Pupil premium strategy statement – Marwood School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	1.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement for each academic year)**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Dr Stuart Boon
Pupil premium lead	Dr Stuart Boon
Governor / Trustee lead	Clarissa Vanstone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,455.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£3,615.42
Total budget for this academic year	£5070.42

Part A: Pupil premium strategy plan

Statement of intent

At Marwood Primary School, we are committed to ensuring that all our pupils, particularly those who are disadvantaged and eligible for free school meals, achieve their full potential. Our strategy is rooted in our core values of Learning to Learn, Respectful Consideration, and Ambitious Progress. These values guide our approach to education and shape the experiences we provide for every child.

Learning to Learn: We believe that fostering a love for learning is essential for all pupils. Our high-quality teaching practices are designed to engage and inspire, ensuring that every child develops the skills and confidence to become independent learners. For our disadvantaged pupils, this means tailored support that addresses their unique challenges, particularly in reading, which is a current focus of our strategy. We implement targeted interventions to enhance reading skills, enabling these learners to access the curriculum effectively.

Respectful Consideration: We cultivate an environment where every pupil feels valued and respected. This is especially important for our disadvantaged learners, who may face additional barriers. By promoting respectful interactions and understanding among peers, we create a supportive community that encourages collaboration and empathy. Our emotional preparedness initiatives aim to equip all pupils with the resilience and social skills necessary for successful learning experiences.

Ambitious Progress: We set high expectations for all our pupils, believing that every child can achieve remarkable progress. Our strategy includes targeted academic support tailored to the needs of disadvantaged learners, ensuring they receive the additional help required to thrive. We also provide wider opportunities, such as extracurricular activities and enrichment programs, to broaden their experiences and aspirations.

In summary, our Pupil Premium strategy at Marwood School is designed to create a nurturing and challenging environment where all pupils, particularly those from disadvantaged backgrounds, can flourish. By focusing on reading and emotional preparedness, we aim to break down barriers to learning and foster a culture of achievement, respect, and ambition. Together, we will ensure that every child has the opportunity to succeed and make meaningful progress in their educational journey.

At the same time, our strategy reflects a broader commitment to equity, inclusion, and excellence for all. With a small number of currently eligible pupils, we focus on personalised, high-impact support that nurtures academic progress, emotional wellbeing, and aspirational growth. We recognise that disadvantage can take many forms and may not always be captured by eligibility criteria. Therefore, our approach is designed to be scalable and responsive, ensuring that as pupil needs evolve, our provision remains robust and inclusive.

This strategy builds on the gains made in previous years and sets out a clear, evidence-informed roadmap for supporting disadvantaged pupils over the next three years. It is underpinned by the Education Endowment Foundation's tiered model and implementation guidance and will be reviewed annually to ensure continued impact and improvement.

Challenges

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

Challenge number	Detail of challenge
1	**Vocabulary gaps in EYFS and KS1 (especially for pupils with delayed speech/language)** • Disadvantaged children at Marwood Primary School are entering reception from nursery with limited vocabulary and oral language skills and therefore face significant barriers to accessing the curriculum. • Vocabulary underpins reading comprehension, writing, and overall academic success. • Without early intervention, these gaps widen over time, creating a "Matthew Effect" where children with strong language skills accelerate while those with weaker skills fall further behind.
2	**Emotional preparedness to learn (Including pupils with ASD, ADHD, Speech & Language Delay)** • Pupils are increasingly entering Marwood Primary School from local nursery settings without the emotional and social readiness required to engage effectively with learning. • This includes difficulties with self-regulation, resilience, and forming positive relationships. • For pupils with SEND profiles (ASD, ADHD, speech and language delay), these challenges are often more pronounced. • Emotional dysregulation can lead to behavioural issues, reduced engagement, and barriers to accessing the curriculum. • Without targeted support, these pupils risk falling behind academically and socially.
3	**Securing foundational knowledge in EYFS and KS1 particularly for disadvantaged pupils** • Low GLD and early attainment gaps: In 2024–25, 67% of pupils achieved a Good Level of Development (below national), indicating weaknesses in early language, phonics, and number sense for a minority of pupils that hinder progress in KS1 and beyond. • Risk of cumulative disadvantage: Pupils without secure basics in reading, writing, and maths struggle to access the wider curriculum, leading to widening gaps and reduced attainment later in KS2. • Need for structured, evidence-based early intervention. Disadvantaged pupils require targeted support in phonics, vocabulary, and number fluency, alongside high-quality teaching and curriculum coherence, to ensure mastery of foundational knowledge.
4	**Persistent Absence for small number of FSM6 Pupils** • FSM6 attendance in 2024/25 was **79% vs national 92.6%**, and persistent absence was **50%**.

