

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Christ Church C of E (VA) Primary School and Nursery
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rob Getley
Pupil premium lead	Michelle Devine
Governor / Trustee lead	Anthony Christodoulou

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,235.00
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	£74,235.00

Part A: Pupil premium strategy plan

Statement of intent

At Christ Church School, our goal is to ensure that all pupils, regardless of their background or challenges they face, achieve high attainment across all subjects. Our pupil premium strategy focuses on supporting disadvantaged pupils to fulfil this objective, including those who are already high achievers.

Our objectives are to:

- Eliminate barriers to learning caused by poverty, family circumstances, and background.
- Reduce the attainment gaps between disadvantaged pupils and their non- disadvantaged peers, both within our school and nationally.
- Enable ALL pupils to read fluently and comprehend effectively to access the curriculum fully.
- Cultivate confidence in their ability to communicate proficiently in various contexts.
- Promote social and emotional well-being and resilience.
- Provide diverse opportunities to enhance their knowledge and understanding of the world.
- Continually raise staff awareness of potential barriers to learning for disadvantaged pupils and our responsibility towards them.

At Christ Church School, our leaders are committed to delivering high- quality teaching in every lesson to all our pupils, including our disadvantaged pupils. We also provide targeted intervention and daily support to disadvantaged children who have fallen behind their peers with similar starting points. This approach not only bridges the attainment gap but also benefits non-disadvantaged pupils in our school (Sutton Trust).

To achieve our objectives and address identified barriers to learning, we will:

- Provide high-quality Continuing Professional Development (CPD) for all teachers to ensure effective quality first teaching.
- Offer targeted and personalised support to improve the attainment and life opportunities of disadvantaged pupils.
- Allocate funding to ensure all pupils have access to educational trips, including residential.
- Facilitate first-hand learning experiences.
- Encourage participation in enrichment activities, such as sport and music, for all pupils.
- Offer appropriate therapeutic support to enable pupils to access learning inside and outside the classroom.

We will rely on compelling evidence and our expert knowledge of our pupils, rather than assumptions, to support our strategy. Accordingly, we will:

- Ensure that disadvantaged pupils are appropriately challenged in their assigned work.
- Intervene promptly when a need is identified.
- Embrace a whole school approach where all staff share responsibility for disadvantaged pupils' outcomes and raise expectations of their potential.

Challenges

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

Challenge number	Detail of challenge
1	Improve reading and phonics outcomes among disadvantaged pupils - Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers do. This negatively influences their development as readers.
2	Improve attendance of disadvantaged pupils – Our attendance data over the last 3 years indicates lower attendance and higher rates of persistent absenteeism of Pupil Premium/disadvantaged children.
3	Limited opportunities for some disadvantaged pupils to access wider experiences beyond the classroom – After school club uptake and pupil surveys indicate pupils have limited life experiences beyond their home and immediate community and are not engaged in enrichment activities. They may also have limited access to books, libraries, and technology (such as computers, Wi-Fi etc.).
4	Some disadvantaged pupils need support to develop positive learning behaviours – Observations and discussions with pupils in receipt of Pupil Premium funding indicate weaknesses in learning behaviour. These pupils physically and emotionally lack self- belief, determination, resilience, and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack the self-motivation and confidence to improve.

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 reading and phonics attainment among disadvantaged pupils."	Increase % of Pupil Premium pupils at ARE in phonics and reading by at least 10% by end of year; pupils read daily at home and school.
Disadvantaged pupils attend school more regularly.	Reduce persistent absence among Pupil Premium pupils by 5% over the academic year; attendance >95% for most PP pupils.
Disadvantaged pupils access a broad range of enrichment activities and gain a well-rounded, culturally rich education.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Pupils develop positive learning behaviours.	Observed improvements in engagement in lessons; fewer behaviour incidents recorded; increase in self-directed learning tasks completed.

