

Pupil premium strategy statement – Alwoodley Primary School

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

It outlines our pupil premium 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	484
Proportion (%) of pupil premium eligible pupils	17.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-27
Date this statement was published	31.12.25
Date on which it will be reviewed	30.12.26
Statement authorised by	G German Headteacher
Pupil premium lead	C Pattenden Assistant Headteacher
Governor / Trustee lead	S Saxton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136, 300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£136, 300

Part A: Pupil premium strategy plan: Statement of intent

At Alwoodley Primary, our intention is for all pupils, regardless of their background or the challenges they face, to make good progress and achieve high standards across all subject areas. Our pupil premium strategy is specifically designed to support disadvantaged pupils in reaching this goal, including those who are already high achievers. We also recognise the additional challenges faced by vulnerable pupils, such as those with a social worker (or ever had social care involvement) or those who have been in care and are now adopted.

Our ultimate objectives for disadvantaged pupils are:

- To develop their executive functioning and foundational knowledge, enabling them to make a strong start in the Early Years Foundation Stage (EYFS) and transition smoothly to Key Stage 1.
- To develop reading fluency, allowing them to fully access the wider curriculum.
- To achieve mathematical automaticity, ensuring success in the maths curriculum.
- To receive pastoral support that builds resilience, helping them overcome challenges and develop effective learning behaviours.
- To attend school regularly and punctually, maximising their learning opportunities.

At the core of our approach is quality first teaching (QFT), which addresses the areas where disadvantaged pupils need the most support. Research shows that QFT has the greatest impact on closing the attainment gap and benefits all pupils, not just those who are disadvantaged. To further support this, early interventions will be implemented to meet individual and group needs, and additional support will be provided to address social and emotional needs.

Our approach is tailored to both common challenges and individual needs, driven by thorough assessment, and informed by a deep understanding of our children and community. Our objectives align with the school improvement plan and will be tracked with clear, measurable outcomes. We ensure the effective use of funding through rigorous monitoring and quality assurance, maximizing the impact on our pupils.

All pupils will have access to high-quality extra-curricular activities and experiences, which will play a key role in their personal development. This includes OPAL (Outdoor Play and Learning), ensuring that every child has the opportunity to engage in enriching activities that support their social, emotional, and physical growth. These experiences are designed to enhance learning, build resilience, and foster positive relationships, contributing to the overall wellbeing and development of all pupils. In addition, we offer a passport of visits and opportunities aimed at supporting cultural capital, providing pupils with exposure to a broad range of experiences that help them develop a well-rounded understanding of the world around them.

The strategies we have adopted complement each other, enabling all pupils to excel. We embrace a whole-school approach in which all staff are responsible for improving the outcomes of disadvantaged pupils. Our current pupil premium strategy ensures that funding is used in a targeted and effective way, providing the necessary provision, opportunities, and experiences to enable all pupils to, “learn together and grow stronger.”

Challenges

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

Challenge number	Detail of challenge
1	Children entering EYFS with poor executive function and limited foundational knowledge
2	Ability to read fluently to access the wider curriculum and therefore lower attainment in all subjects.
3	Automaticity of multiplication skills impacting further maths progress
4	Attendance figures for disadvantaged pupils are lower than their non disadvantaged peers. We have a number of pupils who need support in order to attend school, both punctually and regularly.
5	Many of our PP pupils fall into multiple context groups eg SEND
6	A higher proportion of disadvantaged pupils require support for social, emotional, and mental health needs (SEMH).
7	Disadvantaged pupils have limited access to extra-curricular activities and/or experiences such as trips and participation in physical activities

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
PP pupils leave Early Years with appropriate levels of executive function and foundational knowledge so that they are ready for KS1	<ul style="list-style-type: none"> Increased % of PP pupils who access EYFS curriculum achieving the ELG for: PSED; Maths; Literacy; CLL
PP pupils can read fluently enough so that reading is not a barrier to making progress within the curriculum that those pupils access	<ul style="list-style-type: none"> Progress within individualised curriculums for those PP pupils who work outside their chronological curriculum. Increased % of PP pupils who access Y1 curriculum passing the phonics screening first time Increased % of PP pupils who access age appropriate curriculums passing the phonics screening resit in Y2 Increased % of PP pupils accessing age appropriate

