

**Pupil Premium Strategy Statement**

**Ted Wragg TRUST** An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



**Our Values**



- Selflessness**
- put **children** at the heart of all we do
  - prioritise others and build **healthy teams**
  - **be brave**
- Ambition**
- **work hard**
  - **strive** to be even better
  - be the **best** we can
- Collaboration**
- build trust
  - build **strong relationships**
  - be **stronger together**

**How will we succeed?**



This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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	Marine Academy Primary
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	26.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Georgina Reid
Pupil premium lead	Annette Layland
Governor / Trustee lead	Emma Morton

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2024/2025)	£162, 800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (2024/2025)</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£162, 800

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Marine Academy Primary is dedicated to providing the best education for all, and the brightest future. Our mission “To provide an outstanding education that ensures all pupils reach their greatest potential and live by life’s highest values” is at the heart of everything we do. This is from an inspirational curriculum which gives children experiences on which to base their learning and their future life choices, to a strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members can improve, not because they are not good enough but because they can be even better (Dylan William).

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. We have developed our pupil premium strategy in line with the [DfE’s 5 step approach](#) and resources, alongside research conducted by the EEF. The 5 step approach focuses on 4 key elements:

- active assessment,
- research informed approaches,
- bespoke curriculum design,
- high expectations for every child and colleague.

Managing a school with a larger than average pupil premium cohort means that embedding our pupil premium offer into our whole school approach is crucial. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Produce a fully costed and DfE compliant plan that is published annually on the school website by 31 December
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for Disadvantaged students to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school’s KPI’s have a reporting mechanism for Disadvantage.
- Update and review the Pupil Premium plan termly and share this with staff to ensure that DS remains the highest priority.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.

- At the front of our minds, we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged students.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered and give them the knowledge of how to make their aspirations possible. Careers are woven into the curriculum so our students can 'start small and dream big'. Students are prioritised for careers advice and work experience.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

We are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum. To achieve this, our Pupil Premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.

## Challenges

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

Challenge Number	Detail of Challenge
1	<p><b>Speech and Language skills below age related expectations when entering EYFS.</b></p> <p>94% of pupil premium children failed the baseline assessment carried out by a Speech and Language Therapist in September 2024. This is not cohort specific and we have seen a year on year decline in the percentage of disadvantaged pupils entering Reception with age related expectations in speaking and listening.</p>
2	<p><b>Comprehension and Following Instructions in EYFS</b></p> <p>ELG analysis shows that disadvantaged pupils were weaker in Comprehension and in particular using and understanding recently introduced vocabulary during discussions about</p>

