEF emphasises that **adaptive teaching**, combined with **responsive assessment and feedback**, is critical for closing gaps. Providing rich, contextual resources enables teachers to differentiate effectively and scaffold learning for disadvantaged pupils. • **Professional Development and Subject Knowledge:** The Great Teaching Toolkit identifies **curriculum knowledge and clarity of explanation** 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. **Research Links: -** • Historical Enquiry with Archaeological artefacts | Patrick Johansson • High Quality Teaching • The Great Teaching Toolkit	
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	• Research from the **Education Endowment Foundation (EEF)** highlights that **reading comprehension strategies** can accelerate progress by an average of **six months over the course of a year**. Effective approaches involve activities tailored to pupils' reading capabilities, with texts that provide appropriate challenge without overwhelming learners. Key principles include: - Selecting texts at the right level of difficulty.	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. **Total - £2, 696**	- Providing structured opportunities to practice fluency and comprehension. - Ensuring pupils are motivated and engaged with reading. • **Reading fluency**—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 development to enable pupils to access increasingly complex texts. • Evidence from **Reading Plus** supports these findings: - 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. - Research examining **silent reading rates (SRR)** and comprehension accuracy shows that vocabulary knowledge and SRR improve together when comprehension is strong, reinforcing the importance of integrated fluency and comprehension strategies. - By providing **adaptive, personalised reading pathways**, 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. **Research Links: -** • Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) • Interaction of Silent Reading Rate, Academic Vocabulary, and Comprehension	

Pupil Premium Strategy Statement

2025 - 2028

Activity	Evidence that supports this approach	Challenge number(s) addressed
	• Reading Plus | Middle School National Results 2019-2020 • Fluency: A bridge to reading success • SRF, Comprehension and Achievement	

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

Budgeted cost: £ 113,536

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Learning Support Mentors - £ 29, 696 TLP Support– £ 80,736 Nessy - £ 1,036	• Research from the **Education Endowment Foundation (EEF)** highlights that **targeted small-group and one-to-one tuition** can have a significant positive impact on pupil progress, particularly for disadvantaged learners: • **Small Group Tuition:** EEF evidence shows that small-group tuition can lead to an average of **+4 months' additional progress** over a year. Impact is greatest when sessions are **led by qualified teachers or well-trained staff**, focused on specific learning gaps, and closely linked to classroom teaching. • **One-to-One Tuition:** One-to-one support can deliver **+5 months' progress on average**, 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 **additional to normal lessons but explicitly connected to classroom learning**, with teachers monitoring progress to ensure effectiveness. • **Teaching Assistant-Led Interventions:** When teaching assistants deliver structured, evidence-based interventions, outcomes improve significantly—**+4 to +6 months' progress** on average. Success depends on **high-quality training, clear**	**1, 2, 3, 6, 7 and 8**

Pupil Premium Strategy Statement

2025 - 2028

Activity	Evidence that supports this approach	Challenge number(s) addressed
Total - £111,498	**objectives, and diagnostic assessment** to target support effectively. • **Mentoring:** While academic impact is smaller on average, mentoring can improve **non-academic outcomes** such as attendance, behaviour, and attitudes to learning—particularly for disadvantaged pupils who may have lower engagement or aspirations. Building **trusting relationships** is key to success. • **Diagnostic Assessment:** Accurate identification of gaps through diagnostic assessment ensures interventions are **precisely targeted**, maximising impact and preventing wasted time on areas pupils have already mastered. **Research Links: -** • Small group tuition | EEF (educationendowmentfoundation.org.uk) • Mentoring | EEF (educationendowmentfoundation.org.uk) • One to one tuition | EEF (educationendowmentfoundation.org.uk) • Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	
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	• Research from the **Education Endowment Foundation (EEF)** shows that approaches focusing on **speaking, listening, and oral language development** 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. • Key findings include: - **Frequent, sustained sessions** over time lead to greater impact than short-term interventions. - **One-to-one delivery** or small-group support produces the largest gains,	**3 and 8**