	<p>curriculums achieving expected levels of in NFER reading tests</p> <ul style="list-style-type: none"> • Increased % of PP pupils accessing age appropriate curriculums reaching EXS+ at the end of KS2
PP pupils can fluently recall multiplication facts in order to make progress in KS2 maths	<ul style="list-style-type: none"> • Progress within individualised curriculums for those PP pupils who work outside their chronological curriculum. • Increased % of PP pupils accessing age appropriate curriculums achieving 20+ in the Y4 MTC • Increased % of PP pupils accessing age appropriate curriculums achieving EXS+ at the end of KS2
PP pupils attend school and are punctual in their arrival in order to maximise learning time	<ul style="list-style-type: none"> • Decrease in the numbers of PA PP children • Increase in % attendance of PP children • Attendance for disadvantaged pupils is in line with non-disadvantaged pupils
PP pupils develop the resilience to deal with setbacks so that their SEMH needs are not a barrier to progress	<ul style="list-style-type: none"> • Gap between disadvantaged pupils and non disadvantaged peers will have closed. • SEMH and pastoral intervention SDQs (strength and difficulties questionnaire) show positive progress from entry to exit.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£433.631.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early reading leader additional release time for CPD, Jerry Clay meetings	EEF 'The Tiered Approach to Pupil Premium Spending – High quality teaching': Mentoring and coaching for teachers	2
The English Hub- Little Wandle scheme. Total: £29,150	The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge, sounds and patterns (EEF, 2021). This year we are continuing to embed our phonics scheme, Little Wandle to support early reading skills. We are continuing to work closely with The English Hub at Jerry Clay and our English Leader is supporting staff, pupils, and families in ensuring it has a huge positive impact on our children and their reading skills.	1,2,
To engage with metacognitive teaching and learning methods in order to increase independence and raise attainment. E.g. precision teaching, spelling strategies. £4487.60	EEF research shows that awareness of metacognition can have a positive impact on increasing attainment. This is a high impact intervention. See thinking school portfolio. EEF 'The Tiered Approach to Pupil Premium Spending - High quality teaching': Professional development to support the implementation of evidence-based approaches	1, 2, 3
High proportion of Teaching Assistant support in lessons	The EEF outlines that TAs can have a large and positive impact on outcomes for children where they are deployed effectively and their support supplements whole-class teaching (EEF, 2021).	1.2, 3
Training and dedicated PP time for	Behaviour and learning of some or our CLA and PCLA impacting on the	4.5.6

our family inclusion worker and behaviour support worker. Total staffing: £400,000	learning of others. Recruitment of additional staff to support them and other children. Nurture space/ sensory rooms have been designed and developed for specific children including disadvantaged and SEND.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£33,455**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Keep up and Catch up resources £520	EEF 'The Tiered Approach to Pupil Premium Spending – Targeted Academic Support': One to one, small group or peer academic tuition; Targeted interventions to support language development, literacy and numeracy	1, 2
Teaching assistants to run Keep up/Catch up sessions in years R,1,2 (£ as above)	EEF 'The Tiered Approach to Pupil Premium Spending – Targeted Academic Support': Teaching assistant deployment and interventions and Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	1,2
Teaching assistants to run Little Wandle sessions in KS2 for children who did not pass phonics in Year 2. (£ as above)	The EEF states that small group tuition and intervention delivered by Teaching Assistants (TAs) can have positive impact on pupil progress. The research demonstrates that these strategies can be effective if they are targeted at pupils' specific needs, especially where diagnostic assessments are used. It also outlines that TAs can have a large positive impact on outcomes where they are deployed effectively and their support supplements whole-class teaching (EEF, 2021).	1,2

