Pupil premium strategy statement – Taverham VC CE Junior School

End of Strategy Outcomes - September 2026

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	435
Proportion (%) of pupil premium eligible pupils	13.6%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	September 2023
Date on which it will be annually reviewed	July 2024, July 2025
Date on which it will be finally reviewed	July 2026
Statement authorised by	Paul Henman (Headteacher)
Pupil premium lead	Sam Jones (Assistant Head)
Governor / Trustee lead	Zoe Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 87,300
Recovery premium funding allocation this academic year	£ 9,280
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£7,684
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*	£ 104,264

Part A: Pupil premium strategy plan

Statement of intent

At Taverham VC CE Junior School, we realise that not all children who are eligible for free school meals are socially disadvantaged, and also that not all pupils who are socially disadvantaged will be registered for free school meals, be looked after or are from service families. Therefore, we allocate pupil premium funding on a needs basis where we identify priority groups or individuals.

However, the purpose of the funding is to narrow the gap between eligible and non-eligible pupils, so the impact of the expenditure must reflect a narrowing (and aspirational, closed) gap between those groups of children in terms of attainment and progress. We aim to set high expectations for all pupils and it is implied in this strategy that any strategies and approaches employed will be of benefit to all pupils within our school.

Our approach continues to be centred around high-quality teaching, which is proven to have the greatest impact on outcomes for pupils. Supporting this, we use strategies that include more specific academic support as well as strategies that support well-being, attendance and behavioural needs. We use regular internal procedures and progress checks to ensure that individuals' and groups' needs are identified and met swiftly. We always aim to employ strategies that are sustainable and long-lasting, therefore all new approaches are based on research and regularly monitored for impact.

Ofsted Report – June 2019

"The appointment of a 'pupil premium champion' has raised the profile of disadvantaged pupils across the school. The champion ensures that disadvantaged pupils take a full part in school life and are represented in activities such as the school council, sports council and a range of extra-curricular clubs.

Leaders have ensured that every pupil supported by the pupil premium has an individual learning plan and they are each reviewed at pupil-progress meetings. The pupil premium is carefully spent on overcoming barriers to learning and ensuring that disadvantaged pupils receive the support they need. As a consequence, in every year group, differences in attainment are diminishing between disadvantaged pupils and the others.

Nonetheless, there remain some areas where differences persist, such as reading in Year 5 and writing in Year 4."

Challenges

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

Challenge number	Detail of challenge
1	KS2 results show that writing attainment is 3% below the national average. Internal data, discussions with pupils and book moderation show that progress in writing has improved year-on-year since the start of the 'writing project' and that progress has improved at a faster rate for our disadvantaged pupils. However, there is still an attainment gap between disadvantaged and non-disadvantaged pupils. KS2 results also show that some pupils who met the expected standard or greater depth in all other subjects, did not meet the expected standard in writing. This group included some disadvantaged pupils.
2	KS2 results for maths show that there was a gap of 17% between our Pupil Premium eligible pupils and non-eligible pupils after the gap for expected standard widened since KS1 results. The attainment for this group is higher than the 2022 national average for disadvantaged pupils (awaiting 2023 KS2 breakdown of results). The gap for above expected standard narrowed (6% in KS1 to 15% at KS2). Internal data and subject monitoring do tell us that the gap is narrowing in our 2025 and 2026 cohorts.
3	Of the pupils that have high social/ emotional needs (including, but not limited to, anxiety, school refusal and emotional dysregulation), a high proportion are disadvantaged pupils
4	Our subject monitoring, internal assessments and discussions with staff indicate that there are pupils within our school that have not embedded the required phonics skills necessary to be successful in reading and other areas of the curriculum. This issue is pertinent in our disadvantaged pupils.
5	In the academic year 2022-23, 56% of our Pupil Premium pupils had an attendance of below 96%. Pupils in receipt of FSM had an average attendance of 93.28 while those not in receipt of FSM, had an average attendance of 95.39. Five of the thirteen pupils with an average attendance of below 86% were disadvantaged pupils.