	stories, non-fiction, rhymes and poems and during role play. Observations have shown that many disadvantaged students are having difficulty following instructions across the EYFS phase.
3	<p><b>Vocabulary gap and Oracy levels on entry to school</b></p> <p>Most children are unlikely to have the breadth of vocabulary that reflect their experiences on entry to Reception. This means they face significant vocabulary gaps and underdeveloped oracy skills, limiting their ability to fully engage with the curriculum, express ideas confidently, and achieve their academic potential.</p>
4	<p><b>Attainment Combined</b></p> <p>External assessment data at the end of KS2 showed 59% of disadvantaged students achieved the expected standard combined. Although above the national average of 45% it does not meet the school's standard of high aspirations for all.</p>
5	<p><b>Reading Fluency and Reading for Pleasure</b></p> <p>Internal assessment data and observation consistently demonstrate that children who do not pass their phonics screen - and those who do pass but are not yet fluent readers – are the most likely to struggle to access the curriculum in Y2 and KS2 and do not read for pleasure. There is a significant overlap between this group and disadvantaged children.</p>
6	<p><b>Maths (Number)</b></p> <p>Internal and external assessment and feedback identify that attainment data for disadvantaged children in maths is lower than for non-disadvantaged children. This is in-line with the national picture. This is also apparent in the number of pupils achieving over 20 in the MTC although average score is above national (72.2% of disadvantaged students achieved a mark of over 20 in 2023-2024).</p>
7	<p><b>Greater depth</b></p> <p>In KS2, there is a notable difference in the number of greater depth children between disadvantaged and non-disadvantaged (5% disadvantaged students achieve greater depth combined at the end of KS2 23-24) cohorts.</p>
8	<p><b>Engagement from Home Regarding Reading</b></p> <p>Analysis of BoomReader data shows that there has been a decline in the number disadvantaged pupils logging at least 3 reads a week.</p>
10	<p><b>Attendance and Punctuality issues.</b></p> <p>Average attendance across all pupils remains above the national average however there continues to be a reduced rate for pupils who are disadvantaged (94.2% 2023-2024).</p>
11	<p><b>Emotional Literacy and wellbeing</b></p> <p>Disadvantaged pupils were disproportionately represented in UBC figures in 23/24. Reflective and restorative conversations with pupils identify that they struggle to recognise, understand and regulate their emotions.</p>
12	<p><b>Accumulation of skills and experiences needed to improve social capital and life aspirations.</b></p> <p>Pupil conferencing has identified that many of our disadvantaged students face barriers and stereotypes which limit their thinking about their future careers, and they struggle to make the links between what they learn in school and the world of work.</p>
13	<p><b>Dental Hygiene</b></p> <p>We have seen an increase in the number of pupils identifying as having tooth decay, removals of teeth and difficulty accessing the dentist (19 children have had teeth removed, 27 children have not seen a dentist in the last two years and 126 parent/carers would like signposting information). This is in line with national figures which show that dental extractions under general anaesthetic are the most common reason for hospital admissions for pupils aged 6-10. In Plymouth, 493 children aged 16 years and under had a total of 1990 teeth removed under general anaesthetic in 22/23. Social -economic position is seen as one of the reasons for inequalities in oral health.</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>Early identification and implementation of targeted intervention programmes to support speech development, language and understanding to ensure improved language and communication skills by the end of EYFS.</p>	<p>All PP pupils will meet the ELGs for Listening, Attention and Understanding and Speaking unless a SEND need is identified by the end of EYFS.</p> <p>All pupils identified on the Baseline screen at the beginning of Reception will make progress in their intervention and achieve their set target before they progress to Year 1.</p>
<p>Over time, pupils in EYFS show an improved ability to follow multi-step instructions (up to 3 parts), resulting in smoother transitions between activities and a more productive learning environment.</p>	<p>All PP pupils will be able to follow a 3-step instruction by the end of EYFS.</p>
<p>Disadvantaged pupils demonstrate a better understanding and usage of recently introduced vocabulary and pupils will be observed to be more confident in recalling details, making connections, and expressing their thoughts about stories, rhymes, and poems.</p>	<p>All PP pupils will have met the EYFS comprehension ELG unless a SEND need is identified.</p> <p>Observations of DEAR, Reading Groups and Home Reading, will evidence that PP pupils are confidently retelling stories and anticipate key events.</p> <p>All PP pupils will be working at ARE on their Star Reading test.</p>
<p>All disadvantaged pupils will have the oracy skills to express themselves, collaborate empathically, listen actively and construct content for an intended audience.</p>	<p>Through pupil self-evaluation, peer feedback and observation:</p> <ul style="list-style-type: none"> <li>• Pupils can articulate thoughts and ideas fluently using appropriate language and vocabulary for different contexts.</li> <li>• Pupils feel confident participating in discussions, presentations, or debates in class.</li> <li>• Pupils can speak coherently and with clarity, avoiding misunderstandings or vague responses.</li> <li>• Pupils can adapt their tone, register, and style to suit the audience and the context.</li> </ul>
<p>At least 85% of PP pupils will meet the expected standard combined by the end of KS2.</p>	<p>Internal and external data will show that at least 85% of PP pupils in each year group are on track to be ARE combined.</p>
<p>All PP pupils will read for pleasure and with fluency.</p>	<p>All PP pupils will pass the phonics screen in Year 1 unless a SEND need is identified.</p> <p>All PP pupils will be able to read 90 words per minute by the end of KS1. 100% of PP pupils will say they read for pleasure when pupil conferenced.</p>
<p>All PP pupils will have a secure understanding of number, place value and timestables.</p>	<p>We will see an increase in the percentage of disadvantaged students achieving above 20 marks in MTC (&gt;72.2%)</p> <p>Through regular low stakes quizzing and summative assessments, all PP pupils will achieve the following KPIs:</p> <p><b>End of Key Stage 1</b></p>