<p>Speech and Language Therapy delivered by Teaching Assistant to support targeted individuals, small groups.</p> <p>NHS traded offer to support with diagnosis and plan sessions with Teaching assistant.</p> <p>£11,985 + £12,750</p>	<p>In both the EEF Early Years Toolkit and the Teaching and Learning Toolkit there is research linked to the positive impact of oral and communication and language approaches. It outlines the positive benefits for young children's learning, including spoken language skills, their expressive vocabulary, and their early reading skills,</p> <p>At Alwoodley we have highlighted our children have weak Language and Communication skills. Most children in EYFS are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p>	<p>1.5</p>
<p>Subscriptions for targeted and individual interventions.</p> <p>£4,200</p>	<p>The EEF states that small group intervention delivered by Teaching Assistants (TAs) can have positive impact on pupil progress. The research demonstrates that these strategies can be effective if they are targeted at pupils' specific needs, especially where diagnostic assessments are used (EEF, 2021).</p> <p>At Alwoodley Primary School, we use interventions such as Number Stacks, Third Space Tutoring. Nessy for targeted pupils. These interventions target specific barriers and are based on personalised assessments for individual pupils. Teaching Assistants ensure that they are linked closely to learning which takes place as part of whole-class teaching.</p>	<p>1,2,3</p>
<p>To purchase Century homework scheme for all children</p> <p>£4,000</p>	<p>We have invested in an online homework scheme. This has been proven to accelerate learning. Its intelligent personalisation improves student engagement and</p>	<p>1,2,3</p>

	understanding. In addition, it provides videos so children can work alongside their parents,	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£21,503.10**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team to promote attendance of disadvantaged pupils (Already calculated above)	EEF 'The Tiered Approach to Pupil Premium Spending – Wider strategies': Supporting attendance At Alwoodley Primary School, we know that attending school can be challenging for many of our children and families, due to a range of contextual factors. We have a dedicated Family Support worker to promote pupil attendance, particularly for those from disadvantaged backgrounds. Strategies used include: calling to ascertain reasons for absence, going out into the community to conduct home visits, collecting children if necessary. We work closely with the cluster to provide support.	4
Reduced cost for enrichment, trips and residential £2, 679.50	EEF 'The Tiered Approach to Pupil Premium Spending – Wider strategies': Extracurricular activities Many of our pupils only time away from home during the year is on school residential. It is essential for their own wellbeing that they experience different settings. All PP children receive 50% reduction. Some pupil premium children cannot take up opportunities provided due to economic restraints. Y4- camp in school Y5 go to Malham – river study Y6 go to Herd Farm as a teambuilding/adventurous exercise pre-High School.	6
Subsidised enrichment such as before and	The EEF outlines participation in the Arts, access to physical activity and	6

<p>after school clubs and Holiday Clubs £7,800</p>	<p>access to Summer Schools amongst strategies that can have positive impact on pupils.</p> <p>Healthy Holiday Clubs have been run by school during Easter and Summer and Christmas holidays.</p> <p>At Alwoodley we have a before and after school club and regular clubs that run weekly eg lego, choir, wombles, coding, art, mini-mappers. Disadvantaged pupils are targeted to attend, and these clubs are subsidised or free.</p>	
<p>Music – whole class composition and Peripatetic lessons Cost £2,823,60</p>	<p>The EEF outlines participation in the Arts, that can have positive impact on pupils. At Alwoodley, we believe that every child has the right to learn to play an instrument - throughout the year all children work with Artforms on composition and music making skills. Year 3 have whole class drumming lessons and Year 4 whole class ukulele.</p> <p>Any PP child in Year 3-6 who wants to play an instrument (brass, woodwind, guitar, violin or keyboard) are subsidised by 50%.</p> <p>Lessons are held weekly in school.</p>	6
<p>Family Support worker and behaviour support worker (£ as above)</p>	<p>The EEF research outlines social and emotional approaches can have a positive impact on learning of up to 4 months' additional academic progress. Careful monitoring of such interventions is required to ensure such an impact. It recognises the importance of being able to effectively manage emotions. There is also research to show that targeted and universal approaches to behaviour can have positive overall effects of 4 months or more.</p> <p>EEF 'The Tiered Approach to Pupil Premium Spending – Wider strategies': Supporting pupils' social, emotional, and behavioural needs</p> <p>Our inclusion team offer a range of universal, targeted, and personalised approaches to support pupils' Social, Emotional and Mental Health needs, working with children and parents. We work closely with</p>	6