Activity	Evidence that supports this approach	Challenge number(s) addressed
vocabulary, expressive and receptive language, and overall communication skills. High-quality resources and staff training will support consistent implementation and maximise impact.	especially when interventions are structured and linked to classroom learning. - Oral language interventions improve **vocabulary, narrative skills, and listening comprehension**, which are foundational for reading and writing success. - Embedding language-rich strategies across the curriculum supports disadvantaged pupils in accessing complex concepts and developing cultural capital. **Research Links: -** • Oral language interventions | EEF (educationendowmentfoundation.org.uk) • Speech and Language Link | Discover the impact	
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.	• Research from the **Education Endowment Foundation (EEF)** shows that **collaborative learning approaches** can have a consistently positive impact on attainment, with pupils making an average of **+5 months' additional progress** over an academic year. However, the size of impact depends on implementation quality. • Key findings include: - **Structured approaches are essential**: Collaborative learning is most effective when tasks are well-designed, roles are clear, and activities promote purposeful dialogue and interaction between learners. - **Group size matters**: Groups of **3–5 pupils** tend to achieve the greatest learning gains. Smaller paired work and larger groups (more than five) show smaller positive effects. - **Focus on talk and reasoning**: Successful strategies encourage pupils to explain their thinking, challenge ideas constructively, and build shared understanding. - **Curriculum linkage**: Collaborative tasks should be explicitly	**4, 6 and 7**

Activity	Evidence that supports this approach	Challenge number(s) addressed
	connected to curriculum objectives to ensure relevance and depth of learning. **Research Links: -** • Collaborative learning approaches | EEF (educationendowmentfoundation.org.uk)	
Deliver The Scholar Programme through *The Brilliant Club* to provide disadvantaged pupils with structured opportunities for 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. **Total - £2, 038**	• Research from the **Education Endowment Foundation (EEF)** indicates that aspiration-raising interventions alone have **little impact on closing the attainment gap**. Studies show that pupils from different socioeconomic backgrounds often have similar aspirations for future education and careers; the key barrier is **academic attainment**, not ambition. Therefore, programmes that combine aspiration-building with **academic challenge and enrichment**—such as The Brilliant Club—are more likely to have a positive impact. • Key findings include: - **Academic Component is Essential**: 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. - **Teacher Expectations Matter**: 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. - **Collaborative Learning Benefits**: Collaborative approaches, when well-structured, can add **+5 months' progress** on average. The Brilliant Club leverages this by engaging pupils in small-group tutorials that promote discussion, reasoning, and critical thinking. - **Cultural Capital Development**: Access to university experiences	**7**

Activity	Evidence that supports this approach	Challenge number(s) addressed
	and academic mentoring broadens horizons, builds confidence, and strengthens pupils' belief in their ability to succeed in further education. **Research Links: -** • Aspiration interventions | EEF (educationendowmentfoundation.org.uk) • Collaborative learning approaches | EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £ 83,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Books - £ 3,000 Breakfast Club - £4,085	• Research from the **Education Endowment Foundation (EEF)** highlights that effective reading interventions require careful attention to **text selection, structure, and engagement**. Key principles include: - **Appropriate text difficulty**: Texts should provide enough challenge to promote progress without overwhelming pupils. - **Context for skill practice**: Activities should allow pupils to apply comprehension strategies in meaningful contexts. - **Motivation and engagement**: High-quality, engaging texts increase pupils' desire to read and sustain attention. • EEF evidence also shows that **before- and after-school programmes** can have a positive impact when they are: - **Well-structured and purposeful**, - **Closely linked to the curriculum**, and - Delivered by **well-trained staff**. • These conditions ensure that extended learning time translates into measurable academic benefits rather than simply additional hours. • **The Open University Reading for Pleasure initiative** reinforces this by emphasising:	**1 and 2**

Total - £7, 085	- **Social reading environments**: Creating spaces where reading is shared and celebrated fosters enjoyment and intrinsic motivation. - **Choice and diversity**: Offering a wide range of texts, including contemporary and culturally rich literature, helps pupils connect with reading and develop cultural capital. - **Teacher as a reading role model**: When teachers actively share their own reading experiences, pupils are more likely to view reading as a valued and enjoyable activity. - **Dialogic talk**: Encouraging discussion about books deepens comprehension and builds confidence in expressing ideas. • Together, these approaches ensure that reading activities are not only academically beneficial but also nurture a lifelong love of reading. **Research Links: -** • Extending school time | EEF (educationendowmentfoundation.org.uk) • Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) • Open University | Reading for Pleasure	
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,	• Research strongly supports the impact of **social, emotional, and mental health (SEMH) interventions** on pupil well-being and learning outcomes: • **Place2Be Impact** Place2Be uses validated tools such as **Strengths and Difficulties Questionnaires (SDQs)** 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. • **Social and Emotional Learning (SEL)** EEF evidence indicates that successful SEL interventions can lead to an average of **+4 months' additional progress** over a year. Interventions that focus on **social interaction and emotional regulation** tend to have the greatest impact (**+6 months**), compared to those focused solely on academic outcomes	**4**

