

Pupil premium statement St Mary's C of E (VA) Primary School Saffron Walden (September 2024 to July 2027)

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

It outlines our pupil premium and disadvantaged children strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Mary's C of E (VA) Primary School, Saffron Walden
Number of pupils in school	223 (January 2026)
Proportion (%) of pupil premium eligible pupils	20.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025, 2025-2026 , 2026-2027
Date this statement was first published	September 2024
Date on which it will be reviewed and updated	January 2026 and January 2027
Statement authorised by	Chris Jarman - Headteacher
Pupil premium leads	Chris Jarman and Sam Pike
Governor / Trustee lead	Gilly Hayes – Lead for PP and Disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-2026)	£74,385
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Not applicable

Part A: Pupil premium strategy plan

Statement of intent:

At St Mary's, we have the highest expectations of all pupils, regardless of background or barriers to learning. This includes pupils who are disadvantaged, in receipt of Pupil Premium funding, or facing additional challenges. Our aim is for all disadvantaged pupils, including those eligible for free school meals or identified by the school as disadvantaged, to catch up with and keep up with their peers, achieving strong attainment and making excellent progress across all academic areas, including those who are high attainers.

Our Pupil Premium strategy is focused on ensuring that all pupils make strong progress and achieve high standards, irrespective of the challenges they face. We recognise the additional barriers faced by vulnerable pupils, such as those with a social worker or young carers, and the approaches outlined in this statement are intended to support their needs, whether or not they are formally classified as disadvantaged.

High-quality teaching is central to our approach and is proven to have the greatest impact on closing the attainment gap. Teaching is targeted at areas where disadvantaged pupils require the most support, while also sustaining and improving outcomes for non-disadvantaged pupils. Our approach is responsive to both common barriers and individual needs and is rooted in diagnostic assessment rather than assumptions about disadvantage. To ensure effectiveness, we challenge disadvantaged pupils in their learning, intervene early when needs are identified, and adopt a whole-school approach in which all staff share responsibility for outcomes and maintain high expectations of what pupils can achieve.

Quality First Teaching underpins our inclusive approach for all pupils. Evidence from the Education Endowment Foundation demonstrates that this has the greatest impact on narrowing the attainment gap, while benefiting all learners. Alongside this, we provide a broad, balanced, engaging, and creative curriculum that supports the development of the whole child.

A range of targeted interventions and support opportunities are offered to meet identified needs, including small-group literacy and numeracy support, specialist speech and language interventions, one-to-one support where appropriate, and additional catch-up provision. All strategies are carefully selected to meet pupil need effectively. High academic and behaviour expectations are embedded within a nurturing, inclusive ethos, supported by strong pastoral provision such as learning mentor support, social and emotional skills groups, and therapeutic interventions.

Strong relationships with families are central to our work. All staff are committed to working closely with families, supported by our Welfare and Support Officer, who helps families access external agencies and promotes wellbeing at home. This enables pupils to access learning in ways that are tailored to their individual needs.

We also provide opportunities for pupils to develop their interests and raise aspirations through enrichment activities, including sport, drama, music, instrumental lessons, and a wide range of extra-curricular clubs, supported by Pupil Premium funding. Our inclusive curriculum further enhances pupils' cultural capital through trips, visitors, and enrichment opportunities designed to broaden experiences and aspirations both in and beyond school.

Governors play a vital role in monitoring the effective use of Pupil Premium funding and evaluating its impact on narrowing the attainment gap between disadvantaged pupils and their peers.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oral language and vocabulary development</p> <p>Assessment data, pupil observations, and structured discussions indicate that many disadvantaged pupils have underdeveloped oral language skills and limited vocabulary. These gaps are evident from Reception through to Key Stage 2 and are more pronounced than in their peers, significantly limiting access to the wider curriculum.</p>
2	<p>Phonics and early reading acquisition</p> <p>Assessment evidence and professional observations show that disadvantaged pupils experience greater difficulty in securing phonics knowledge compared to non-disadvantaged pupils. This affects early reading and writing development, with some pupils continuing to struggle with fluency and comprehension due to limited vocabulary and reduced exposure to language-rich experiences.</p>
3	<p>Social, emotional, and mental health needs</p> <p>Assessment data, including Boxall profiles, alongside pupil and family discussions, highlight a growing level of social, emotional, and mental health needs. These needs are more prevalent among disadvantaged pupils and can act as a barrier to learning, engagement, and academic progress.</p>
4	<p>Aspirations and cultural capital</p> <p>Staff, pupil, and family feedback indicates that some disadvantaged pupils have low aspirations and limited access to positive role models and enriching experiences. Reduced cultural capital and fewer opportunities to engage in high-quality experiences can negatively affect motivation, engagement, and long-term outcomes.</p>
5	<p>Parental engagement</p> <p>Engagement with parents and carers suggests that some disadvantaged families have limited interaction with school and, in some cases, less positive perceptions of education. This can have an impact on attendance, pupil attitudes to learning, and overall progress.</p>
6	<p>SEND and disadvantage overlap</p> <p>An increasing proportion of pupils with SEND are also eligible for free school meals. This overlapping need requires consistent staff training and carefully targeted support to ensure inclusive practice and positive outcomes for all learners.</p>
7	<p>Attendance</p> <p>Attendance data since September 2024 shows that disadvantaged pupils have lower attendance than their peers. Persistent absence is a significant barrier to learning and contributes to reduced progress and attainment.</p>