	the cluster to support individual children and families.	
<p>Due to cost off living crisis, school will subsidise a significant portion of school visits. This will ensure that the financial burden on families is minimised.</p> <p>£3000 PP + £4200 others</p>	<p>We would like to ease some of the financial burden of paying for visits across the academic year. Parents tell us that paying for visits at the end of the year is a challenge especially for families with multiple children. The subsidised cost for this academic year is £48 per child (£30 per child in receipt of pupil premium). All pupils have had trips subsidised by 20% (those in receipt of pupil premium have been subsidised by 50%).</p>	
<p>Contingency fund for acute issues.</p> <p>£1000</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.eg laptops, nightlight, dyslexia assessment for CLA child. etc</p>	

Total budgeted cost: £488,589.70

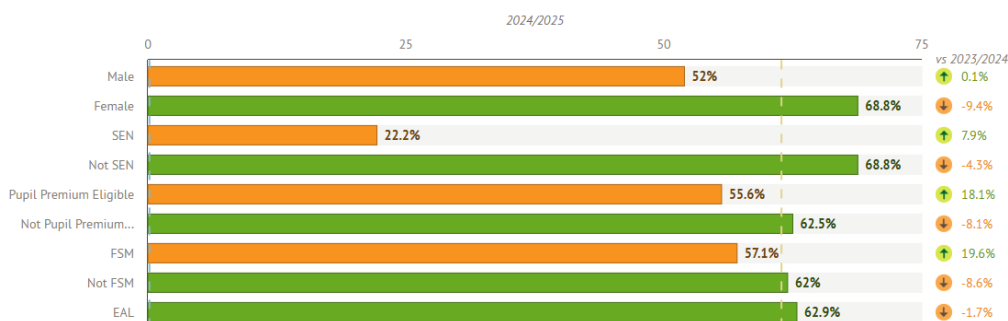
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

EYFS GLD

Pupil Premium pupils have made substantial and encouraging progress in 2024/25. Outcomes have risen significantly from the previous year, demonstrating the success of targeted interventions and support. The gap with Non-Pupil Premium pupils has narrowed, and pupils are increasingly well placed to continue building on this positive trajectory with sustained and focused provision.



Pupil Premium pupils have demonstrated significant year-on-year improvement, with clear evidence of accelerated progress in 2024/25. The attainment gap between disadvantaged and non-disadvantaged pupils continues to close, reflecting the positive impact of targeted support. Outcomes for Pupil Premium pupils are now stronger than in 2023/24. This sustained improvement shows that targeted intervention and support are beginning to embed securely and are enabling pupils to make increasingly strong progress. This support will continue as children transfer across school.

Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	57.7	51.9	52.0	up 0.1%
Female	81.8	78.1	68.8	down -9.4%
SEN	0.0	14.3	22.2	up 7.9%
Not SEN	87.5	73.1	68.8	down -4.3%
Pupil Premium Eligible	62.5	37.5	55.6	up 18.1%
Not Pupil Premium Eligible	72.5	70.6	62.5	down -8.1%
FSM	62.5	37.5	57.1	up 19.6%
Not FSM	72.5	70.6	62.0	down -8.6%
EAL	61.3	64.5	62.9	down -1.7%

Phonics

The implementation of Little Wandle Phonics at Alwoodley Primary continues to have a positive impact on our pupils, as reflected in the progress data from the Phonics Screening Check. Internal assessment data highlights that disadvantaged pupils have made excellent progress, with many of them in this cohort being SEND. However, we recognise that there are still attainment gaps to address. Disadvantaged children who have not yet passed the phonics screening check will continue to receive daily Little Wandle catch-up sessions, ensuring they have the targeted support needed to close the gap and achieve success in phonics. This continues to be a priority on the PP strategy 2025-6.

Year 1 Phonics Data

In 2024/25, Pupil Premium–eligible pupils achieved 66.7%, demonstrating that a clear majority are meeting expected standards. This represents a substantial improvement compared to 2022/23 (50.0%), highlighting the longer-term impact of targeted support and intervention. Pupil Premium pupils are making clear and sustained progress over time. While outcomes dipped slightly in 2024/25, attainment remains well above previous levels and reflects the positive impact of targeted provision. With continued support and close monitoring, pupils are well placed to build further on these successes and continue closing the gap.