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)

Challenge	Tier 1: High-quality teaching and evidence that supports this approach
Improve reading and phonics outcomes among disadvantaged pupils	Internal Phonics Training for Support Staff • Provide internal training for teaching assistants in delivering the Twinkl Phonics Systematic Synthetic Phonics (SSP) scheme. • Ensure consistency in phonics teaching and strengthen staff confidence when supporting pupils during phonics sessions and reading practice. • Impact measure: Increased staff confidence and fidelity of SSP delivery; observed improvement in early reading assessments for disadvantaged pupils. Curriculum Design and Literacy Focus • Maintain a broad and balanced curriculum with a strong emphasis on literacy across subjects. • Select resources that support diverse abilities and backgrounds to ensure all pupils can access and engage with learning. • Impact measure: Disadvantaged pupils demonstrate progress in reading comprehension and literacy across the curriculum. Mentoring and Support for Staff (including Early Career Teachers) • Experienced teachers mentor ECTs and support staff to improve phonics and early reading delivery. • Include modelling of practice, collaborative planning, and targeted feedback. • Impact measure: Improved teaching quality and consistency, demonstrated through lesson observations and pupil progress data. Integration of Pupil Progress Meetings: • Hold termly progress meetings to review phonics

	outcomes and early reading progress for disadvantaged pupils. • Use data from assessments and observations to inform future staff training needs and ensure high-quality delivery.
Improve attendance of disadvantaged pupils	Engaging Curriculum and School Experience • Provide a stimulating and inclusive curriculum with enrichment opportunities that motivate pupils to attend school regularly. • Ensure lessons are engaging and relevant, fostering a positive learning environment. • Impact: Increased pupil engagement, improved classroom participation, and higher attendance rates.

Limited opportunities for some disadvantaged pupils to access wider experiences beyond the classroom	Broad and Balanced Curriculum • Provide a curriculum that extends learning beyond core subjects, incorporating cultural awareness, global perspectives, and enrichment opportunities. • Ensure lessons allow pupils to connect knowledge across subjects and apply learning in meaningful contexts. • Evidence: The Education Endowment Foundation (EEF) highlights that a well-designed, knowledge-rich curriculum improves outcomes and engagement. Broadening Pupils' Experiences Through the Curriculum • Integrate themes such as local history, cultural awareness, and global perspectives into classroom teaching. • Enable pupils to develop a wider understanding of the world and make connections between classroom learning and real-life contexts. • Evidence: EEF research suggests that curriculum content which reflects diverse experiences increases motivation, engagement, and knowledge retention. Structured Language Support • Implement language enrichment programmes within lessons, including vocabulary development, exposure to a variety of texts, and conversational skills. • Support pupils who may not be exposed to a rich language environment outside school. • Evidence: EEF research shows that high-quality literacy interventions, including language enrichment, significantly boost attainment, particularly for disadvantaged pupils. Impact Measures: • Pupils demonstrate broader knowledge and improved understanding of cultural/global issues. • Vocabulary and literacy skills improve across subjects. • Increased classroom engagement and confidence in applying knowledge.
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Some disadvantaged pupils need support to develop positive learning behaviours	Developing Metacognitive Strategies • Support teachers to embed metacognition in lessons, helping pupils to plan, monitor, and evaluate their learning. • Evidence: EEF shows explicit metacognitive instruction can lead to up to 7 months' additional progress. Knowledge-Rich Curriculum • Deliver a sequenced curriculum that builds strong subject knowledge and allows pupils to make connections across learning. • Evidence: Carefully structured curricula improve engagement and attainment for disadvantaged pupils (EEF). Assessment and Monitoring • Use regular formative assessment to identify pupils' learning needs and adapt teaching to improve outcomes. • Hold termly pupil progress meetings with teachers, subject leaders, and senior leaders to review the progress of disadvantaged pupils, identify barriers, and plan targeted interventions. • Evidence: Targeted adaptation of teaching improves pupil engagement and progress (EEF). Regular progress meetings support accountability and ensure timely, evidence-based interventions. Impact Measures: • Increased engagement and confidence in lessons. • Pupils demonstrate improved planning, monitoring, and evaluation of learning. • Stronger subject knowledge across the curriculum.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Challenge	Tier 2: Targeted academic support and evidence that supports this approach
Improve reading and phonics among disadvantaged pupils	Phonics Resources and Targeted Grouping - Align new phonics books with the Twinkl SSP scheme. - Organise phonics groups so pupils requiring the most support, are taught by the most experienced staff. - Impact: Accelerated progress in phonics screening checks for disadvantaged pupils. One-to-One Phonics Interventions - Train teaching assistants to deliver tailored 1:1 phonics support for pupils with the greatest needs. - Monitor progress and adapt interventions as needed. - Impact: Disadvantaged pupils make additional progress compared to peers; improved early reading outcomes. Small Group Literacy Sessions - Deliver structured small group sessions focusing on reading fluency, comprehension strategies, and vocabulary development. - Use evidence-based strategies led by trained staff. - Impact: Improved reading skills, particularly for pupils with gaps in comprehension or fluency. Targeted Reading Resources in KS2 - Provide engaging, appropriately challenging books to improve reading comprehension. - Review provision to ensure texts meet pupils' needs. - Impact: Improved KS2 reading comprehension scores. Targeted Interventions for EAL and SEND Pupils