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. **Total - £30, 979**	(**+4 months**) or behavior prevention (**+5 months**). SEL also improves attitudes to learning, peer relationships, and engagement. • **Trauma-Informed Practice** 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. • **Nurture Provision** Evidence from NurtureUK and systematic reviews shows that nurture groups significantly improve **emotional regulation, resilience, and engagement**, which indirectly supports academic progress. Structured environments like nurture bases help pupils develop coping strategies and self-regulation skills, reducing exclusions and improving attendance. **Research Links: -** • Social and emotional learning | EEF (educationendowmentfoundation.org.uk) • Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk) • Place 2 Be CORC Report • The Nurture Group Network • The effectiveness of Nurture Groups	
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	• Research shows that **cognitive and affective learning outcomes** from educational visits are strongly influenced by the quality of planning and delivery. Key factors include: • **Structured design**: Well-organized trips with clear learning objectives lead to deeper understanding and retention. • **Preparation and follow-up**: Pre-visit preparation and post-visit reflection significantly enhance knowledge transfer and engagement. • **Context and relevance**: Linking experiences directly to curriculum content ensures meaningful connections and reinforces classroom learning. • **Social interaction**: Collaborative activities during visits promote discussion, reasoning, and shared understanding. • **Student factors**: Prior knowledge, interest, and the novelty of the setting affect engagement and learning outcomes.	**6**

experiences, the programme aims to deepen understanding, strengthen engagement, and promote knowledge retention. Mini -buses - £5,070 Drivers - £5,940 Visitors - £12,795 **Total - £13, 368**	• When these elements are in place, trips and enrichment experiences can strengthen cultural capital, improve motivation, and support long-term memory of key concepts. **Research Links: -** • A Short Review of School Field Trips: Key Findings from the Past and Implications for the Future • Making the case for field trips: what research tells us and what site coordinators have to say	
Offer a Music Scholarship programme that provides 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. **Total - £390**	• Research from the **Education Endowment Foundation (EEF)** indicates that **arts participation**, including music education, has a positive but moderate impact on academic attainment—equivalent to around **+3 months' additional progress** over an academic year. Beyond academic outcomes, studies consistently report wider benefits such as: • **Improved attitudes to learning**, • **Enhanced confidence and self-esteem**, and • **Greater emotional well-being and engagement**. • Arts-based interventions also contribute to **cultural capital development**, providing pupils—particularly those from disadvantaged backgrounds—with experiences that broaden horizons and foster creativity. When programmes are **structured, sustained, and delivered by skilled practitioners**, they are most effective in supporting both personal growth and academic success. **Research Links: -** • Arts participation	**1, 6 and 7**
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	Research consistently shows a strong link between **attendance, attainment, and behaviour**. 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 **multi-faceted approach**, but there are common principles that underpin successful strategies: • **Early Identification and Intervention**: Monitoring attendance data closely and acting promptly when patterns of absence emerge prevents escalation into persistent absence.	**1, 2, 4 and 5**

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. **Total - £ 31,490**	• **Positive Relationships and Communication**: Building trust with families and maintaining open, two-way communication is critical for addressing barriers to attendance. • **Clear Expectations and Consistency**: Schools that set and reinforce high expectations for attendance, combined with supportive measures, see better outcomes. • **Targeted Support for Vulnerable Pupils**: Disadvantaged pupils often face additional challenges; personalised plans and family engagement strategies are essential. • **Whole-School Culture**: Attendance improvement is most effective when embedded into the school's ethos, with all staff promoting the importance of regular attendance. Evidence from the **Education Endowment Foundation (EEF)** 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. **Research Links:-** • Working with parents to support children's learning • Supporting school attendance • Strong Family and Community Engagement in Schools	

Additional miscellaneous budgeted cost totalling £5612

Total budgeted cost: £ 290,642 (Overspent £252)

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 2025 to 2026 academic year.

Aim	Success Criteria	Outcome
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.	• 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. • Strategies include: - **Purposeful use of the Teaching Toolkit** to inform planning and delivery. - **Responsive teacher assessment** that	• **Implementation and developing consistency:** The Teaching Toolkit, responsive assessment and adaptive teaching expectations have continued to provide a shared framework for planning and classroom practice. Instructional coaching cycles are increasingly aligned to identified teacher need, with precise action steps used to strengthen participation, checking for understanding and responsive teaching. • **Evidence of progress:** Learning enquiries and coaching evidence indicate that teachers are increasingly proactive in identifying key pupils, allocating purposeful roles and adapting support so that disadvantaged pupils can access learning alongside their peers. Clear routines and readiness-to-learn strategies are supporting stronger engagement and participation. • **Targeted support:** Wave 1 support is increasingly planned as part of everyday teaching, with additional Wave 2 and Wave 3 provision used where assessment identifies a sustained barrier. This has strengthened the link between assessment, action and review, although the precision and consistency of this process remain variable across subjects and phases.