	• Indicates engagement and attendance issues for disadvantaged pupils.
5	**Mathematical fluency for disadvantaged pupils** • Although the overall Year 4 MTC average has improved significantly (22.26 in 2025, above national), disadvantaged pupils did not meet this, indicating a gap in fluency and recall. • This suggests that while whole-school provision is strong, targeted support for PP pupils in **times tables and number fluency** remains essential.
6	**Some KS2 pupils, including disadvantaged learners, lack secure transcription skills (handwriting, spelling, and writing stamina), which limits their ability to meet KS2 writing standards.** • Persistent gaps in fine motor skills and handwriting fluency reduce speed and legibility, impacting extended writing tasks. • Weak spelling knowledge and limited practice undermine accuracy and confidence in writing across the curriculum. • Targeted interventions and structured practice in handwriting, spelling strategies, and sustained writing are needed to close gaps before secondary transition

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
1. Pupils develop strong oral language and vocabulary foundations, enabling full access to the curriculum.	• EYFS pupils meet or exceed ELGs in Communication & Language. • KS1 pupils demonstrate improved vocabulary in reading and writing assessments. • Speech & language interventions show measurable progress for targeted pupils.
2. Pupils demonstrate resilience, self-regulation, and positive relationships, supporting engagement and learning.	• Thrive assessments show improved emotional regulation for identified pupils. • Reduction in SEMH-related behaviour incidents and improved classroom engagement. • Pupil voice indicates increased confidence and readiness to learn.
3. All pupils, including disadvantaged, secure phonics, number sense, and	• GLD rises to at least national average by 2028.

early literacy/maths skills to access KS2 curriculum.	• 100% of pupils pass Year 1 Phonics Screening Check (or re-check in Year 2). • KS1 attainment in reading, writing, and maths meets or exceeds national benchmarks.
4. Attendance for disadvantaged pupils improves to match or exceed national averages for the same pupil group.	• FSM6 attendance ≥ 95% by 2028. • Persistent absence for FSM6 pupils reduced to below 10%. • Positive engagement with families evidenced through attendance action plans.
5. Disadvantaged pupils achieve fluency in number facts and reasoning, closing gaps with peers.	• Disadvantaged pupils meet expected standard in KS2 Maths. • Diagnostic assessments show sustained improvement in number fluency.
6. Pupils develop secure handwriting, spelling, and writing stamina to meet KS2 standards.	• KS2 writing outcomes for disadvantaged pupils meet or exceed national benchmarks for same pupil group. • Handwriting and spelling assessments show measurable improvement for targeted pupils. • Increased quantity and quality of extended writing in books and moderation evidence.

PUPIL PREMIUM TIERED MODEL Marwood School: 2025-28

TEACHING

Quality first teaching supported by whole school CPD focusing on high attainment for all.

Pupil Premium Lead and subject leaders to plan, monitor & support good progress for disadvantaged pupils to ensure appropriate challenge to achieve high standards AND that disadvantaged pupils access the whole curriculum.

Teacher development ensuring high expectations & sharing good practice, e.g. through visiting other schools in The Harbour Schools Partnership.

Whole school behavioural approach with clear rewards and sanctions to ensure excellent learning behaviours within a secure and nurturing environment.