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
<p>Challenge 1: Improved oral language skills and wider vocabulary among disadvantaged pupils.</p>	<p>Assessments (including WELLCOMM screening, Talk Boost, and other language tools), alongside observations, demonstrate improved oral language skills and a significantly increased use of ambitious vocabulary in both spoken language and written work for disadvantaged pupils.</p>
<p>Challenge 2: Improved phonics, reading, and writing attainment among disadvantaged pupils.</p>	<p>Termly assessment data shows a narrowing gap between disadvantaged pupils and their peers. End of EYFS (GLD), Phonics Screening Check, KS1, and KS2 outcomes demonstrate a sustained reduction in attainment differences compared with 2024–25 baseline data.</p>

Challenge 3: Improved and sustained wellbeing for all pupils, particularly disadvantaged pupils.	High and sustained levels of pupil wellbeing evidenced through pupil voice, parent and pupil surveys, Boxall profiles, and teacher observations. A reduction in wellbeing and mental health-related incidents recorded on the safeguarding system is also evident.
Challenge 4: A broad, balanced and engaging curriculum enriched by a wide range of experiences that raise aspiration and broaden opportunities for all pupils, including those eligible for PP.	Increased participation in enrichment opportunities (e.g., clubs, free school meals-based activities, residential, and educational visits), with a particular increase in engagement from disadvantaged pupils.
Challenge 5: Increased parental engagement for disadvantaged families, enabling them to more effectively support their child's learning.	Improved and sustained parental engagement evidenced through attendance at meetings, events, surveys/questionnaires, and school communication records, with increasing participation from disadvantaged families.
Challenge 6: Enhanced staff expertise in supporting pupils with SEND and disadvantaged backgrounds.	Improved outcomes for pupils with SEND and/or disadvantaged backgrounds, demonstrated through progress and attainment data, alongside evidence of improved quality of provision in classroom practice.
Challenge 7: Improved attendance and punctuality for all pupil groups, particularly disadvantaged pupils.	By 2025–26, attendance for disadvantaged pupils is broadly in line with their non-disadvantaged peers. The proportion of disadvantaged pupils who are persistently absent is reduced to be in line with national expectations for non-disadvantaged pupils.

Activity in this academic year

The following 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: = £13,442

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm Language Screening and targeted oral language provision in EYFS and KS1, including staff training and allocated intervention time	There is a strong evidence base showing that oral language interventions have a high impact on pupils' communication and literacy outcomes, particularly for disadvantaged pupils. Structured language screening enables early identification of need, allowing for timely, targeted support. High-quality adult–pupil interaction and explicit vocabulary teaching improve access to learning and support progress across the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 6
Phonics Lead to embed the Little Wandle phonics programme, including CPD for all teaching and support staff, consistent resources from Reception to Year 3, and decodable reading across EYFS and KS1 (with extension into KS2 where needed)	Systematic synthetic phonics is strongly supported by evidence as a key strategy for improving early reading, particularly for disadvantaged pupils. High-quality, consistent delivery and ongoing staff training improve decoding accuracy and reading fluency, which are essential for later comprehension and curriculum access. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 6