Aim	Success Criteria	Outcome
	identifies need and triggers appropriate support. - **Effective use of adaptive teaching** to meet diverse learning needs within the classroom. - **Targeted Wave 1, 2, and 3 interventions** implemented with precision to accelerate progress. - **Established instructional coaching model** actively used to refine teaching and learning strategies, aligned with the school's coaching	• **Evaluation:** As this is the first year of the 2025-28 strategy, the priority is not yet fully achieved. The core systems are established and evidence positive movement; however, continued coaching, moderation and evaluation are required to secure consistently high-quality implementation and to translate this into sustained attainment gains for disadvantaged pupils.

Aim	Success Criteria	Outcome
	curriculum and tailored to individual teacher development. • Staff demonstrate: - Improved readiness-to-learn strategies. - Proactive awareness of key pupils. • Consistent application of supportive approaches bespoke to individual needs.	
Secure accelerated and sustained progress in reading for disadvantaged pupils, ensuring improved fluency, comprehension, and confidence.	• Assessment and observation evidence shows disadvantaged pupils make **accelerated progress in reading fluency and accuracy**, demonstrating increased reading speed appropriate to age and stage. • Pupils exhibit **improved comprehension skills**, including the ability to infer,	• **Overall data analysis:** Reading outcomes show a mixed but improving picture. At the end of Key Stage 1 in 2025, 53% of disadvantaged pupils met the expected standard compared with 76% of non-disadvantaged pupils. This 23 percentage-point gap narrowed from 30 points in 2024, although it remains wider than the 19-point gap in 2023. • **Key Stage 2:** In 2025, 65% of disadvantaged pupils met the expected standard in reading compared with 80% of non-disadvantaged pupils, a 15-point gap. The disadvantaged reading progress score was +0.7, compared with +1.3 for non-disadvantaged pupils. This indicates positive progress from starting points for both groups, with only a small 0.6-point difference in progress.

Aim	Success Criteria	Outcome
	predict, and summarise across a range of text types. • Disadvantaged pupils demonstrate **confidence and engagement with reading**, actively participating in discussions about texts and showing enjoyment in reading for pleasure. • Pupils have **exposure to and understanding of varied genres and culturally rich texts**, supporting the development of cultural capital and broadening vocabulary. • Regular monitoring indicates that targeted interventions (phonics, fluency practice, comprehension strategies) are **embedded and effective**, with clear evidence of impact on individual progress. • Staff consistently apply **adaptive teaching strategies** to meet diverse reading	• **Interpretation:** The three-year data remains cohort-sensitive. In 2024, disadvantaged pupils outperformed non-disadvantaged pupils at Key Stage 2 in reading, while the 2025 attainment gap re-emerged. This reinforces the need to maintain a sharp focus on individual starting points, fluency, vocabulary and comprehension rather than relying on headline percentages alone. • **Evaluation:** Teaching and intervention systems are supporting progress, particularly at Key Stage 2, but have not yet secured consistently accelerated attainment for disadvantaged pupils across phases. During the next stage of the strategy, fluency assessment, responsive classroom support and high-quality text discussion will continue to be refined, with impact evaluated through assessment, learning enquiries and pupil voice.

Aim	Success Criteria	Outcome
	needs and use responsive assessment to inform next steps.	
Continue to strengthen and embed high-quality phonics teaching strategies to ensure consistent, effective approaches to learning, assessment, and targeted intervention for disadvantaged pupils.	• Assessment and observation evidence shows disadvantaged pupils make **accelerated progress in phonics**, demonstrating secure blending and segmenting skills that lead to fluent and accurate decoding. • Pupils develop **confidence and fluency in reading decodable texts**, applying phonics knowledge consistently across a range of contexts. • **Early intervention strategies** are embedded from EYFS onwards, ensuring pupils at risk of falling behind receive timely, targeted support. • Disadvantaged pupils who do not meet the expected standard in Year 1 are **tracked rigorously through**	• **Year 1 phonics:** In 2025, 71% of disadvantaged pupils met the expected standard compared with 81% of non-disadvantaged pupils. The 10 percentage-point gap is unchanged from 2024 but represents a substantial improvement from the 31-point gap in 2023. Across the three-year period, the average gap is 17 points. • **Year 2 re-screening:** Of the small group re-screened in 2025, 50% of disadvantaged pupils met the standard compared with 25% of non-disadvantaged pupils. While this is a positive outcome for disadvantaged pupils, the very small cohort sizes mean this data should be interpreted cautiously and alongside individual pupil progress. • **Implementation:** Systematic teaching, regular assessment and targeted keep-up support are established. Assessment information is used to identify gaps in grapheme-phoneme correspondence, blending and fluency, with additional practice prioritised for pupils who are at risk of falling behind. • **Evaluation:** The longer-term trend evidences that the historic gap has reduced, but the Year 1 gap has not narrowed further this year. Continued improvement remains necessary across the 2025-28 strategy. The next phase will focus on consistent delivery, rapid response to assessment and close evaluation of the progress of individual disadvantaged pupils.