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
Improved writing attainment for disadvantaged pupils at the end of KS2.	● Progress from Baseline to KS2 results for disadvantaged pupils stays above 95% for 2024 and 2025 cohorts ● 2024 and 2025 internal data shows a narrowing of the gap for all cohorts ● 2026 KS2 results for pupils show an attainment gap of less than 5%
Improved maths attainment for disadvantaged pupils at the end of KS2	● The gap continues to narrow for 2025 and 2026 cohorts in our internal data and then in KS2 results ● 2024 KS2 data shows attainment of above 54% achieving expected standard
Disadvantaged pupils are present and ready to learn	● Attendance of the individuals identified improves for 2023-24 ● Pupils identified have access to regular pastoral and well-being support ● Communication between school and identified families is regular ● Pupils feel supported and ready to learn ● The leadership team is required less frequently to support or remove individuals who are unready or unable to learn ● Identified pupils are able to describe and employ taught strategies for regulating their emotions
Improved phonological awareness and application for pupils across year groups	● More pupils have access to instruction and resources on phonics ● Pupils across year groups are able to use and apply phonics knowledge to new/ challenging words ● 2026 KS2 results for reading show a narrowing of the gap between disadvantaged and non-disadvantaged pupils
Improved attendance for disadvantaged pupils	● The lowest five pupils from 2022-23 have an improved attendance in 2023/24 ● Average attendance gap narrows between disadvantaged pupils non-disadvantaged pupils each year

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: *£ 4,540.64*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the 'writing for purpose' approach to writing.	Teach writing composition strategies through modelling and supported practice - IMPROVING LITERACY IN KEY STAGE 2 – EEF	1
Spelling Shed purchased and implemented as our primary spellings resource	Fluency is best developed through a combination of mastering systematic phonics, practicing high frequency words, and repeated readings (Moats 1998; LeBerge & Samuels, (1974); Rasinski, (2009).	1, 4
Maths lead to attend Mastery in Maths training and disseminate findings to all teaching staff as part of whole school CPD	Recommended by the DfE for schools on the Teaching for Mastery Programme Mastery programme instruction has a high impact on outcomes – EEF Learning Toolkit	2
Continued subscription to Hamilton	Hamilton resources (including maths mastery) have been effective in our school for use in whole-class and group sessions as well as showing an impact on our catch-up pupils' data The Prevalence and Use of Textbooks and Curriculum Resources in Primary Mathematics (2023)	2
Purchase of standardised diagnostic assessments (NFER) including the use of QLA for all pupils	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 4

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

Budgeted cost: £ *61488.86*

Activity	Evidence that supports this approach	Challenge number(s) addressed
% of salary of teaching assistants	"Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress." – EEF	1, 2, 3, 4
Accelerated reading purchased and implemented in the school library	The first EEF-funded efficacy trial of AR found pupils who received the programme made three months of additional progress in reading comprehension. -	1, 4
Closer monitoring of progress of lowest 20% of readers (including QLA analysis, phonics assessments) to enable more bespoke approaches for individuals and groups	Individualised instruction has a moderate impact on outcomes – EEF Learning Toolkit "Interventions are more effective if they are targeted to a specific skill, than as part of a comprehensive intervention program that addressed multiple skills" - Meta-analysis of targeted small-group reading interventions - Hall and Burns 2015	1, 4
Employ an additional teacher to deliver targeted phonics sessions to those individuals and groups with greatest gap in phonics.	"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds" EEF .."in contrast to computer administered methods which have little measurable impact on reading, tutoring with an emphasis on phonics is effective and has more impact than small group tutorials.- Slavin, Lake, Davis and Madden (2009)	4
The above member of staff releases classroom teachers to provide bespoke tutoring (funded 50% from school-led tutoring grant and 50% funded by Pupil Premium grant)	Pupils who received catch up made better progress from Baseline to KS2 results in reading and writing than those who did not. Pupils who attended these sessions for maths had 7% more pupils meet expected standard at KS2	
Include phonics resources and support from teachers in year groups	"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds" EEF	4
Funding or partial funding for school trips, visitors, uniform and sundries (including CGP resources)	Trial on impact of 'wow' days/ trips on writing outcome showed +9 months progress - EEF	1,2, 3, 4