<p>Refinement of Whole Class Reading (WCR) and Guided Reading (GR) approaches in Years 2–6, supported by English Hub engagement, external advisory support, trust-wide CPD, and dedicated English leadership time</p>	<p>Reading comprehension strategies have strong evidence of impact when explicitly taught and carefully sequenced. Effective approaches include modelling, questioning, vocabulary instruction, and structured discussion around high-quality texts. Sustained professional development ensures consistency and improves teacher subject knowledge and pedagogy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2, 6</p>
<p>Teacher and Associate Staff Development Model, including a structured CPD programme focused on high-quality teaching, feedback, collaboration, and metacognition</p>	<p>The EEF identifies high-quality teaching as the most important in-school factor influencing pupil outcomes. Effective CPD that includes coaching, collaboration, feedback, and reflective practice improves teaching quality and pupil progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Nurture Room and Outdoor Classroom provision (targeted SEMH and sensory support), including implementation of a personalised Cherry Garden curriculum and staff training in TACPAC, Intensive Interaction, and Attention Autism</p>	<p>Evidence suggests that targeted social and emotional learning (SEL) interventions, alongside consistent adult support and structured environments, improve pupil wellbeing, behaviour, and readiness to learn. High-quality adult interactions, emotional regulation strategies, and sensory-informed practice support engagement and reduce barriers to learning. The EEF also highlights the importance of targeted support, scaffolding, and well-implemented interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3, 4, 6, 7</p>

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

Budgeted cost: = £71,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a Language and Communication Learning Assistant in Reception and KS1 to deliver targeted support for pupils with Speech, Language and Communication Needs (SLCN)</p>	<p>Oral language interventions consistently show strong evidence of impact on pupils’ speaking, listening, and vocabulary development, with associated improvements in attainment across reading and writing. The EEF highlights that interventions are most effective when delivered early, carefully targeted, and matched to pupils’ identified needs through assessment. High-quality adult interaction and explicit modelling of language are key drivers of progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2, 3, 6</p>
<p>Full-time Intervention Learning Assistants delivering targeted phonics, early reading,</p>	<p>Systematic synthetic phonics approaches are strongly supported by evidence as highly effective in improving early reading, particularly for disadvantaged pupils. Impact is greatest when interventions are delivered</p>	<p>1, 2, 3, 6</p>

and reading fluency support across EYFS, KS1, and Lower KS2	consistently, explicitly, and in addition to high-quality classroom teaching. Early identification and rapid intervention are key to preventing gaps widening. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/literacy-approaches	
Additional KS2 teaching capacity (0.1 FTE) to deliver targeted interventions in phonics, reading, writing, and early literacy skills	Targeted academic support such as one-to-one and small-group tuition has a positive impact on pupil progress, particularly for pupils who are falling behind. Evidence shows that effective interventions are those that are structured, time-limited, and closely aligned with classroom learning and identified gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 6
Targeted intervention programmes (including IDL, Widget, NumBots, Clicker, Toe by Toe, Cued Spelling, Paired Writing, and Write from the Start)	A range of structured, evidence-informed interventions can improve literacy, numeracy, and access to learning for pupils with SEND and those with lower prior attainment. These approaches support phonological awareness, decoding, spelling, writing fluency, fine motor development, and number fluency. The EEF emphasises that effective interventions are explicitly taught, well-sequenced, regularly reviewed, and carefully implemented with high fidelity. The use of assistive technology and scaffolding strategies further supports inclusion and independence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistants	1, 2, 4, 6
Music tuition for disadvantaged pupils	Evidence suggests that engagement in music education can support cognitive development, including memory, attention, and language-related skills. Participation in structured music tuition is associated with improved confidence, engagement, and broader cultural capital. While impacts on attainment are indirect, music can enhance motivation and contribute positively to wider educational outcomes, particularly for disadvantaged pupils with limited enrichment opportunities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3, 4, 5, 6

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

Budgeted cost: = £12,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Boxall Profile Online assessment tool (including staff training and platform use), ESSET Therapeutic Thinking tracking tools, and Six Core Strengths monitoring system	There is strong evidence that pupils' social and emotional development is closely linked to academic attainment, behaviour, and long-term outcomes. Structured assessment tools such as the Boxall Profile support early identification of SEMH needs, enabling targeted intervention and more effective support. High-quality assessment of emotional development supports timely, evidence-informed pastoral responses. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/personal-social-and-emotional-development https://educationendowmentfoundation.org.uk/guidance-reports/primary-sel	3, 6, 7