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| | <ul style="list-style-type: none">• Deliver specialist reading and phonics support tailored to the needs of pupils with EAL or SEND.• Ensure interventions are culturally sensitive and accessible.• Impact: Disadvantaged pupils with additional barriers make measurable progress in reading. |
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Improve attendance of disadvantaged pupils	Structured Small-group Tuition • Deliver small-group sessions to help disadvantaged pupils catch up on missed learning. • Target sessions based on pupil need, using evidence-based teaching strategies. • Impact: Pupils make accelerated academic progress, reducing barriers to attending school. Data-led Attendance Interventions • Analyse attendance patterns to identify pupils at risk of disengagement. • Implement targeted academic support for these pupils to prevent falling behind. • Impact: Early identification of pupils at risk; improved attendance and reduced persistent absence. Pupil Premium Champion (Academic Support) • Pair pupils with trusted staff who provide academic guidance and monitor progress. • Impact: Pupils feel supported in their learning, reducing anxiety about falling behind and improving attendance.
Limited opportunities for some disadvantaged pupils to access wider experiences beyond the classroom	Pupil Premium Champion – Academic Support • Identify disadvantaged pupils who may miss trips, clubs, or enrichment and provide targeted support to ensure participation. • Track participation in sports, after-school clubs, and educational visits. • Evidence: EEF guidance highlights that targeted interventions tailored to pupil needs can improve engagement and outcomes by closing gaps in access to learning experiences. Structured Language Support (Small-group Focus) • Deliver intensive language sessions for pupils needing extra support in vocabulary, comprehension, and communication skills. • Small-group delivery ensures personalised attention to address gaps. • Evidence: Small-group literacy and language

	interventions are shown to deliver up to +4 months of progress for disadvantaged pupils (EEF). Impact Measures: • Pupils access all enrichment opportunities, trips, and clubs. • Improved language skills support curriculum access and confidence in lessons. • Disadvantaged pupils catch up with peers in language development and subject knowledge.
Some disadvantaged pupils need support to develop positive learning behaviours	Structured Interventions (e.g., NELI, Reading Revival) • Teaching assistants deliver small-group or 1:1 intervention to support literacy and learning behaviours. • Evidence: EEF shows structured literacy interventions improve both reading skills and learning engagement. Family Support Worker / Nurture Groups • Targeted programmes for disadvantaged pupils to build resilience, motivation, and engagement in learning. • Evidence: EEF Toolkit notes moderate impact when well-designed programmes are implemented. Pupil Premium Champion – Academic Support • Provide targeted support for pupils at risk of disengaging, ensuring access to enrichment and learning opportunities. Impact Measures: • Disadvantaged pupils catch up academically and engage more effectively in lessons. • Increased confidence and resilience in small-group settings. • Pupils are better able to access the curriculum and participate fully in learning.

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

Challenge	Tier 3: Wider strategies and evidence that support this approach
Improve reading and phonics among disadvantaged pupils	Promoting a Reading Culture • Share messages and reading encouragement on Class Dojo to promote home reading habits. • Host a school book-fair to inspire enthusiasm for reading and increase access to books. • Impact measure: Increased reading for pleasure and home reading engagement among disadvantaged pupils, tracked through reading logs and pupil surveys. Literacy-rich Environments • Create and equip library and reading spaces with a diversity of engaging reading materials catering to various reading levels and interests, to foster a love of reading. • Encouraging reading for pleasure can be linked to greater reading attainment and writing ability (The Reading Agency). Extra-curricular Literacy Activities • Offer engaging school clubs centered on storytelling, drama, and journalism to ignite interest in literacy. • Facilitate author visits or story workshops to inspire pupils and provide role models in the field of literature. These activities can improve self-confidence and motivation to read, which are crucial for disadvantaged pupils.