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

Budgeted cost: £ 38234.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation review sessions for Year 4-6 and a full ZoR programme delivered to new Year 3 pupils (this is supported by displays and training for all staff)	Metacognition and self-regulation have a very high impact on outcomes – EEF Learning Toolkit Dunn, Michelle, "The Impact of a Social Emotional Learning Curriculum on the Social-Emotional Competence of Elementary-Age Students" (2019). Also, prior success from last year's first whole school approach	3, 5
% of salary of full-time pastoral worker	Behaviour intervention has a moderate impact on outcomes – EEF Learning Toolkit EEF Blog: Three keys to unlocking positive learning behaviours, 2021	1, 2, 3, 5
Continued subscription to Kindle and Audible accessible for all teachers	National Literacy Trust, Audiobooks and literacy (2010) It has previously allowed pupils greater access to texts, removed decoding barriers and promoted enjoyment of reading.	1, 4
Deputy and assistant head to attend STEPS training and deliver STEPS training to all staff	Metacognition and self-regulation have a very high impact on outcomes – EEF Learning Toolkit	3, 5
Attendance monitoring to include regular and ongoing communication with any families that have an attendance of less than 90%	The link between absence and attainment at KS2 and KS4 – DfE 2018-19 study "There is some evidence of promise for parental engagement approaches and responsive interventions that meet the individual needs of the pupils." - Evidence brief on improving attendance and support for disadvantaged pupils – Feb. 2023	5
% of salary of SENCo	Special Education Needs in Mainstream Schools Guidance (EEF)	1, 2, 3, 4
% of salary of Pupil Premium Champion	The EEF Guide to the Pupil Premium (EEF)	1,2, 3, 4, 5

Total budgeted cost: £ 104,264

Part B: Review of the previous academic years (2023-26)

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Outcomes
Improved writing attainment for disadvantaged pupils at the end of KS2.	• Progress from Baseline to KS2 results for disadvantaged pupils stays above 95% for 2024 and 2025 cohorts • 2024 and 2025 internal data shows a narrowing of the gap for all cohorts • 2026 KS2 results for pupils show an attainment gap of less than 5%	**2024** • Expected progress from Baseline to 2024 KS2 results was 100% for disadvantaged pupils (with 33% making better than expected progress • Current Year 3 and Year 4 show a narrowing of the gap (with Year 4 PP eligible pupils outperforming non-PP eligible pupils on attainment and progress) **2025** • Expected progress from Baseline to 2024 KS2 results was 95% for disadvantaged pupils (with 37% making better than expected progress) • All cohorts show an increase in attainment since Baseline assessments (with the gap narrowed for Year 6 writers) **2025-26** • Internal data suggests a narrowing of the gap for Year 3 and 5 writers (with the percentage of Pupil-Premium eligible pupils meeting expected standard in Year 5 increasing by 8%) **End of strategy outcomes: Disadvantaged pupils at our school were slightly above the National Average for disadvantaged pupils (having been 26% below the N.A in 2024). Expected progress from Baseline to KS2 for the 2026 cohort was 100%. Internal assessments suggest that the 2027 cohort have narrowed the gap by 8% in the last academic year.**
Intended outcome	**Success criteria**	**Outcomes**
Improved maths attainment for disadvantaged pupils at the end of KS2	• The gap continues to narrow for 2025 and 2026 cohorts in our internal data and then in KS2 results • 2024 KS2 data shows attainment of above 54% achieving expected standard	**2024** • Year 4 internal data shows that the gap is narrowing with PP-eligible pupils outperforming non-eligible pupils on attainment and progress). Year 5 internal data shows a gap of 4%. • Attainment at KS2 in 2024 was 45% **2025** • Maths attainment for disadvantaged pupils in Year 4, 5 and 6 is 70, 71 and 75% respectively (all above the national average for disadvantaged pupils) • Maths attainment for KS2 results of disadvantaged pupils was 74% meeting expected standard

