Pupil premium strategy statement

Frinton Primary School 2025/26

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	211
Proportion (%) of pupil premium eligible pupils	15%
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)**	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Laurie Chapman
Pupil premium lead	Laurie Chapman
Governor / Trustee lead	Max Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£53,951**
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	**£0**
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*	**£53,951**

Part A: Pupil premium strategy plan

Statement of intent

At Frinton Primary School, we believe that every child and young person should leave our care with a life-long love of learning and a set of skills that will equip them to live healthy, safe and fulfilled lives; a life free from poverty and with a desire to continue learning, expand their horizons and realise their ambitions and aspirations.

Frinton Primary School recognises that eligibility of the Pupil Premium is by no means a measure of academic ability; our focus is entirely on supporting all children, particularly those who are disadvantaged to unlock their full potential and achieve their very best.

Our aim is to use the Pupil Premium funding to remove barriers to learning and to close the attainment gap between disadvantaged and non-disadvantaged pupils, across the curriculum.

We recognise that a number of our pupils have a range of different needs which can form barriers to learning. We ensure needs are identified and met. Teaching staff, the wider support team and outside agencies work together to provide the best outcomes for every individual.

Our strategy is focused on identifying what each child needs to be successful and achieve. In order to do this we:

- Regularly review the progress and performance of all pupils to ensure positive impact
- Ensure disadvantaged children are challenged.
- Act early to intervene.
- Deliver high quality focused interventions.
- Employ specialist teachers to ensure high quality curriculum delivery, such as music and PE.

All our work through the pupil premium will be aimed at accelerating progress and closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. However, KS2 disadvantaged attainment is significantly below national and that this is our primary focus,

Data:

- All Year 1 PPG pupils passed their phonics screening test.
- All EYFS PPG Pupils achieved the ELG in reading
- 50% EYFS PPG Pupils achieved the ELG in writing (1)
- 50% EYFS PPG Pupils achieved the ELG in maths (1)
- 100% Yr 2 PPG pupils didn't achieve ARE for writing (3). All 3 are SEND

- 90% Yr 6 PPG Pupils didn't achieve ARE for writing (9). 9/10 of the children are SEND.
- 53% met expected standard in EGPS (national: 73%) - significantly below

Barriers:

- 80% of our disadvantaged pupils also have SEND. While their special educational needs are met through our SEND provision, we recognise that disadvantage creates additional, distinct barriers including: lower attendance (41.9% PA for FSM6 pupils), limited cultural capital and enrichment opportunities, lower parental engagement, and reduced access to resources at home. Our pupil premium strategy specifically targets these disadvantage-related barriers to ensure these pupils receive support beyond their SEND provision
- Our attendance data shows that more disadvantaged pupils are persistently absent than non-disadvantaged pupils and assessments demonstrate that absenteeism negatively impacts progress and attainment.
- Our attendance data shows that more disadvantaged pupils are persistently absent than non-disadvantaged pupils and assessments demonstrate that absenteeism negatively impacts progress and attainment.
- Our latest KS2 data shows children are not making sufficient progress in KS2 across all subjects. This is further effected by attendance, parental engagement and SEND.
- Our baseline assessments in WelComm, as well as observations and other assessments demonstrate that there are delays in language acquisition and a limited breadth of vocabulary amongst our disadvantaged pupils.
- Internal monitoring reveals that earlier intervention for SEND provision and support is required in order to improve KS2 outcomes.
- Many of our disadvantaged pupils have a lower starting point in terms of attainment in Reading, Writing and Maths than other pupils. They have less exposure to and less experience of numbers and reading.
- Historically, parental engagement has been identified as a barrier for some of our disadvantaged pupils. Often their parents do not have the confidence and resources to support home learning.
- Some of our disadvantaged pupils do not have aspirational home backgrounds.
- Some of our disadvantaged pupils have limited opportunities for wider life experiences beyond their immediate environment.

Understanding the SEND and Pupil Premium Overlap:

A significant proportion of our disadvantaged pupils also have special educational needs:

80% of disadvantaged pupils in our most recent KS2 cohort were on the SEND register

30% of disadvantaged pupils had an EHCP or an agreement to EHCNA

This overlap is evident across the school, with concentrated numbers in Years 2 and 6 (last year).

This dual vulnerability means these pupils face compounded barriers to learning. However, we are clear that being disadvantaged and having SEND are distinct issues requiring different, complementary support.