Aim	Success Criteria	Outcome
	Year 2 and Year 3, with bespoke interventions to secure success. • Pupils have **access to high-quality, fully decodable books matched to their phonics stage**, supporting accuracy and confidence. • Regular monitoring indicates that **systematic phonics teaching and targeted interventions** are consistent and effective, with clear evidence of impact on individual progress. • Staff demonstrate **adaptive teaching strategies** and responsive assessment to address gaps and misconceptions promptly.	
Improve overall attendance and reduce persistent absence, with a particular focus on disadvantaged	• **Attendance data** shows a sustained upward trend for all pupils, with disadvantaged pupils' attendance moving closer to national averages and	• **Overall attendance:** Disadvantaged pupils achieved 93.51% attendance in 2025-26 compared with 94.83% for non-disadvantaged pupils, a gap of 1.32 percentage points. Persistent absence was 17.57% for disadvantaged pupils and 11.54% for non-disadvantaged pupils, a difference of 6.03 points. • **Disaggregated analysis:** A small number of extreme cases had a disproportionate effect on the headline position. When these pupils are considered separately,

Aim	Success Criteria	Outcome
pupils, to ensure consistent engagement with learning.	within 2% of non-disadvantaged peers. • The number of pupils classified as **Persistent Absentees (PAs)** reduces significantly, with clear evidence of targeted support and improvement for identified families. • **Unauthorised absences** are reduced through proactive engagement and early intervention strategies. • **Vigilant monitoring systems** are embedded, including: • Daily tracking and prompt follow-up for absences. • Regular review of attendance data in **inclusion meetings** to identify patterns and agree actions. • **Family Support Advisor (FSA)** provides consistent, proactive support for families, including home visits, attendance plans, and	disadvantaged attendance rises to 94.13% and the gap narrows to 1.03 points. Persistent absence reduces to 15.72%, compared with 10.42% for non-disadvantaged pupils, narrowing the difference to 5.30 points. • **Interpretation:** The disaggregated analysis provides a more representative view of the experience of most disadvantaged pupils while retaining a clear focus on the small number with the most significant barriers. It evidences that the overall attendance gap is comparatively narrow, but persistent absence remains too high and requires sustained, pupil-specific action. • **Evaluation:** Monitoring, early contact and targeted family support are having an impact for many pupils. This priority is not yet fully achieved because disadvantaged attendance remains lower and persistent absence higher than for non-disadvantaged pupils. Work across the remainder of the strategy will continue to combine universal expectations with intensive plans for the small number of pupils whose absence is most entrenched.

Aim	Success Criteria	Outcome
	signposting to external agencies where needed. • Staff demonstrate **awareness of attendance priorities**, actively promoting positive attendance messages and readiness to learn. • Evidence of **collaborative work with families** to overcome barriers to attendance, including personalised strategies and improved communication.	
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	• **Pupil voice and well-being assessments** indicate that pupils receiving SEMH support feel safe, supported, and demonstrate improved resilience, self-regulation, and coping strategies. • **Trauma-informed approaches** are embedded across the school, with staff trained to recognise and respond effectively to	• **Developing provision:** The school has continued to strengthen its graduated response to social, emotional and mental health needs. Behaviour and Relationships procedures, positive handling guidance, safeguarding systems and therapeutic support through Place2Be are increasingly aligned so that pupils receive timely, targeted interventions matched to need. Throughout 2025-26, Place2Be provided support through Place2Talk, Place2Think, one-to-one counselling, parent partnership and family interventions, creating a comprehensive network of support for vulnerable pupils and families. • **Identification and monitoring:** Refined CPOMS categories and sub-categories support more precise recording and analysis of presenting need, strengthening the school's ability