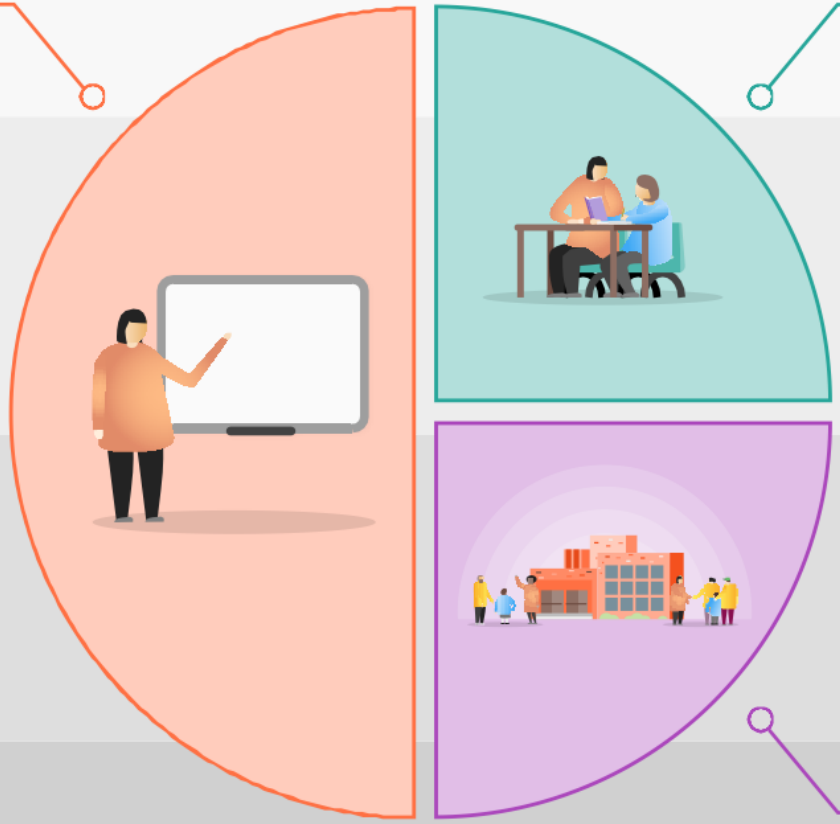
Rigorous monitoring of attendance for disadvantaged and other pupils so all pupils attend school regularly.

Twice yearly pupil progress reviews & target setting with effective feedback.

Effective use of Teaching Assistants who are well prepared for their classroom roles to promote greater independence in learning for all pupils.

TA development using EEF best practice guidance.

Renewed focus on PP pupils so gaps are identified and addressed through QFT.



TARGETED ACADEMIC SUPPORT

Targeted provision for small groups working significantly below ARE in Reading, Writing, Maths and other areas.

Teaching assistant deployed effectively to deliver 1:1 & group interventions related to ELS Phonics scheme.

Support for disadvantaged pupils to access educational visits.

Activity and resources to meet the specific needs of disadvantaged pupils with SEND including 1:1 support for key pupils who need this to access the curriculum.

WIDER STRATEGIES

Employment of Thrive practitioner to support SEMH needs and provide Early Help for families.

Alternative curriculum provision to support social interaction & basic skills, including intervention by Thrive trained practitioner and mental health lead.

Support for a wide variety of extra-curricular clubs, residentials and educational visits and targeting children eligible for PP so they consistently benefit from these opportunities.

Marwood School,
Pupil Premium
Tiered Model 2025-2028

Priorities and actions for 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:

Focus/Priority 2025-26	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching input applied across the curriculum. Regular (weekly) CPD meetings to deepen understanding of pedagogy within the classroom environment.	Quality First Teaching has been proven to be the most effective method of improving attainment. (EEF). Developing a consistent pedagogical approach to all areas of the curriculum is evidenced as being important when improving attainment.	1, 2, 3, 5 and 6
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training for staff to develop and implement new procedures and using professionals such as Attendance Improvement Officer to support good attendance at Marwood	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 4

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

Budgeted cost:

Focus/Priority 2025-26	Evidence that supports this approach	Challenge number(s) addressed

High quality English & maths-based interventions being led by TAs (each year group 1 TA pm)	Short sessions of around 30 minutes or so, several times a week are most effective in line with the EEF guidance 'Making best use of teaching assistants'.	1, 3, 5 and 6
Targeted phonics Intervention continues so attainment for disadvantaged pupils improves significantly	Essential Letters and Sounds used as Phonics scheme including keep up programmes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF report on 'Improving Literacy in KS1': • Responsiveness: Use high quality structured interventions to help pupils who are struggling with their literacy • Effectively implement a systematic phonics programme • Carefully consider any adaptations to the programme as fidelity is important	1 and 3
Continue to narrow the gap across the school in Mathematics between disadvantaged and other pupils	Children in reception secure basic skills and those in KS2 receive intervention to address gaps in Mathematical fluency. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	3 and 5
Speech & Language support	There is evidence to suggest that pupils from lower socio-economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 and 3
1:1 Pastoral support	Thrive approach including trained practitioner and dedicated space.	2 and 4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training for staff to develop and implement new procedures and	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

using professionals to improve attendance.		