Improve attendance of disadvantaged pupils

Monitoring of Attendance

- **Regular review:** The Headteacher and Attendance Champion review attendance data on a weekly basis.
- **Targeted monitoring:** Systems are in place to identify patterns of absence early, enabling timely interventions.
- **Scheduling:** An attendance schedule is maintained to track progress and ensure consistent monitoring.
- **Impact:** Increase in overall attendance and a reduction in persistent absence among disadvantaged pupils.

Parental Engagement and Communication

- Regular communication with families about attendance expectations and support available.
- Termly attendance conversations with parents empower families to support regular attendance
- Impact: Improved parental understanding of attendance importance; stronger home-school partnership.

Improve the Profile of Attendance

- Promote attendance through assemblies, newsletters, and displays around school.
- Impact: Increased awareness and motivation among pupils; improved whole-school attendance culture.

Extra-curricular Activities

- Offer a range of clubs (sports, arts, technology) to provide pupils with additional reasons to attend.
- Impact: Greater engagement and motivation; higher attendance linked to enrichment participation.

	Breakfast Clubs and Meal Provision • Provide breakfast to support punctuality and attendance, particularly for disadvantaged pupils. • Impact: Improved punctuality; better concentration and attendance. Early Support and Pastoral Intervention • Provide targeted pastoral support for pupils with persistent absence, including support plans, regular check-ins, and collaboration with families. • Impact: Barriers to attendance identified and removed; improved attendance for vulnerable pupils. Pupil Premium Champion (Pastoral Support) • Trusted staff members provide advice, mentoring, and encouragement. • Impact: Pupils feel supported, motivated, and engaged, increasing their desire to attend school.
Limited opportunities for some disadvantaged pupils to access wider experiences beyond the classroom	Enrichment Opportunities • Embed educational visits, guest speakers, and community-linked projects into the school day. • Provide meaningful, real-world experiences that broaden knowledge and aspirations. • Evidence: EEF research indicates enrichment opportunities improve motivation, confidence, and wider pupil outcomes. Extra-curricular Engagement • Offer a wide range of clubs in arts, culture, sports, music, drama, and technology. • Ensure disadvantaged pupils can access experiences they might not otherwise have. • Evidence: Participation in extra-curricular activities is linked to improved social skills, self-esteem, and academic outcomes (EEF).

Parental Engagement Programmes

- Develop initiatives to improve communication with parents and support learning outside school.
- Offer workshops, newsletters, and resources to help parents engage with pupils' wider experiences.
- Evidence: EEF research notes parental engagement can lead to up to +3 months of additional progress for disadvantaged pupils.

Community Involvement Projects

- Create opportunities for pupils to engage in local projects such as community arts or environmental initiatives.
- Develop soft skills, a sense of responsibility, and social and emotional wellbeing.
- Evidence: EEF guidance highlights that community engagement positively affects wellbeing, motivation, and academic progress.

Pupil Premium Champion – Pastoral/Motivation Role

- Provide mentoring, advice, and encouragement for pupils to access trips, clubs, and enrichment activities.
- Ensure pupils feel supported and motivated to engage with school experiences beyond the classroom.
- Evidence: Research shows that mentoring and pastoral support increase participation and motivation for disadvantaged pupils.

Impact Measures:

- Increased participation in extra-curricular and enrichment activities.
- Pupils develop social, emotional, and cultural skills.
- Higher engagement and motivation to attend school and participate in learning.
- Improved parental involvement in supporting pupils' wider learning experiences.

Some disadvantaged pupils need support to develop positive learning behaviours	Behaviour Interventions • Implement school-wide systems promoting positive behaviour and engagement. • Evidence: EEF toolkit demonstrates that consistent behaviour interventions reduce problem behaviours and improve academic outcomes. Extra-Curricular Activities • Provide clubs and enrichment that develop resilience, teamwork, and communication. • Evidence: Participation in enrichment activities improves attitudes toward learning and classroom behaviour (EEF). Communicating with Parents • Develop workshops, regular updates, and resources to help parents support learning behaviours at home. • Evidence: Parental engagement can lead to up to +3 months additional progress for disadvantaged pupils (EEF). Pupil Premium Champion – Pastoral/Motivation Role • Mentoring, advice, and encouragement to engage pupils in extra-curricular and enrichment activities. Impact Measures: • Pupils demonstrate positive attitudes toward learning and improved classroom behaviour. • Enhanced resilience, communication, and teamwork skills. • Increased engagement in school life and enrichment activities. • Improved parental support for learning behaviours at home.
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Total budgeted cost: £74,235.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Part B: Review of Outcomes in the Previous Academic Year

This review evaluates the impact of pupil premium spending against the intended outcomes set in last year's strategy. Overall, disadvantaged pupils made measurable progress across all priority areas. The strongest impact was seen in reading, phonics, enrichment, and learning behaviours, while attendance remains a strategic focus for continued improvement.