		2025-26 • Internal data suggests the gap narrowing for Years 3, 4 and 6 since the end of last year assessments **End of strategy outcomes: Internal assessments suggest that the gap has narrowed for Years 3-5 with the gap reducing more significantly as pupils move up through the school. KS2 results show a narrowing of the gap (including a 14% narrowing during Year 6) and an attainment percentage well above the national average.**
Intended outcome	**Success criteria**	**Outcomes**
Disadvantaged pupils are present and ready to learn	• Attendance of the individuals identified improves for 2023-24 • Pupils identified have access to regular pastoral and well-being support • Communication between school and identified families is regular • Pupils feel supported and ready to learn • The leadership team is required less frequently to support or remove individuals who are unready or unable to learn Identified pupils are able to describe and employ taught strategies for regulating their emotions	**2024** • Over 27% of disadvantaged pupils on our attendance 'watchlist' have in improved attendance compared to the academic year 2022-23 • Disadvantaged pupils have an average attendance of just below 93% for this academic year • Our full-time pastoral worker has had sessions with many of the individuals on the list. Others on the list have received signposting to external-agencies with all being invited to in-house parenting courses • Attendance reported to all parents in January and July • Termly meeting between Head and governor to discuss attendance **2025** • Whole-school attendance has improved by 0.49% since last year • Attendance for disadvantaged pupils has improved since last year to 92.95% **2025-26** • Attendance for Pupil-Premium eligible pupils has risen 1.62% compared to last term • Attendance for this academic year is now 93.14% • Our disadvantaged pupil attendance 'watchlist' attendance has increased by between 1.81 and 2.1% compared to last academic year. **End of strategy outcomes: Disadvantaged pupils' attendance has increased marginally year-on-year since 2023 (with an absence percentage of under 7%). This is 2% points higher than non-disadvantaged pupils. The need for leadership staff to remove disadvantaged pupils reduced greatly in the last two years. All SLT continue to be updated using STEPs annually while the AHT and DHT are STEPS Instructors. Pastoral work continues through a staff/ parent referral system. Sensory Circuits are now embedded in to**

		all classes' daily routines, on top of the specialist daily Sensory Circuit for more acute needs.

Intended outcome	Success criteria	Outcomes
Improved phonological awareness and application for pupils across year groups	• More pupils have access to instruction and resources on phonics • Pupils across year groups are able to use and apply phonics knowledge to new/ challenging words • 2026 KS2 results for reading show a narrowing of the gap between disadvantaged and non-disadvantaged pupils	**2024** • Phonics instruction featured in 3 of the 5 spelling groups in Year 3 • Phonics displays/ mats feature in all classrooms with teachers supporting spellings in lessons use phonics terminology and strategies • All teaching and support staff have received full CPD on using Little Wandle for September 2024 • Internal data for 2025 and 2026 KS2 cohorts indicates greater progress in reading for disadvantaged pupils than their counterparts **2025** • KS2 results show disadvantaged pupils' attainment to be at 79% • The gap has narrowed for expected standard and above expected standard at End of Key Stage 2 • 34 children have taken part in the rapid catch up phonics interventions with starting levels ranging from phase 3 to phase 5. They have been divided into 6 groups. • 79% of these have successfully completed to the end of phase 5 and were secure at identifying GPCs (grapheme/phoneme correspondence) and reading words at this level. • 18% of the children will continue the intervention next year: 9% will be re-doing weeks 1-4 phase 5 and 9% re-doing weeks 5-8. They will then continue to the end of the catch up programme • 3% are following the SEN programme and have made good progress at phase 3 since having 1:1 support at this level **2025-26** • New phonics groups have been running for this term to include the new Year 3 cohort. These sessions run daily • **End of strategy outcomes: KS2 results in 2026 showed a narrowing of the gap in reading to the extent that disadvantaged pupils outperformed non-disadvantaged.** **At KS2 assessments, 46% achieved a raw score of 15 and above out of 20. The 2027 and 2028 cohorts both have over 50% achieving a** Standardised score of more than 100.