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

Budgeted cost:

Priority/Focus 2025-26	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs through pastoral support	Social and emotional skills support effective learning and are linked to positive outcomes later in life (EEF PP evidence brief)	2
Personal development curriculum, which includes enrichment opportunities and a wider range of extra-curricular provision (clubs and trips/residentials). Residential visits partly funded for disadvantaged pupils.	Educational and residential visits are linked to learning in the curriculum and failure to attend would impact on a pupil's outcome in that subject area.	1, 2 and 4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training for staff to develop and implement new procedures and using professionals to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. KCSIE 2024, new DFE guidance & NSPCC 'Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (DfE), 2018; Department of Health, Social	3
Date Impact reviewed internally:		

Total budgeted cost:

Stakeholder responsibility for Pupil Premium Activity in 2025-26

Priority/Focus 2025-26	Governors	Leadership Team	Teachers	Support Staff including Pastoral Support Workers and admin staff
TEACHING				
Quality First Teaching input applied across the curriculum. Regular CPD meetings to deepen understanding of pedagogy within the classroom environment.	Monitor QFT with leadership team during visits to school and FGB. Hold senior and subject leaders to account for progress of children eligible for PP.	Monitor QFT through planning, lesson visits, book scrutiny, pupil voice and data. Hold teachers to account for progress of children eligible for PP to ensure there is equality of opportunity.	Deliver consistently good or better teaching which engages and challenges all learners particularly those disadvantaged. Guide Teaching Assistants so they are well prepared for their role in the classroom.	Support not substitute for QFT and deliver high quality interventions to ensure disadvantaged learners make at least the same progress as other children.
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training for staff to develop and implement new procedures and using professionals to improve attendance.	Monitor attendance at FGB. Hold senior and subject leaders to account for attendance of children eligible for PP including persistent absentees so these reduce.	Monitor attendance weekly and use escalation policy if this does not improve. Engage with parents and support them so attendance improves and provide challenge if this is still an issue.	Keep registers in line with Statutory and Safeguarding requirements. Follow up and investigate absence promptly with parents/guardians. Inform Head Teacher of any attendance concerns immediately. Teachers liaise with parents through consultations where attendance is discussed. Teachers to liaise with families in addressing barriers to attendance.	Pastoral support workers and ad-mininstrator. Follow up and investigate absence promptly with parents/carers. • First Day Calling. • Inform Headteacher of any attendance concerns immediately. • Liaise with families in addressing barriers to attendance. • Log reasons for absence on CPOMS so trends can be identified.
TARGETED ACADEMIC SUPPORT				

High quality English & maths-based interventions being led by TAs (each year group 1 TA pm) Targeted phonics Intervention continues so attainment for disadvantaged pupils improves significantly	At pupil progress reviews, leaders identify which children (including those eligible for PP and not making good progress) would benefit from additional targeted academic support and which interventions would be productive. Discuss with teachers so these can be put in place and ensure they are implemented. Leaders to also conduct an intervention 'health check' in school, using the guidance from the Education Endowment Foundation (2018), asking and answering questions such as: 1) What does your data show for those pupils involved in intervention programmes? Is it in line with the expected progress from the research? 2) Are you using evidence-based interventions? If so, are they being used as intended, with the appropriate guidance and training? 3) If not, do they reflect the characteristics of effective interventions? (See checklist from EEF) 4) Is appropriate planning provided for timetabling out-of-class sessions so that they complement classroom teaching? 5) How effective are TAs and teachers reviewing work taking place in intervention sessions? Are pupils supported to make links being made with general classroom work?	At pupil progress reviews, leaders identify which children (including those eligible for PP and not making good progress) would benefit from additional targeted academic support and which interventions would be productive. Discuss with teachers so these can be put in place and ensure they are implemented. Leaders to also conduct an intervention 'health check' in school, using the guidance from the Education Endowment Foundation (2018), asking and answering questions such as: 1) What does your data show for those pupils involved in intervention programmes? Is it in line with the expected progress from the research? 2) Are you using evidence-based interventions? If so, are they being used as intended, with the appropriate guidance and training? 3) If not, do they reflect the characteristics of effective interventions? (See checklist from EEF) 4) Is appropriate planning provided for timetabling out-of-class sessions so that they complement classroom teaching? 5) How effective are TAs and teachers reviewing work taking place in intervention sessions? Are pupils supported to make links being made with general classroom work?	Teachers plan interventions for TAs to deliver and discuss how these will be delivered. Teachers ensure that any interventions are well-linked to classroom content. Teachers ensure TAs have all the resources they need to deliver these interventions. Identify children who would benefit from this intervention, e.g. those falling behind. Ensure TA has resources to deliver this intervention effectively. Discuss how this links with classroom practice.	TAs deliver interventions in line with the programme or guidance provided by the teacher. TAs feed back to the teacher on the progress made in the inter-vention. Links to be made with class-room teaching.