The Senior Leadership Team (SLT) and staff implemented strategies carefully, and pupil voice demonstrates increasing confidence, engagement, and enjoyment in learning.

1. Improved Reading and Phonics Attainment

- Phonics outcomes in Year 1 were below the national average. However, targeted support and sustained intervention enabled pupils to make strong progress by the end of Year 2.
- In Year 1, 70% of all pupils achieved the expected phonics standard, compared to only 30% of disadvantaged pupils. This reflects the impact of persistent absence, safeguarding needs, and additional learning needs among the disadvantaged cohort.
- Of the seven pupils who did not pass the screening check: five had persistent absence, three were supported through a child protection plan, two had an EHCPs and three were identified as having SEND.
- Year 2 Phonics Screening Check (including resits): 90% achieved the expected standard, compared to 89% nationally.
- By the end of Year 2, 72% of disadvantaged pupils had met the expected phonics standard. The two pupils who did not meet the standard both have Education, Health, and Care Plans (EHCPs).
- Targeted phonics interventions, including 1:1 and small-group support funded through pupil premium, enabled many pupils to successfully catch up by the end of Key Stage 1.
- Reading outcomes at the end of Key Stage 2 demonstrate particularly strong success for disadvantaged pupils.
- 100% of disadvantaged pupils achieved the expected standard in reading at KS2, compared with 87% for the school overall and 75% nationally.

Impact

- Targeted 1:1 and small group phonics support funded by pupil premium enabled all disadvantaged pupils to meet the expected standard in reading.
- Pupil voice confirmed increased confidence, fluency, and enjoyment in reading.
- The improvement demonstrates the effectiveness of structured phonics teaching, sustained intervention, and strong staff support.

Evaluation

- Disadvantaged pupils outperformed the national average at the end of Key Stage 2, reflecting a significant narrowing—and in this case a reversal—of the typical attainment gap.
- Targeted interventions and high-quality teaching have had a measurable impact, particularly for pupils with SEND and those with safeguarding or attendance considerations.
- Pupils leave the school exceptionally well prepared for transition to secondary education.
- Although Year 1 phonics outcomes were lower than national figures, this cohort was affected by several contextual factors, including persistent absence, safeguarding needs, and a high proportion of pupils with additional needs.

Next Steps

- Maintain targeted phonics and reading support to sustain positive outcomes for disadvantaged pupils.
- Strengthen early identification of pupils at risk in Reception.
- Continue embedding high-quality SSP teaching and parental engagement initiatives.
- Continue to work with external agencies to ensure pupils' academic, social and emotional needs are met.

2. Attendance of Disadvantaged Pupils

- Whole school attendance: 94.2%
- Disadvantaged attendance: 90.36% (gap 3.84 pp)

Contextual Factors

- Part-time timetables, alternative provision, and safeguarding involvement affected continuity of provision and access to learning.

SLT Action

- Step-by-step attendance process with clear thresholds.
- Letters sent home and attendance meetings with families.
- Weekly display updates and assembly recognition.
- Integration with safeguarding and SEND monitoring.

Impact

- Attendance systems are structured and consistently applied.
- Raising the profile of attendance through displays and assemblies strengthened engagement among pupils and families.
- Lower attendance is associated with attainment gaps, particularly in early literacy