	<ul style="list-style-type: none"> <li>• Pupils can confidently count, read, and write numbers to at least 100</li> <li>• Identify one more and one less than</li> <li>• Pupils understand the place value of digits in numbers up to 100</li> <li>• Pupils can partition numbers into tens and ones, and compare and order numbers</li> <li>• Pupils can recall and use multiplication facts for the 2, 5, and 10 multiplication tables.</li> </ul> <p><b>End of Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• Pupils can count forwards and backwards in multiples of 4, 8, 50, 100, 1000, and powers of 10</li> <li>• Pupils can read, write, order, and compare numbers up to at least 10,000,000</li> <li>• Pupils can perform written and mental calculations with increasingly large numbers.</li> <li>• Pupils can identify the value of each digit in a number up to at least 1,000,000</li> <li>• Pupils can round whole numbers to the nearest 10, 100, 1,000, 10,000, and 100,000</li> <li>• Pupils can recall multiplication and division facts for times tables up to 12x12 fluently.</li> </ul>
Pupils capable of working at a greater depth are sufficiently challenge in the curriculum.	The number of PP pupils achieving Greater Depth will be above National in Reading, Writing, Maths and Combined at the end of Key Stage assessments and in NFER tests.
All children read regularly at home.	100% of PP families engage with reading at home.
Pupil Premium pupils attend school regularly and are punctual.	Attendance for PP pupils will at least be above 96%. There will be less than 1.4% of PP students recorded as being late for school.
Children will be able to self-regulate and show positive engagement in learning.	<p>Less than 15 PP pupils will be given more than one UBC.</p> <p>Restorative conversations with pupils will shows that pupils recognise, understand and regulate their emotions.</p>
Pupils will make links between what they learn in school and the world of work and will be able to articulate their high aspirations.	<p>During pupil conferencing and subject monitoring, children will make links between learning and the world of work.</p> <p>100% of PP children will take part in Start Small Dream Big and will be able to articulate their aspiration.</p> <p>Providing a broad range of extracurricular activities in sports, creative arts, and academic areas, along with thoughtfully designed opportunities and clear end points, will greatly benefit pupils by fostering meaningful connections between their learning and the real world, including the workplace. By making these connections explicit and emphasising high aspirations, pupils will better understand the relevance of their education, feel motivated to achieve their potential, and confidently articulate their ambitions for the future.</p> <p>An enhanced tracking of participation in enrichment activities is used, which ensures equitable access for PP children.</p>
Children will have good dental hygiene and will understand the importance of daily teeth cleaning.	100% of PP children will have been seen by a dentist yearly. All EYFS children will take part in the tooth brushing programme.

## 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: £81,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching - Additional PPA Teachers to provide cover for NPQs and Trust Networks</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1). Increasing the availability of high-quality CPD has been shown to improve retention problems, particularly for early-career teachers</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p> <p>Teacher CPD may be a cost-effective intervention for improving pupil outcomes: while there are other interventions with a larger impact on pupil attainment, such as one-to-one tutoring (0.28), these programmes are typically far more expensive.</p> <p>CPD programmes generally produce positive responses from teachers, in contrast to other interventions. Large, structural changes to the school system, while as effective at improving pupil outcomes, incur substantial costs in terms of staff turnover and dissatisfaction (<a href="#">EPI review on effects of high quality professional development</a> )</p> <p>NPQs can:</p> <ul style="list-style-type: none"> <li>• provide training and support for teachers and leaders at all levels</li> <li>• be completed around existing commitments</li> <li>• improve outcomes for children and young people</li> <li>• support staff development</li> </ul>	<p>4, 6, 7, 11</p>
<p>Additional adults in EYFS ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively.</p>	<p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.</p>	<p>1, 2, 3, 5, 7</p>