Challenges

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

Challenge number	Detail of challenge
1	**Gaps in knowledge and understanding the curriculum** Some of our pupils have low self-esteem and a lack of resilience which can prevent some from fully engaging in their learning. This has resulted in significant knowledge gaps leading to some pupils falling behind age-related expectations.
2	**Language and Communication** Assessments, observations and discussion with pupils indicate vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Many pupils enter below expectations for speaking and listening. We know that children's vulnerabilities can be enhanced through their inability to communicate.
3	**Phonics and Spelling** Assessments, observations and discussion with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and spelling than their peers. This negatively impacts their development as readers
4	**Attendance** Not all families prioritise attendance. Children and parents' physical health, term-time holidays, not prioritising education and punctuality all contribute to poor attendance. This results in delayed development and lower academic achievement.
5	**Lack of opportunity** Some of our children have limited life experiences and may not be able to afford specialist instructors therefore musical, physical and theatrical talent may go unidentified.

6	**Mental Well Being** Many of our children have identified social and emotional issues and require well-being support to improve their ability to self-regulate and behave appropriately and safely in the school environment.
7.	**SEND and Pupil Premium Overlap** 80% of our disadvantaged pupils also have SEND. We must ensure that Pupil Premium funding provides additional support beyond SEND provision, and that staff understand the distinct barriers created by disadvantage versus special educational needs.

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
Children make a good level of progress in the core curriculum.	Termly assessment data shows that PPG pupils are in line with national average to meet or exceed age-related expectations. Disadvantaged pupils (PPG) and other vulnerable groups make progress in line with, or exceeding, their peers. Gaps identified in formative and summative assessments are closed swiftly through targeted teaching and intervention. End-of-year outcomes demonstrate improved attainment compared with the school's baseline/previous year. PPG children achieve in line with the national average for MTC. PPG children achieve in line with the national average for their KS2 results.
Improved oral and language skills and vocabulary among pupils	Well Comm Assessment is used to screen all new pupils for speech and language barriers. SALT specialist offers 3 days of support to support children identified with S&L difficulties and strategies then put into place. Vocabulary is explicitly taught and displayed in classrooms across the curriculum. Pupils demonstrate increased use of ambitious and subject-specific vocabulary in speaking and writing. Observations, pupil voice, and book looks show that children can articulate ideas clearly and confidently. Assessments (teacher judgements, PIXL, SALT where appropriate) show measurable improvement in language and communication skills.

Children pass their phonics screening check and use age appropriate spelling	At least national average (or above) proportions of pupils pass the Year 1 Phonics Screening Check. Pupils who retake in Year 2 make accelerated progress and meet the expected standard. Spelling outcomes (from writing assessments and GPS tests) show improvement over the year. Pupils use phonic knowledge consistently to decode unfamiliar words and apply spelling patterns in independent writing.
To achieve and sustain improved attendance for all pupils.	Whole-school attendance is at or above national averages. Persistent absenteeism is reduced year on year, particularly for disadvantaged pupils. Systems for monitoring attendance are robust, with early intervention in place for at-risk families. Positive engagement with parents results in improved punctuality and fewer late arrivals
To provide an enriched provision for all pupils particularly the disadvantaged.	A specialist music teacher is employed one day a week to benefit all pupils. The Stave House Music Award is paid for all PP pupils in Years 5 & 6. All pupils, including disadvantaged children, have access to trips, clubs, and cultural capital experiences. Pupil premium funding is demonstrably used to widen opportunities and remove barriers to participation. This is tracked over the duration of all PPG pupils to ensure that they have been exposed to a variety of additional, enhancing opportunities - year-on-year. Pupil voice shows children value and can articulate the impact of enrichment opportunities. Monitoring shows that enrichment positively influences engagement, confidence, and achievement in the classroom. PPG pupils proportionally represent the school in positions of responsibility.
To provide children with appropriate wellbeing support.	Pupil surveys and voice indicate that children feel safe, supported, and know who to turn to if worried. Staff are trained to identify and respond to wellbeing concerns. Access to pastoral support or external agencies is timely and effective. Behaviour incidents and exclusions decrease as wellbeing support is embedded. Attendance and engagement in learning improves pupils receiving wellbeing interventions.
For disadvantaged pupils who are also SEND	100% receive PPG-funded provision that is additional to and distinct from their SEND support

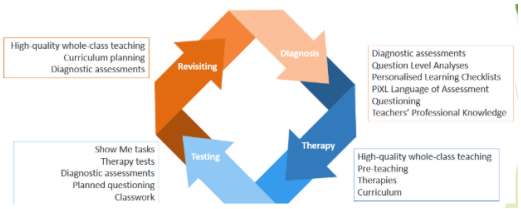
	Provision maps clearly document which interventions are funded by which budget Progress data shows impact of both SEND provision and PPG provision These pupils access enrichment opportunities at the same rate as non-disadvantaged pupils"