Evaluation

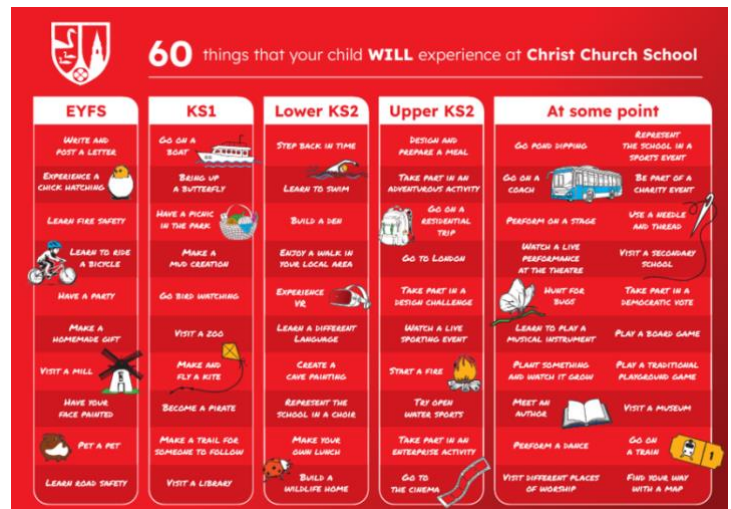
- A measurable attendance gap remains, but structured intervention and SLT oversight have created a solid foundation for improvement.
- Attendance is clearly linked to attainment, particularly in early literacy.

Next Steps

- Refine staged intervention for pupils approaching persistent absence.
- Strengthen parental engagement to remove barriers.
- Track attendance alongside attainment to evaluate impact.
- Continue celebrating improvement to reinforce a positive attendance culture.

3. Enrichment and Cultural Capital

- 100% of disadvantaged pupils accessed at least one educational trip.
- Pupil premium funding enabled attendance at the PGL residential, supporting independence, resilience, and teamwork.
- Introduced "60 Things to Do at Christ Church", mapped and tracked per Key Stage, including boat trips, beach visits, fire-making, outdoor learning, and community activities.
- All pupils participate in at least one sports event, school sports challenge, or Dance Afternoon during the year.



Impact

- Staff and pupil feedback indicate increased confidence, engagement, teamwork, and social skills.
- Cultural capital and memorable experiences are embedded as a guaranteed entitlement.
- Sporting participation supports resilience, collaboration, and wellbeing.

Next Steps

- Establish and sustain a range of extracurricular clubs to support pupil engagement and enrichment.
- Systematically monitor club and activity attendance to ensure full participation.
- Track pupils not yet accessing the full entitlement.
- Continue ensuring engagement in sports and physical challenges annually.
- Evaluate the long-term impact of enrichment on pupils' attendance and learning behaviours.
- Maintain funding for residential participation.

4. Learning Behaviours

- Behaviour incidents have decreased significantly, with only one suspension in Autumn 2025 (pupil subsequently left the school), compared to 20 suspensions in the previous year.
- Pupils demonstrate improved engagement, resilience, and confidence.
- Learning Values will be embedded from September 2025.
- Therapeutic Thinking framework will begin next year (2025-2026) to support social-emotional development.
- The Special Educational Advisor (SEA) noted improvements in learning behaviours across the school.
- The Headteacher and Deputy Headteacher completed therapeutic training, alongside a SENCO refresher, to further support pupils' social, emotional, and learning needs.

Next Steps

- Monitor participation in clubs and activities to support learning behaviour development.
- Embed Learning Values across all Key Stages.
- Introduce Therapeutic Thinking training for staff and integrate into daily practice.

Overall Evaluation

The pupil premium strategy has delivered outstanding outcomes for disadvantaged pupils:

- **Phonics** (end of Key Stage 1 / Year 2): 90% of all pupils achieved the expected standard, including resits, compared to 89% nationally.
- **Disadvantaged pupils:** 72% met the expected standard by the end of Year 2, with the two pupils who did not having Education, Health, and Care Plans (EHCPs).
- **Impact of interventions:** Targeted phonics support, including 1:1 and small group interventions funded through Pupil Premium, enabled most disadvantaged pupils to catch up successfully by the end of Key Stage 1.
- **Attendance** – structured systems are in place; further work continues to close gaps.
- **Enrichment** – universal access, structured entitlement, and sporting participation ensure equity, cultural capital, and engagement.
- **Learning behaviours** – reduced incidents, improved engagement, and clear next steps with Learning Values and Therapeutic Thinking.
- Pupil Premium funding has been used effectively to narrow attainment gaps and provide equity of access. It has also strengthened pupils' social-emotional development.

Key Positives

- Sustained improvement and exceptional outcomes in literacy.
- Strong equity in enrichment, residential, and sporting participation.
- Structured interventions in attendance and behaviour.
- SLT and staff impact clearly visible, supported by pupil voice and engagement.