<p>Whole-school Behaviour Curriculum and Emotional Literacy curriculum, including implementation of Zones of Regulation for targeted pupils and Therapeutic Thinking training (including “Train the Trainer” model for staff)</p>	<p>Evidence highlights the importance of developing self-regulation and emotional awareness to support learning behaviour and academic success. Effective SEL approaches improve pupils’ emotional literacy, behaviour, and relationships, contributing to improved engagement with learning. High-quality, consistent behaviour systems and adult modelling are key factors in successful implementation. https://educationendowmentfoundation.org.uk/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/guidance-reports/primary-sel</p>	<p>3, 6, 7</p>
<p>Sensory support across classrooms and specialist spaces (including sensory circuits, flexible seating, ear defenders, visual timetables, movement breaks, Sensory Light Room, and Calm Room)</p>	<p>Evidence suggests that targeted support for self-regulation and sensory needs can improve pupils’ attention, behaviour, and readiness to learn. Adaptive teaching strategies and structured environments reduce cognitive load and support engagement, particularly for pupils with SEND or sensory processing needs. https://educationendowmentfoundation.org.uk/guidance-reports/special-educational-needs-disabilities https://educationendowmentfoundation.org.uk/guidance-reports/metacognition-and-self-regulated-learning</p>	<p>2, 3,</p>
<p>Targeted Learning Mentor support for identified pupils</p>	<p>Pupils experiencing disadvantage are more likely to face barriers to engagement, motivation, and learning behaviours. Learning mentor support can improve attendance, resilience, organisation, and engagement, leading to improved academic and pastoral outcomes. https://educationendowmentfoundation.org.uk/guidance-reports/primary-sel</p>	<p>3, 6, 7</p>
<p>Targeted therapeutic interventions (including Drawing and Talking, Sand Tray Therapy, ELSA, Lego Therapy, MIND group work, and 1:1 parent/carers counselling)</p>	<p>Evidence indicates that unmet emotional needs can significantly impact pupils’ ability to access learning. Therapeutic interventions can improve emotional regulation, self-esteem, behaviour, and engagement, enabling pupils to re-engage with learning and make academic progress. https://educationendowmentfoundation.org.uk/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/guidance-reports/primary-sel</p>	<p>3, 6, 7</p>
<p>Gym Trail and Write from the Start interventions for targeted pupils</p>	<p>Physical development, particularly fine and gross motor skills, supports handwriting, concentration, coordination, and confidence. Structured physical and motor interventions can improve readiness to learn and engagement, particularly in early development stages. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development</p>	<p>3, 4, 7</p>
<p>Daily Mile (whole-school provision)</p>	<p>Regular physical activity has been shown to improve pupils’ wellbeing, concentration, behaviour, and cognitive function. Short, daily exercise routines support improved attention and readiness to learn throughout the school day. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development</p>	<p>3, 4</p>
<p>Chaplaincy provision (Rooted) for targeted pupils</p>	<p>Pastoral and spiritual support can improve pupils’ sense of belonging, emotional wellbeing, and resilience. Strong relationships and opportunities for reflection support engagement, emotional security, and positive behaviour in school. https://educationendowmentfoundation.org.uk/guidance-reports/primary-sel</p>	<p>3, 4, & 7</p>
<p>Increased access to extra-curricular clubs</p>	<p>Participation in enrichment activities is associated with improved engagement, confidence, social skills, and broader educational outcomes. Such opportunities can support motivation and raise aspirations, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/guidance-reports/teaching-and-learning-toolkit/arts-participation</p>	<p>3, 4, 5, 6, 7</p>

Increased number of trips and visitors to broaden cultural capital and aspirations	<p>Disadvantaged pupils are less likely to experience enrichment opportunities outside school. Educational visits and visiting speakers help build cultural capital, raise aspirations, and improve engagement with learning.</p> <p>https://educationendowmentfoundation.org.uk/guidance-reports/teaching-and-learning-toolkit/arts-participation</p>	<p>3, 4, 5, 6, 7</p>
Attendance Support Officer	<p>Evidence shows that targeted attendance support, including early intervention, monitoring, and consistent communication with families, improves attendance and reduces persistent absence. Dedicated roles improve consistency and impact of attendance strategies.</p> <p>https://educationendowmentfoundation.org.uk/guidance-reports/supporting-attendance</p>	<p>5, 7</p>
Welfare and Support Officer working with pupils and families	<p>Effective parental engagement is strongly associated with improved attendance, behaviour, and attainment. Targeted family support helps remove barriers to learning and improves pupils' access to education.</p> <p>https://educationendowmentfoundation.org.uk/guidance-reports/working-with-parents-to-support-childrens-learning</p>	<p>3, 5, 7</p>

Total budgeted cost: £74,385 + £23,193 (carried forward amount) = £97,578

Costs for 2025 to 2026 = £13,442 + £71,191 + £12,945 = £97,528
(including use of carry-forward from previous academic year)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Pupil Premium Outcomes Review

Overall evaluation

The school's Pupil Premium strategy demonstrates a coherent and well-targeted approach across teaching, targeted academic support, and wider strategies. Provision is clearly aligned to identified barriers, particularly in language development, early reading, SEMH needs, attendance, and enrichment opportunities.