Intended outcome	Success criteria	Outcomes
Improved attendance for disadvantaged pupils	• The lowest five pupils from 2022-23 have an improved attendance in 2023/24 • Average attendance gap narrows between disadvantaged pupils non-disadvantaged pupils each year	**2024** • The lowest five pupils from 2022-23 have an average improved attendance of 3.4% with only one still in our lowest 5 attendees. • There continues to be an average attendance gap of 1.4% between disadvantaged and non-disadvantaged pupils • Average attendance for our disadvantaged pupils for this year was 92.79 (National Average w up to June 2024 was 83.9%) **2025** (See intended outcome 4) **2025-26** (See intended outcome 4) **End of strategy outcomes: See intended outcome 4.**

Review of the previous academic years (2022-23)

Intended outcome	Success criteria	2022 outcomes	2023 outcomes
Disadvantaged pupils progress well in writing	Gap narrows between disadvantaged pupils and their peers in writing	Teaching staff have received fortnightly CPD sessions throughout the Autumn term and will continue to do so for the Spring term Teaching Assistants received a half-day INSET on supporting less-able writers Year group moderation took place in December 2021. Internal data suggests that, since the Autumn assessments (the start of our CPD project), pupils' attainment in writing has increased for boys in all year groups and for girls in Year 3 and 6. Pupil-voice survey of all pupils show a significant shift in attitudes to writing. The pupils told us in this survey that they feel like they have a better understanding of what makes a good writer, have a better grasp of how to improve their writing and agree more that displays and other resources help them with their writing. The survey also showed that significantly more pupils say that they now enjoy writing more than before.	Staff training took place Accelerated Reading system prepared and set up ready for September 2023 start. This system will support with early readers' development of vocabulary and writing skills. As required, teachers and YGL's worked in collaboration with the English lead to ensure that writing planning was in line with our purpose-led approach. Vocabulary features in all foundation subject knowledge organisers and is present on classroom displays, including maths and science. Teachers use skills-based assessment grids for each pupil after all assessed pieces of writing. This is a tool for formative and summative assessments and is also passed on to the pupils' next teacher to guide their planning for the coming year. Since the writing CPD was first introduced in September 2021, the KS2 results have shown progress from Baseline assessments has improved year on year. The progress during this period has been most significant for disadvantaged pupils (from 67% of pupils making expected progress from Baseline in 2021 to 95% in 2023). Now the percentage of Pupil Premium eligible pupils making expected progress from Baseline is in line with the cohort as a whole (85%) - see **Appendix A** for further details
Intended outcome	**Success criteria**	**2022 outcomes**	**2023 outcomes**
Pupils enjoy a balanced and broad curriculum	Pupils have studied a wide range of subjects and have been given opportunities for creativity and exploration in a variety of topics. Pupils respond positively when asked about their	Subject leaders were given time to amend curriculum overviews to ensure effective curriculum coverage and progression for pupils as they move through the school. Collaborative work between SLT and subject leaders took place during the January INSET to ensure skills and knowledge coverage across the school's taught curriculum. The product of the above two points will be published on the school's website.	Knowledge organisers are used in all foundation subject books and are introduced at the start of any new unit of work. During learning walks and subject monitoring, pupils have referred to them and explained how they have been helpful (e.g. for new vocabulary) Pupils have had a full year using subject-specific exercise books. During monitoring, pupils have been able to describe, for example, what geography is. They are also able to draw better links between units within a subject across their time at our school. For example, pupils have been able to discuss how their studies of the Romans (Y4) links with their work on Anglo-Saxons (Y5).