	This guidance from the Sutton Trust shows that on average, that pupils from a disadvantaged background enter Reception 11months behind their peers.	
NFER tests	<p>There are a number of benefits to using standardised tests within schools or groups of schools:</p> <ul style="list-style-type: none"> <li>• Identify areas where a pupil or group of pupils is strong or requires additional support; can be applied to improve teaching and learning.</li> <li>• Provide a more reliable comparison of the test outcomes than non-standardised tests</li> <li>• Provide quantifiable measures, such as Standard Age Scores (SAS) and indicative prediction of Key Stage 2 national test</li> <li>• Indicate how a pupil or groups of pupils have performed in relation to others nationally</li> <li>• Use at regular intervals overtime, allowing progress to be tracked in an effective and objective way</li> <li>• Used to measure the impact of interventions</li> </ul> <p><b>Standardised tests, Assessing and Monitoring Pupil progress, EEF</b></p>	4, 6, 7
Oracy Toolkit training	<p>This programme is a practical toolkit that follows an implementation cycle in order to ensure that oracy becomes embedded into your curriculum in a way that is bespoke to your setting. The programme follows the Oracy Academy's journey with research and theory that is underpinned by practical application. The CPD is led by a team of experienced teachers and oracy experts.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,2,3,4
Incremental Coaching	To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo.	4, 6, 7

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

Budgeted cost: £ 45, 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy	The <a href="#">EEF Toolkit</a> shows that communication and language approaches especially in the early years has high impact for low cost based on extensive research.	1, 2, 3
Targeted phonics intervention including parent workshops.	Little Wandle is a DFE accredited synthetic phonics programme. Small group tuition teaching strategy from the EEF teacher toolkit indicates moderate impact (+4 months) and EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress. <a href="#">EEF Phonic</a> approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	5, 8

Little Wandle – Reading groups	Little Wandle is a DFE accredited synthetic phonics programme.	5
ShREC Approach Training	The aim of the <a href="#">ShREC approach</a> provides early years professionals with a simple and memorable set of specific evidence informed strategies that can be embedded into everyday practice.	2, 3
Widgit	The use of visual aids to support learners is cited in the EEF’s High Quality Teaching 5 a Day Principles. There is extensive research by the National Council for SEND on the impact visuals for all pupils not just those with SEND.	2, 3
Reading comprehension strategies (Paws to Read, Whole class reading and DEAR)	The <a href="#">EEF</a> shows on average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. <a href="https://www.theguardian.com/books/2022/sep/02/one-in-five-uk-children-do-not-own-books-of-their-own?CMP=share_btn_tw">https://www.theguardian.com/books/2022/sep/02/one-in-five-uk-children-do-not-own-books-of-their-own?CMP=share_btn_tw</a> and is based upon this research from the <a href="#">National Literacy Trust</a> : This statistic ‘Only 1 in 2 (52.4%) children aged 5 to 8 said that they read daily, while 1 in 13 (7.7%) say they never read at all.’	5
TT Rockstars	Research on Rosenshine’s Principles of Instruction and Willingham’s fluency and drilling show that children’s confidence and fluency will improve through independent practice as children will need to retrieve the number facts from their long-term memory whilst using Times Tables Rock Stars. Whilst children in EYFS and KS1 will access NCETM’s Mastering Number programme.	6

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

Budgeted cost: £40,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for residential, educational visits and enrichment activities.	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.  “Intelligence plus character-that is the goal of true education.” – Martin Luther King, Jr.  In 2019 PP pupils outperformed non-PP pupils nationally but to build cultural capital, pupils not only need knowledge, they also need attitudes, tastes, values and language. Pupils at Marine Academy Primary need access to experiences to enable them to accumulate these skills.	12
School Uniform	Having a school uniform has been shown to have a positive effect on self-esteem, identify and in turn behaviour. Children will know what it means to be ready to learn and will take pride in their appearance.	12
Community Hub	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> Cradle to Career case study from Reach Feltham.	8