Evidence from assessment data, monitoring, pupil voice, and safeguarding records indicates that the strategy is beginning to have a **measurable and increasingly consistent impact**, although outcomes are not yet fully secure across all year groups and areas.

Overall, disadvantaged pupils are making **improved progress relative to previous cohorts**, with the most significant gains seen in early language development, phonics acquisition, and engagement with targeted interventions. However, gaps remain in reading fluency, writing stamina, attendance, and sustained attainment at Key Stage 2.

1. Impact on teaching and learning

High-quality teaching, supported by structured CPD and curriculum refinement, has strengthened consistency across the school. The systematic implementation of phonics, early language interventions, and reading approaches has improved the quality of classroom practice, particularly in EYFS and KS1.

Evidence of impact includes:

- Improved early language identification and more precise targeting of support
- Increased consistency in phonics delivery and use of decodable texts
- Stronger modelling of vocabulary and structured talk in classrooms
- Improved staff confidence in adaptive teaching strategies

Remaining challenges:

- Inconsistency in the application of reading comprehension strategies in upper KS2
- Variability in writing outcomes, particularly for disadvantaged pupils with weaker language foundations

2. Impact of targeted academic support

Targeted interventions have had the **clearest measurable impact**, particularly in early reading and communication.

Positive outcomes include:

- Improved phonics acquisition and decoding skills in EYFS and KS1
- Closing of gaps in early reading for a significant proportion of disadvantaged pupils
- Improved engagement in structured intervention programmes (e.g. SLCN support, reading interventions)
- Increased confidence and participation in class for pupils receiving targeted support

However:

- Some pupils continue to struggle with reading fluency and comprehension once phonics is secure
- Writing outcomes remain less secure, particularly in KS2

- Impact is strongest when interventions are consistently attended and closely aligned with classroom teaching

3. Impact on wellbeing, behaviour, and wider development

The school's investment in SEMH support, therapeutic interventions, and sensory provision is having a **clear positive impact on pupils' emotional regulation and readiness to learn.**

Evidence of impact includes:

- Improved emotional regulation and reduced dysregulation incidents for targeted pupils
- Positive engagement with nurture provision and therapeutic interventions
- Increased sense of belonging reported in pupil voice
- Improved access to learning for pupils with complex SEMH and SEND needs

Areas for further development:

- SEMH needs remain high for a core group of disadvantaged pupils
- Impact is dependent on consistency of implementation across adults and settings

4. Attendance and engagement

Attendance remains a **key barrier to outcomes**, although early signs of improvement are emerging where targeted support is in place.

Strengths:

- Improved attendance for some persistently absent pupils following targeted intervention
- Stronger engagement from families supported by welfare and attendance staff
- More consistent monitoring and early identification of absence patterns

Ongoing challenges:

- Disadvantaged pupils continue to have lower attendance than peers
- Persistent absence remains disproportionately higher for disadvantaged groups
- Attendance remains the most significant limiting factor on attainment impact

5. Enrichment, aspirations, and cultural capital

Wider curriculum opportunities are contributing positively to pupils' engagement and personal development.

Evidence of impact includes:

- Increased participation in clubs, trips, and enrichment activities by disadvantaged pupils
- Improved confidence, communication, and social skills
- Positive pupil voice regarding aspiration and school experience
- Enhanced access to experiences that broaden cultural capital

However:

- Engagement is still uneven, with some disadvantaged pupils not consistently accessing enrichment opportunities
- Long-term impact on attainment is indirect and still developing

6. Key strengths of the overall strategy

- Clear identification of barriers and alignment to provision
- Strong focus on early language and reading as foundational priorities
- Effective use of assessment and targeted intervention
- Increasingly consistent approach to SEMH and pastoral support
- Strong investment in staff development and capacity building

7. Key areas for continued development

- Further strengthening of writing outcomes, particularly in KS2
- Reducing variability in reading comprehension teaching and outcomes
- Continued focus on improving attendance for disadvantaged pupils
- Ensuring consistent implementation of SEMH and sensory strategies across all settings
- Strengthening long-term impact tracking beyond intervention exit points

Conclusion

The Pupil Premium strategy is **well-structured, evidence-informed, and increasingly effective**, particularly in early language development, phonics, and targeted support. There is clear evidence that provision is improving outcomes for disadvantaged pupils, especially in EYFS and KS1.

However, the impact is not yet fully secure across all phases. Continued focus is required on attendance, KS2 reading and writing outcomes, and sustained SEMH support to ensure that early gains are consolidated into long-term attainment and progress.

The strategy demonstrates **strong intent and improving implementation**, with outcomes showing **positive but still developing impact overall**.

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
TT Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