	learning experiences.	Half-termly curriculum maps have been published ahead of each new half-term The curriculum overviews are published and used by staff to ensure coverage and breadth across the curriculum. Foundation subjects are taught and timetabled as discrete lessons. Curriculum maps are published for families ahead of each new half-term. Knowledge organisers are in place to start in September. They will be in pupils' books at the start of each area of study. These will outline the coverage, key vocabulary and areas/ skills to be studied. They also remind pupils of prior learning in that subject. Collaborative work with Drayton Junior and Taverham High School helped to share good practice and create a clear link and progression from primary to secondary in all subjects.	Subject leaders have had termly release time to monitor their subject. This has included discussions with pupils, book scrutiny and discussions with teachers, among other activities. Reports and action plans for next year have been compiled with subject overviews amended based on reflections from this year's learning and discussions with KS1 and KS3 counterparts. There have been multiple meetings between subject leaders at our school and counterparts at our feeder infant and high schools. This has enabled our subject leaders to appreciate the expectations and coverage required for success at high school while also understanding the prior learning from KS1. All subject leaders have attended externally provided subject-specific CPD and have delivered training to the teaching staff based on their findings. The staff meetings have also provided further opportunity to reflect on ongoing assessments, coverage and planning.
Intended outcome	**Success criteria**	**2022 outcomes**	**2023 outcomes**
Families and the school have regular communication that is of benefit to the pupils in our care and pupils feel more involved in the school community	The school has regular contact with our families and they feel comfortable in contacting us as required	Year 5 Planetarium visit subsidized for Pupil Premium eligible pupils Ancient Egypt enrichment day in January to be funded for Pupil Premium pupils All Year 6 Pupil Premium eligible pupils attended the UEA Nursing School to support students in their practical skills and tour the campus and learning spaces. A group of Year3/4 pupils (largely Pupil Premium eligible pupils) attended an outdoor activity event involving other Norfolk primary schools.	There has been a total of 13 sports events led by the local high school and/ or School Sports Partnership. These have spanned all year groups, with many events being designed with providing opportunities for disadvantaged pupils. These 13 events (the most the school has ever taken part in) are in addition to the numerous cross-country, cricket, football and athletics fixtures and tournaments that have taken place across the year. Year 3 Parents Evenings now take place at the start of the year (during the same period as open evenings for Years 4-6) to allow early contact with parents. Year 2 prospective families were also invited to an open evening in the Autumn term, with all classrooms hosting subject-related activities and opportunities to meet staff and hear about the school. In addition to usual procedures around transition, Year 2 parents were invited to visit the school on two evenings after transfer day to speak further with staff and to see the school and its grounds.
Intended outcome	**Success criteria**	**2022 outcomes**	**2023 outcomes**
Pupils feel safe, valued, happy	Pupils demonstrate	Pastoral worker currently has regular sessions with 16 pupils as well as	Zones of Regulation (ZoR) programme has been delivered to all classes in the school with

and able to learn	positive well-being and good mental health. Where they do not, evidence-based provisions have been efficiently made. Pupils make good progress across subjects.	hosting a lunchtime club for a further 6 pupils (the sessions cover a variety of needs including bereavement, anxiety, and other emotional needs linked to persona circumstances) Sessions are tailored for individuals and are 1:1. Referrals and requests for sessions with our pastoral worker are made by parents or teachers and supported by our SENCO (DHT) Weekly mental-health assemblies have taken place (led by DHT) PSHE ('Life Skills') lessons have continued to meet individual/ groups' needs and maintain statutory coverage during the Autumn term, under the guidance of the PSHE lead and Josie Rayner-Wells (NCC Senior Adviser for Inclusion and our Chair of Governors) A school-wide implementation of the Zones of Regulation scheme is ready to commence in September. This will include training for staff, weekly sessions with all pupils and embedding through weekly assemblies.	reinforcement from weekly well-being assembles (DHT). It will be delivered to new Year 3 pupils and will continue to be referred to as part of Life Skills in all year groups. Midday supervisors received training and resources to facilitate them using the ZoR vocabulary and scripts. Individuals and small groups were involved in discussions around knowledge organisers and the implementation of ZoR. ZoR displays are present in all year group areas and are referred to as issues arise and as part of wider discussions around emotional regulation. An additional initiative of Playground Buddies has been formed, from a suggestion via School Council. Pupils wear a hi-vis jacket which identifies them as somebody that can support pupils during play times. This scheme gives all pupils the opportunity to take responsibility for the well-being of their peers during lunch and play times. Pupils have said how beneficial this initiative has been, both for the 'buddy' and those needing emotional or friendship support.