Year on year phonics data

Pupil Premium pupils demonstrated strong progress in 2023/24, reflecting the positive impact of targeted support and intervention. Although outcomes declined slightly in 2024/25, attainment remains significantly higher than in 2022/23, showing sustained improvement over time. Many pupils are continuing to make good progress, and the strong foundations established mean they are well placed to benefit from ongoing support. With continued targeted provision, careful monitoring and responsive strategies, Pupil Premium pupils expected to continue building on their successes and further close the gap with their peers. Catch up sessions take place across school for children who have not passed the phonics check.

Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	78.6	71.4	84.6	up 13.2%
Female	84.4	90.6	96.6	up 5.9%
SEN	46.2	38.5	66.7	up 28.2%
Not SEN	91.5	93.6	95.7	up 2.0%
Pupil Premium Eligible	50.0	76.9	66.7	down -10.3%
Not Pupil Premium Eligible	89.6	83.0	97.7	up 14.7%
FSM	50.0	76.9	66.7	down -10.3%
Not FSM	89.6	83.0	97.7	up 14.7%
EAL	84.0	79.4	88.5	up 9.0%

End of Key Stage 2 data

Combined data (Reading ,Writing . Maths)

Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	66.7	70.3	89.7	up 19.4%
Female	72.7	69.6	66.7	down -2.9%
SEN	18.8	33.3	33.3	neutral 0.0%
Not SEN	85.4	79.2	84.9	up 5.7%
Pupil Premium Eligible	66.7	43.8	73.3	up 29.6%
Not Pupil Premium Eligible	69.4	79.5	78.7	down -0.8%
FSM	70.0	46.2	73.3	up 27.2%
Not FSM	68.5	76.6	78.7	up 2.1%
EAL	63.2	74.1	83.9	up 9.8%

Pupil Premium pupils have made very strong progress in 2024/25, with attainment rising significantly to 73.3% from 43.8% the previous year, representing an increase of 29.6 percentage points. This improvement reflects accelerated progress compared with non-Pupil Premium pu-

pils, whose outcomes remained broadly stable. FSM pupils show similarly strong gains, reinforcing the positive impact of targeted strategies to address disadvantage. Male and EAL pupils within the Pupil Premium cohort have also made notable progress, contributing to the overall improvement. These outcomes demonstrate that focused academic and pastoral support is embedding successfully and is enabling disadvantaged pupils to achieve increasingly strong and sustained outcomes.

Maths

Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	88.1	86.5	96.6	up 10.1%
Female	77.3	87.0	75.8	down -11.2%
SEN	43.8	58.3	44.4	down -13.9%
Not SEN	97.9	93.8	92.5	down -1.3%
Pupil Premium Eligible	80.0	68.8	73.3	up 4.6%
Not Pupil Premium Eligible	85.7	93.2	89.4	down -3.8%
FSM	80.0	69.2	73.3	up 4.1%
Not FSM	85.2	91.5	89.4	down -2.1%
EAL	78.9	85.2	90.3	up 5.1%

Pupil Premium pupils have shown positive and sustained improvement in 2024/25, with attainment rising to 73.3%, an increase of 4.6 percentage points from the previous year and a clear recovery from the dip seen in 2023/24. This improvement reflects the impact of high-quality teaching alongside targeted support, including additional tutoring for all Pupil Premium pupils in Year 6. Consistent access to Quality First Teaching, combined with focused intervention, has supported pupils to make stronger progress and secure improved outcomes.