Start Small Dream Big	<p>The new primary school careers programme is being rolled out by The Careers &amp; Enterprise Company (CEC). The scheme will run through to 2025, backed by investment from the Department for Education.</p> <p>The programme comes as studies show children start to form ideas about their future as they start primary school. However, as early as the age of six, children can adopt limiting stereotypes based on gender, ethnicity and social background. By age nine, children can start to abandon their biggest ambitions.</p> <p>EEF - Whilst the link between aspirations and achievement is unclear, 'ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.'</p>	12
Educational Psychologist (MAST)	When behaviour needs cannot be met an universal or targeted level and the school has followed the graduated approach, specialist advice and services can be sought from the MAST team including support at TAMs and EHATS, therapy services and family support for boundaries and appropriate chastisement.	9, 11
Senior Leader with a designated part of role dedicated to attendance improvement, Attendance Engagement Officer and Rewards	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	10
Emotional Literacy and Wellbeing strategy including use of RULER and reflective conversations	<p><a href="#">Research</a> shows that students and adults who use RULER experience:</p> <ul style="list-style-type: none"> <li>• Development of emotion skills</li> <li>• Improvement in academic performance and classroom climate</li> <li>• Fewer attention and learning problems</li> <li>• Greater social and leadership skills</li> <li>• Less anxiety and depression</li> <li>• Less stress and burnout</li> <li>• Better performance in school</li> </ul>	11
Toothbrushing	Supervised toothbrushing programmes (STPs) are a cost-effective public health intervention, reducing tooth decay and health inequalities in children.	13

**Total budgeted cost: £162, 800**

Part B: Review of Outcomes in the Previous Academic Year

**Pupil Premium Strategy Outcomes**

## Outcomes for disadvantaged pupils

We have conducted a detailed analysis of the performance of our school's Pupil Premium pupils during the previous academic year, utilising both national assessment data and our internal summative and formative assessments. To contextualise this performance, we compared the outcomes of our disadvantaged pupils with those of both disadvantaged and non-disadvantaged pupils at the national and local levels.

The analysis highlights that disadvantaged pupils at our school make an exceptional start in the Early Years Foundation Stage (EYFS), with the percentage achieving a Good Level of Development significantly exceeding the national average and aligning closely with the performance of non-disadvantaged pupils within our school. This strong foundation is carried forward into Year 1, where 90% of disadvantaged pupils successfully passed the phonics screening check, compared to 67% nationally.

At Key Stage 2, disadvantaged pupils at our school outperformed their disadvantaged peers nationally in reading and writing, and their results in mathematics met the national average.

In addition to academic performance, we assessed broader factors affecting Pupil Premium pupils, such as attendance, behaviour, and well-being, through school data and observations. Our findings indicate that attendance among disadvantaged pupils is above the national average, though it remains an area for further improvement. Furthermore, Pupil Premium pupils are not disproportionately represented in Unacceptable Behaviour Card data, demonstrating positive behavioural trends.

By utilising the DfE's 5 step approach strategy, we have successfully lifted the attainment of our pupil premium cohort to well above the national average year on year.

Overall, the performance of our Pupil Premium pupils exceeds national averages.

Our review of the strategies implemented over the last three years demonstrates the success of our teaching approaches and broader initiatives. These strategies have been instrumental in providing an outstanding education, helping pupils live by life's highest values and supporting them to reach their full potential. Leaders are now working collaboratively to ensure the next phase of our strategy places a stronger emphasis on building pupils' confidence, articulation, and oracy skills.

We have carefully reviewed our three-year strategic plan and, based on updated challenges identified for our Pupil Premium cohort, have developed a new three-year strategy. This plan outlines how we intend to allocate our budget this academic year to continue supporting our Pupil Premium pupils effectively.

## Further Information (optional)

*We use school funds in addition to our pupil premium funding allocation to resource the above strategies.*