Aim	Success Criteria	Outcome
disadvantaged learners.	emotional needs, reducing barriers to learning. • The school's **two Nurture Provisions** provide targeted, structured support for identified pupils, with clear evidence of improved engagement and emotional stability. • **Effective use of Place2Be services** supports both pupils and families, with case studies showing positive impact on well-being and relationships. • **Early Years staff receive PSED training**, ensuring strong foundations for emotional development and readiness to learn. • Regular monitoring through **inclusion meetings and pupil progress reviews** demonstrates that SEMH strategies are consistent, proactive, and tailored to individual needs.	to identify emerging SEMH concerns and implement proportionate support. This is complemented by regular multi-agency discussions involving Place2Be, SEND, family support and safeguarding teams, ensuring interventions are informed by a comprehensive understanding of individual circumstances and barriers. • **Impact:** The impact of therapeutic support has been positive. During 2025-26, Place2Be delivered support to 113 pupils through 207 Place2Talk sessions, alongside 200 one-to-one counselling sessions for 17 pupils. Teachers reported that **80% of pupils receiving counselling demonstrated improved mental health**, while parents reported that **8 out of 10 pupils were better following intervention**. Of those pupils whose difficulties significantly impacted classroom learning, **5 out of 7 demonstrated improvement**, supporting greater engagement in learning and school life. The service has also supported over 30 parents through advice, emotional support and family-based interventions, helping to strengthen support for children beyond the school environment. • **Evaluation:** Evidence demonstrates that the school's SEMH provision is having a positive impact on pupils' wellbeing, engagement and readiness to learn. Therapeutic intervention, family support and effective multi-agency working are enabling pupils to better understand and regulate their emotions, develop coping strategies and access learning more successfully. Case studies within the Place2Be report highlight substantial improvements for individual pupils experiencing anxiety, bereavement, trauma and

Aim	Success Criteria	Outcome
	• Staff demonstrate **adaptive strategies** in classrooms to support emotional regulation and maintain positive learning environments.	family adversity, with one parent commenting,"*Thanks to Place2Be I have my happy little girl back.*" As this remains a three-year priority within the 2025-28 strategy, the focus will now shift towards sustaining this impact and further strengthening the evaluation of outcomes through pupil voice, intervention reviews, attendance, behaviour and engagement data. Continued collaboration between school staff, families and external partners will ensure disadvantaged pupils receive the support required to develop increasing resilience, self-regulation and independence over time
Enhance speech, language, and vocabulary development for disadvantaged pupils to strengthen communication skills and support access to the wider curriculum.	• **Early identification systems** are embedded, ensuring pupils with speech and language needs are assessed promptly from entry and receive targeted support without delay. • Individual **objectives for improvement** are established for each learner, with progress tracked rigorously from starting points through regular reviews. • Pupils with significant needs receive **specialist speech**	• **Curriculum and classroom practice:** Oracy, explicit vocabulary instruction and structured partner talk remain central to teaching and learning. Teachers increasingly use stem sentences, clearly allocated partner roles and precise modelling to support full participation, particularly for pupils who need additional rehearsal before contributing independently. • **Targeted identification:** Assessment and observation are increasingly used to identify pupils whose speech, language or communication needs are limiting access to the curriculum. Classroom adaptations, targeted adult support and specialist-informed approaches are then used to develop vocabulary, sentence construction and confidence. • **Evidence of progress:** Learning enquiries indicate that purposeful Partner A and Partner B structures increase participation and engagement, while sentence stems support pupils to articulate ideas more concisely and accurately. These approaches are helping

Aim	Success Criteria	Outcome
	and language assessment and intervention, with clear evidence of impact on communication skills. • **Internal intervention programmes** for ongoing speech and language concerns are consistently implemented, with measurable progress in vocabulary acquisition and expressive/receptive language. • Staff demonstrate **confidence and accuracy in delivering interventions**, supported by high-quality training and resources. • **Oracy-based strategies** are embedded across the curriculum, promoting high-quality speaking and listening skills, structured dialogue, and vocabulary development. • **Early Years staff receive targeted PSED and language development**	disadvantaged pupils to contribute to discussion and explain their thinking across subjects. • **Evaluation:** A consistent whole-school approach is emerging, but this remains a developing priority within the 2025-28 strategy. The next stage is to strengthen baseline and review information, increase the precision of assessment and evaluate whether improved communication is transferring independently across subjects and contexts.