Stakeholder responsibility for Pupil Premium Activity in 2025-26

Priority/Focus 2025-26	Governors	Leadership Team	Teachers	Support Staff including Pastoral Support Workers and admin staff
1:1 Pastoral support	Governors hold leaders to account for the impact pastoral support is having on children's wellbeing, progress and attainment.	Leadership team monitor impact of pastoral support on key children and report back to governors.	Teachers liaise with Thrive practitioner for children who may need additional intervention to QFT so they can access learning.	Support staff to provide Thrive for key children so they can make progress across the curriculum. Support staff to conduct key assessments and provide Early Help for families who may need this.
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance This will involve training for staff to develop and implement new procedures and using professionals to improve attendance.	Monitor attendance at FGB. Hold Head Teacher to account for attendance of children eligible for PP including persistent absentees so these reduce.	Monitor attendance weekly and use escalation policy if this does not improve. Engage with parents and support them so attendance improves and provide challenge if this is still an issue.	Keep registers in line with Statutory and Safeguarding requirements. Follow up and investigate absence promptly with parents/guardians. Inform Head Teacher of any attendance concerns immediately. Teachers liaise with parents through consultations where attendance is discussed. Teachers to liaise with families in addressing barriers to attendance.	Administrator to follow up and investigate absence promptly with parents/carers. • First Day Calling. • Inform HT of any attendance concerns immediately. • Liaise with families in addressing barriers to attendance. Log reasons for absence on CPOMS so trends can be identified.
WIDER STRATEGIES				
Supporting pupils' social, emotional and behavioural needs through pastoral support	Monitor impact of this across the school through lesson visits with senior leaders, PP lead and subject leaders.	Monitor impact of this across the school through lesson visits with senior leaders, PP lead and subject leaders. Ensure disadvantaged pupils with SEMH are accessing the whole curriculum. Report to governing body on impact of work so this can be scrutinised.	Teachers support pupils with SEMH needs through quality first teaching and adaptive practice. Teachers adapt planning prior to the lesson and adjust practice during the lesson so pupils with SEMH are fully included and their needs are met.	TAs are well prepared for their classroom roles so they can support learners who may struggle to engage due to having social, emotional and behavioural difficulties.
Personal development curriculum, which includes enrichment opportunities and a wider range of	Monitor impact of enrichment opportunities for children eligible for the PP and the % of children	Monitor impact of enrichment opportunities for children eligible for the PP and the % of children	Deliver an after-school club at least once a half term which develops pupils' talents and	TAs may deliver an after-school club and they can claim for this.

Stakeholder responsibility for Pupil Premium Activity in 2025-26

Priority/Focus 2025-26	Governors	Leadership Team	Teachers	Support Staff including Pastoral Support Workers and admin staff
extra-curricular provision (clubs and trips/residentials). Residential visits partly funded for disadvantaged pupils.	accessing after school clubs at FGB. Key focus: • Are a wide range of high-quality opportunities on offer that are beyond what's expected? • How are leaders ensuring that pupils take up these opportunities and the most disadvantaged pupils consistently benefit from these?	accessing after school clubs at FGB. Key focus: • Are a wide range of high-quality opportunities on offer that are beyond what's expected? • How are leaders ensuring that pupils take up these opportunities and the most disadvantaged pupils consistently	abilities and is inclusive and on offer to all children.	Admin team monitor how many pupils are attending clubs who are eligible for PP and ensure places are prioritised for these students. Admin team send out letters and emails for after school clubs.
Improve attendance for disadvantaged pupils	Monitor attendance at FGB. Hold senior and subject leaders to account for attendance of children eligible for PP including persistent absentees so these reduce.	Monitor attendance weekly and use escalation policy if this does not improve. Engage with parents and support them so attendance improves and provide challenge if this is still an issue.	Keep registers in line with Statutory and Safeguarding requirements. Follow up and investigate absence promptly with parents/guardians. Inform Head Teacher of any attendance concerns immediately. Teachers liaise with parents through consultations where attendance is discussed. Teachers to liaise with families in addressing barriers to attendance.	Pastoral support workers and admin staff. Follow up and investigate absence promptly with parents/carers. • First Day Calling. • Inform Head Teacher of any attendance concerns immediately. • Liaise with families in addressing barriers to attendance. • Log reasons for absence on CPOMS so trends can be identified.