Appendix A Writing progress since the introduction of purpose-led writing

All pupils KS2 results	Made expected or better than expected progress from Baseline (%)	Made better than expected progress from Baseline (%)
2025	94	36
2024	98	39
2023	95	25
2022	91	18
2021	90	25

Pupil Premium KS2 results	Made expected or better than expected progress from Baseline (%)	Made better than expected progress from Baseline (%)
2025	95	37
2024	100	33
2023	95	18
2022	86	5
2021	67	22

2026 END OF KS2 (PROGRESS)							
	Pupils eligible for PP	Pupils not eligible for PP					
	School average	**School average**	**Gap 2026**	**Gap 2025**	**Gap 2024**	**Gap 2023 (from KS1)**	**Gap 2022**
% making expected progress in reading (from BL)	100	94	**+6**	-5	-8	-13	-4
% making expected progress in writing (from BL)	100	100	**0**	-3	2	-4	-6
% making expected progress in maths (from BL)	93	92	**+1**	1	-9	-15	-7

2026 END OF KS2 (ATTAINMENT)								
	Pupils eligible for PP	Pupils not eligible for PP						
	School average	**School average**	**Gap to N.A.**	**Gap 2026**	**Gap 2025**	**Gap 2024**	**Gap 2023**	**Gap 2022**
% achieving expected standard or above in reading, writing and maths	73	71	+25	+2	2	-30	-26	-11
% achieving greater depth standard in reading, writing and maths	0	5		-5	-8	2	-13	-2
% achieving expected standard or above in reading	87	82	+24	+5	-7	-20	3	-2
% achieving greater depth in reading	20	30.		-10	-15	-7	-11	-9
% achieving expected standard or above in writing	73	77	+13	-4	-2	-29	-16	-10
% achieving greater depth in writing	0	11		-11	-17	4	-9	-8
% achieving expected standard or above in maths	80	84	+19	-4	-2	-41	-17	-5
% achieving greater depth in maths	7	33		-26	-14	-24	-16	-16

Externally provided programmes

All externally provided programmes are listed in the 'Activity' section of this strategy statement.

Further information

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

- Introduction of a new management system that allows for better communication of information about pupils
- Termly pupil progress meetings between the class teacher, year group leader, Head and SENCo. The meeting is in response to most recent standardised and teacher assessments. These automatically discuss all disadvantaged pupils and discussions lead to the writing of an individualised action plan for all pupils discussed.
- A broad and expanding programme of extra-curricular activities across music, sports and the arts. These clubs and activities will often involve competitions and fixtures with other schools as well as experiences outside the school setting. We hope to build on our success of disadvantaged pupils' participation in extra-curricular activities from our last strategy.
- Termly subject leader release for all subjects. Activities for this time include a strong emphasis on pupil voice. In this time, subject overviews are evaluated regularly to ensure that the teaching of each subject is line with this strategy, our SIDP and the wider ethos and values of the school
- A full-time SENCo, with overall responsibility for SEND pupils, LAC and post-LAC pupils, provides and enables support for all double-disadvantaged pupils as well as being our Mental Health Champion and pupil well-being lead.

Planning, implementation, and evaluation

This strategy was planned in conjunction with our leadership team, SENCo and teaching middle-leaders. This variety of perspectives and roles being involved ensured that no area of need was missed.

Its 3-year implementation will be overseen and reviewed by the leadership team with contributions through pupil progress and SLT meetings from all teaching staff. We triangulate standardised data analysis, subject and leadership monitoring and pupil voice to measure success on each criterion.

This strategy will have annual reviews, with outcomes recorded and published in July of each year.