Aim	Success Criteria	Outcome
	training, ensuring strong foundations for communication and social interaction. • Monitoring through **inclusion meetings and pupil progress reviews** confirms that strategies are effective and tailored to individual needs.	
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.	• **Assessment and observation evidence** shows disadvantaged pupils make strong and sustained progress from their individual starting points, securing readiness for the next stage of learning. • Pupils demonstrate **improved outcomes across all prime areas**, with particular strength in communication, language, and personal, social, and emotional development. • **High-quality teaching and learning practices** are embedded across EYFS,	• **Overall outcomes:** In 2025, 62% of disadvantaged children achieved a Good Level of Development compared with 75% of non-disadvantaged children. The 13 percentage-point gap is a significant improvement from 31 points in 2024, when 52% of disadvantaged children achieved GLD compared with 83% of non-disadvantaged children. • **Areas of strength:** Disadvantaged outcomes were in line with non-disadvantaged outcomes in word reading at 77%, and were higher in speaking at 85% compared with 82%. These outcomes indicate that focused early language and phonics provision is supporting important aspects of readiness for the next stage. • **Continuing gaps:** Differences remain across a number of areas, including writing, number, numerical patterns and aspects of personal, social and emotional development. The largest 2025 differences were in managing self and number, reinforcing the need for responsive provision based on individual starting points.

Aim	Success Criteria	Outcome
	ensuring consistent, effective approaches to planning, assessment, and responsive intervention. • **Targeted support strategies** are implemented promptly for pupils at risk of falling behind, including bespoke interventions and adaptive teaching approaches. • The school's **Nest nurture provision** provides structured, calming support for pupils who become overstimulated, enabling them to re-engage positively with learning. • Staff demonstrate **confidence in delivering PSED and language-rich strategies**, supported by ongoing professional development and access to high-quality resources. • Monitoring through **EYFS progress reviews and inclusion meetings** confirms that strategies are effective,	• **Evaluation:** The marked narrowing of the GLD gap evidences positive impact from strengthened teaching, assessment and targeted support. Nevertheless, the outcome is not yet secure across all areas of learning. The next stage of the strategy will sustain the focus on communication and language while increasing precision in early mathematics, writing and self-regulation.

Aim	Success Criteria	Outcome
	with clear evidence of impact on individual progress and readiness for Year 1.	
Raise aspirations among disadvantaged learners by fostering ambition, confidence, and awareness of future education and career opportunities.	• **Pupil voice and questionnaires** indicate that disadvantaged pupils demonstrate increased confidence, ambition, and awareness of future education and career opportunities. • A **structured careers programme** is introduced across school, providing age-appropriate experiences and information about pathways into further education and employment. • Pupils engage in **enrichment activities and employer interactions**, including visits, workshops, and talks facilitated through partnerships with **DHL and EGL 1**, broadening their	• **The Scholars Programme:** A targeted cohort participated in The Scholars Programme in partnership with Northumbria University, completing a university-style course led by a PhD tutor and culminating in a graduation event at Newcastle University. Engagement levels were exceptionally strong, with pupils achieving **96% average tutorial attendance** and **100% final assignment submission**, demonstrating sustained commitment to challenging academic learning. Students successfully engaged with independent study, academic discussion and assignment completion beyond age-related expectations. • **Impact on aspiration and achievement:** Pupils experienced university-style tutorials, independent assignments, higher education guidance, interaction with current university students and a university campus visit. Knowledge of higher education increased by **5%** across pupils who completed both pre- and post-programme surveys. Academic outcomes were equally positive, with the majority of pupils improving from baseline assignment grades of **2.2 or 2.1 to final grades of 2.1 or 1st-class equivalence**. Assignment marks increased significantly across the cohort, with many pupils securing improvements of over 10 marks between their baseline and final assessments. This demonstrates pupils' willingness to embrace challenge and develop the academic behaviours associated with future educational success.

Aim	Success Criteria	Outcome
	understanding of real-world careers. • Evidence of **improved self-belief and aspiration** is seen through pupil discussions, goal-setting activities, and participation in leadership or enrichment opportunities. • Staff embed **oracy and vocabulary development** linked to careers and future learning into the curriculum, ensuring pupils can articulate ambitions confidently. • Monitoring through **pupil voice surveys, participation logs, and case studies** confirms that strategies are effective and inclusive, with disadvantaged pupils actively involved. •	• **Development of key competencies:** The programme supported measurable improvements across a range of academic competencies. Written communication increased from an average score of **55 to 62 (+13%)**, subject knowledge increased from **59 to 63 (+7%)**, critical thinking increased from **60 to 63 (+6%)**, and problem-solving demonstrated the strongest improvement, increasing from **56 to 72 (+30%)**. These outcomes suggest that disadvantaged pupils developed greater confidence in articulating ideas, applying knowledge and engaging with complex thinking. • **Wider curriculum:** Careers education and aspiration-building continue to be reinforced through curriculum learning, enrichment opportunities and structured discussion about future pathways. Through experiences such as The Scholars Programme, disadvantaged pupils have accessed opportunities that may not otherwise be available to them, broadening awareness of higher education and future career possibilities. • **Evaluation:** The first year of this priority has demonstrated strong early impact. High attendance, 100% assignment completion, improved knowledge of higher education and significant gains in academic competencies indicate that disadvantaged pupils are engaging positively with aspirational opportunities and developing the confidence to succeed in academically challenging contexts. Whilst this evidence is positive, the strategy spans 2025-28 and therefore continued evaluation will focus on whether these improvements translate into sustained increases in pupil aspiration, confidence, academic outcomes and participation in wider enrichment opportunities. Pupil voice, participation