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.

In 2025-26, the number of pupils eligible for Pupil Premium at Marwood School remained very small, and there were no disadvantaged pupils in Year 6. As a result, end of Key Stage 2 attainment data is not a reliable measure of the impact of our strategy. Instead, we have evaluated success against the barriers and intended outcomes identified within our plan.

Foundational knowledge and academic progress

Targeted support, alongside strong quality first teaching, contributed to improved outcomes in the foundational skills of reading, writing and mathematics. Internal assessment information, work scrutiny and pupil progress reviews indicate that attainment gaps for the most disadvantaged pupils have narrowed over the year, particularly in early reading, phonics and mathematical fluency. Pupils identified as needing additional support made good progress from their starting points and were increasingly able to access the full curriculum alongside their peers.

Vocabulary and language development

A key priority was improving oral language, communication and vocabulary. Speech and language support, targeted interventions and a vocabulary-rich curriculum contributed to noticeable improvements in language development for pupils who entered the year with lower starting points. For example, end of reception outcomes show 79% of children achieving GLD. Teachers reported increased confidence in speaking and listening, stronger use of subject-specific vocabulary and improved participation in classroom discussions.

Mathematical fluency

The school's focus on number fluency continued to have a positive impact. An expanded free school meals pupil achieved full marks in the Multiplication Tables Check, demonstrating that targeted support and high expectations can enable disadvantaged pupils to excel. Mathematical confidence and automatic recall of key number facts improved across the identified target group. In addition, 50% of pupils achieved full marks which increased from 36% the previous year.

Emotional wellbeing and readiness to learn

Pastoral support, Thrive provision and close family engagement supported pupils' social and emotional development. Identified pupils demonstrated improved engagement in learning,

increased resilience and greater confidence within the classroom. Staff reported that targeted pupils were better able to self-regulate and access learning successfully.

Wider opportunities and inclusion

Disadvantaged pupils were supported to access educational visits, clubs and enrichment opportunities. Participation in the wider life of the school remained strong, helping pupils develop confidence, aspiration and a sense of belonging.

Marwood's disadvantaged and vulnerable pupils were fully included in the wider life of the school. Participation tracking demonstrates that these pupils accessed Forest School, educational visits, cultural experiences, careers education and sporting opportunities, with pupils also taking on leadership and ambassadorial responsibilities. Leaders carefully monitored participation and removed barriers where required, ensuring that pupils benefited from experiences that developed confidence, resilience, aspirations and a strong sense of belonging within the school community.

Overall impact

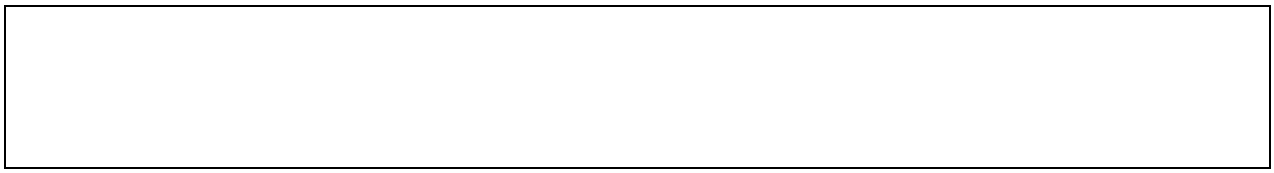
Although the number of disadvantaged pupils remains small, evidence from assessments, pupil progress meetings, book scrutiny, pupil voice and pastoral monitoring demonstrates that the strategy has had a positive impact. The strongest gains were seen in the development of foundational literacy and numeracy skills, improvements in language acquisition and vocabulary, and the narrowing of gaps between disadvantaged pupils and their peers. The success of targeted support alongside high-quality teaching provides a strong foundation for the continued delivery of the 2025-2028 Pupil Premium Strategy.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils



Further information (optional)

Additional activity

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

- embedding more effective practice around feedback such as verbal feedback, peer and self-assessment and live marking. EEF evidence on feedback demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering an even wider range of extracurricular activities to ensure ambitious progress. Activities will focus on building life skills, developing pupils' musical and creative skills, improving physical fitness and skill. Disadvantaged pupils will be encouraged and supported to participate so there is an increase from the 2023-24 academic year.

Planning, implementation, and evaluation

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

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers, lesson visits and external scrutiny (e.g. Trust Education Partner visits) in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.