Reading

Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	69.0	81.1	96.6	up 15.5%
Female	77.3	91.3	84.8	down -6.5%
SEN	25.0	58.3	77.8	up 19.4%
Not SEN	87.5	91.7	92.5	up 0.8%
Pupil Premium Eligible	73.3	75.0	86.7	up 11.7%
Not Pupil Premium Eligible	71.4	88.6	91.5	up 2.9%
FSM	70.0	76.9	86.7	up 9.7%
Not FSM	72.2	87.2	91.5	up 4.3%
EAL	68.4	88.9	87.1	down -1.8%

Pupil Premium pupils have made strong progress in 2024/25, with attainment rising to 86.7%, an increase of 11.7 percentage points from 2023/24 and now exceeding outcomes from 2022/23. This improvement compares favourably with non-Pupil Premium pupils, whose attainment also

increased but at a slower rate, indicating accelerated progress for disadvantaged learners. FSM pupils show identical gains, reinforcing the positive impact of targeted strategies to address disadvantage. Notably, pupils with SEN within the Pupil Premium cohort have made particularly strong progress over time, reflecting the effectiveness of tailored academic and pastoral support. Overall, the data demonstrates that quality first teaching combined with focused intervention is embedding well and enabling Pupil Premium pupils to achieve increasingly strong outcomes.

Writing

Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	21.4	21.6	10.3	down -11.3%
Female	22.7	13.0	24.2	up 11.2%
SEN	56.3	50.0	66.7	up 16.7%
Not SEN	10.4	10.4	9.4	down -1.0%
Pupil Premium Eligible	20.0	25.0	20.0	down -5.0%
Not Pupil Premium Eligible	22.4	15.9	17.0	up 1.1%
FSM	20.0	15.4	20.0	up 4.6%
Not FSM	22.2	19.1	17.0	down -2.1%
EAL	31.6	14.8	12.9	down -1.9%

Pupil Premium pupils' outcomes remained stable in 2024/25 at 20%, returning to the same level as 2022/23 following a rise in 2023/24. While this represents a decrease of 5 percentage points from the previous year, attainment has not fallen below earlier baselines, indicating consistency over time. Performance remains closely aligned with FSM pupils, reflecting shared barriers linked to disadvantage. As a result of this analysis, improving outcomes for Pupil Premium pupils has been identified as a priority within the School Development Plan and is a key focus within the Pupil Premium Strategy, ensuring targeted actions and support are in place to drive further improvement.

SEMH

We have continued to see a significant rise in social, emotional and mental health (SEMH) needs among our children and their families. In response, our pastoral and attendance teams have worked tirelessly to ensure pupils have access to a wide range of targeted interventions to meet these emerging needs. Strong collaboration with families has been central to this work, enabling tailored and responsive support where required. Pupils have also benefitted from a variety of enrichment opportunities, including extra-curricular and holiday provision, which has further enhanced wellbeing. As a result, pupils are better able to access the curriculum, demonstrate improved attendance, and report high levels of happiness and engagement in school. The introduction of OPAL playtimes, alongside the addition of goats to the school environment, has had a particularly positive impact on pupils' SEMH, supporting emotional regulation, social development and positive play.

CLA children

Alwoodley is committed to providing high-quality support for all Children Looked After, ensuring their wellbeing, stability and academic progress are prioritised. Every child in care has a designated adult within school, alongside consistent support from their class teacher, to promote

strong relationships and effective communication. Children receive regular planned weekly support tailored to their individual needs, with additional ad hoc support provided as required. Progress and provision are closely monitored through termly Personal Education Plan (PEP) meetings and Children Looked After reviews, ensuring targets are reviewed and support remains appropriate. We also place a strong emphasis on robust transition arrangements for children moving schools, working closely with families, carers and external professionals to ensure continuity of support and a smooth transition.

The strategy for 2025–2026 represents a refreshed approach, underpinned by a clear recognition that attainment gaps remain between disadvantaged pupils and their non-disadvantaged peers. As a result, the School Improvement Plan prioritises ensuring that disadvantaged pupils make accelerated progress throughout the academic year, with the aim of narrowing and ultimately closing these gaps. High aspirations are also held for higher-ability Pupil Premium pupils, who are carefully supported and challenged to achieve their full potential. The number of pupils with a social worker continues to increase, and these children benefit from bespoke, personalised targets and interventions tailored to their individual needs. We are confident that the wide-ranging academic, pastoral and wellbeing strategies in place will enable disadvantaged pupils to make sustained accelerated progress, both academically and in their social, emotional and mental health development.