Aim	Success Criteria	Outcome
		data and case studies will continue to be used alongside attainment information to measure long-term impact.
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.	• **Participation data** shows a significant increase in disadvantaged pupils accessing enrichment activities, trips, and residential experiences. • A **structured enrichment programme** is embedded, including: - **Annual residential visits** for pupils in Year 1–6, ensuring progressive experiences that build independence and confidence. - **Half-termly trips and visits** for each year group, linked to curriculum themes to	• **Access and entitlement:** The school has continued to prioritise trips, visits and enrichment as an entitlement rather than an optional addition, ensuring financial barriers are considered so that disadvantaged pupils can participate fully. During 2025-26, every year group accessed a broad programme of curriculum-linked experiences, including museums, places of worship, fieldwork studies, science centres, outdoor learning opportunities and residential experiences. Experiences were carefully planned to strengthen curriculum knowledge whilst broadening pupils' understanding of the world beyond their immediate locality. • **Evidence of impact:** The breadth of provision enabled pupils to engage with a wide range of cultural, historical, geographical, scientific and religious experiences. Pupils visited locations including the Centre for Life, Beamish Museum, Hancock Museum, Durham Cathedral, Segedunum, Arbeia Roman Fort, Woodhorn Museum, places of worship representing different faiths, and a range of local fieldwork locations. Residential opportunities were available across Years 1-6, supporting the progressive development of independence, resilience and confidence. • **Curriculum connection:** Trips and visits were deliberately mapped to curriculum units of study, ensuring experiences supplemented and enriched classroom learning. Through first-hand experiences, pupils were able to develop subject-specific vocabulary, deepen conceptual understanding and make stronger connections between their learning and

Aim	Success Criteria	Outcome
	strengthen engagement and contextual understanding. - **Scheduled visits to London and/or Paris** for Upper School pupils to broaden horizons and enhance cultural capital. • Enrichment activities are **carefully tailored to meet the needs and interests of disadvantaged pupils**, ensuring inclusivity and removing financial barriers. • Evidence from **pupil voice and engagement logs** demonstrates increased confidence, curiosity, and connection between enrichment experiences and classroom learning. • Staff actively promote **oracy and reflective discussion** following trips to consolidate	the wider world. Structured reflection activities before and after visits supported pupils to articulate their learning, build cultural knowledge and apply learning within subsequent classroom study. • **Evaluation:** The first year of this priority has successfully established a comprehensive and progressive programme of curriculum enrichment, ensuring all year groups benefited from a broad range of meaningful experiences. Alongside implementation, significant work was undertaken during 2025-26 to review, map and strengthen the school's long-term enrichment offer. This included the development of a whole-school enrichment strategy, the planning of an enrichment entitlement, the creation of systems to monitor participation and the establishment of a structured careers programme designed to raise aspirations and strengthen pupils' understanding of future pathways. As this is Year 1 of the 2025-28 strategy, the next phase of development will focus on evaluating participation across different pupil groups, identifying any barriers to engagement and ensuring enrichment opportunities are increasingly responsive to pupil need and interest. The introduction of the enrichment passport, participation tracking systems and careers framework will enable the school to evaluate impact more systematically and ensure all pupils, particularly those who are disadvantaged, experience a rich and equitable programme of enrichment throughout their time at Ribbon.

Aim	Success Criteria	Outcome
	learning and vocabulary development. • Monitoring through **participation records, impact evaluations, and case studies** confirms that enrichment opportunities are equitable and impactful.	

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
Accelerated Reader	Renaissance Learning
Sounds-Write Phonics	Sounds-Write
Place2Be	Place2Be
Reading Plus	Reading Plus
The Scholars Programme	The Brilliant Club
Anti-Bullying Workshops	Big Foot Arts Education
Speech Link	Speech Link Multimedia Ltd.
Infant Language Link	Speech Link Multimedia Ltd.
Junior Language Link	Speech Link Multimedia Ltd.