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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Professional Development. Cycles of Improvement; • Assessment • Developing Think Habits (Independence) • Writing (Spelling and Handwriting) • Maths (activating prior knowledge and increasing fluency) • Behaviour outside of the classroom	PiXL DTTR  EEF state *"High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom."* EEF: Effective Professional Development	1 2 3
Specialist Music Teacher	The EEF emphasises the importance of having a specialist music teacher in schools. Benefits include: 1. Improved Academic Performance:. 2. Enhanced Creativity and Imagination. 3. Development of Skills: Improve their self-control, sensitivity, and the	5 6

	learning of history, aesthetic, and social values. 4. Broader Development: improves students' affective, intellectual, interpersonal, emotional, neurological, and physical development.	
Teaching and Learning: Funding release time to ensure that ● Teachers are able use their data forensically ● Teachers are able to share best practice ● Teachers are able to work collaboratively	Sutton Trust found that *"The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds."* PiXL defines Data Wisdom as linking pieces of data to create information, analysing the information to gain knowledge and using the knowledge to inform decisions and take action. 	1 2 3
Staff training of the PPG SEND overlap	A session on "Understanding the difference between SEND and disadvantage" Guidance on completing provision maps with clear funding labels Case study examples of effective layering of SEND and PPG provision	7

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

Budgeted cost: £20,000

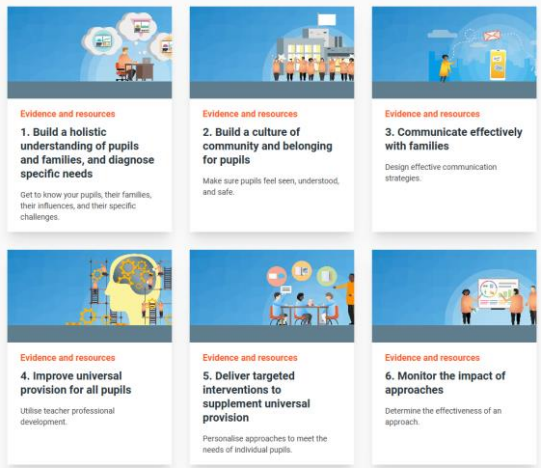
Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted English and Maths interventions based on filtering and sorting PiXL data (often using PiXL therapies) and Maths.co.uk Spelling Shed	EEF state *"There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school (teacher), linked to the curriculum and focused on the areas where pupils would*	1 2 3

Letter Join Bespoke	*most benefit from additional practice or feedback."*	
Targeted GPS intervention	Specific group and 1:1 interventions led by senior leaders.	1 2 3
Targeted MTC intervention	Interventions and data overseen by Maths Lead	
Intensive reading and writing support for disadvantaged KS2 pupils	Specific group and 1:1 interventions led by senior leaders.	1 2 3
WelComm assessment and intervention	EEF states *"Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one."* EEF: Oral Language Interventions	1 2 3

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

Budgeted cost: £5,951

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free After School Football and Netball clubs	EEF states *"There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time."* *"Additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school."* EEF: Extending the School Day	4 6
I am Me Small Group Intervention & Bespoke Counselling	EEF states *"SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and*	1 2 3 4 6

	emotional self-regulation, both of which may subsequently increase academic attainment." EEF: Social and Emotional Learning	
Parent workshops that support parental engagement and supporting home learning. (Targeted support from FWL and SLT)	EEF states *"By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading."* EEF: Parental Engagement	1 2 3 4
Robust monitoring and responding to attendance and PA.	From the EEF:  EEF: Supporting Attendance	4

Total budgeted cost: £53,951

Monitoring and Evaluation

At Frinton Primary School, we are committed to regularly reviewing the progress and performance of all pupils to ensure positive impact and acting early to intervene. This section outlines how we will monitor the effectiveness of our pupil premium spending throughout the year and make timely adjustments where necessary.
Governance and Leadership

Pupil Premium Lead: Laurie Chapman (Headteacher)

- Overall responsibility for strategy implementation and impact
- Termly reporting to governors on progress against targets
- Leading pupil progress meetings with a focus on disadvantaged pupils

Governor / Trustee Lead: Max Chapman

- Holding the school to account for pupil premium spending and impact
- Termly meetings with the Pupil Premium Lead to scrutinise data and challenge outcomes
- Annual review of the strategy's effectiveness

Subject Leaders:

- Maths Lead: Oversight of MTC interventions and maths attainment data for disadvantaged pupils
- English Lead: Oversight of GPS interventions and reading/writing attainment data
- SENCO: Ensuring clarity between SEND and PPG provision and funding

Review Cycle

We will review the impact of our pupil premium strategy at three key points during the academic year:

- Analyse attendance data, particularly persistent absence rates for FSM6 pupils
- Evaluate uptake and engagement in interventions
- Review phonics screening outcomes for Year 1
- Adjust intervention groups based on progress data | | Spring Term (March 2026) | Progress towards targets and intervention effectiveness | Analyse spring term assessment data
- Review Year 4 MTC practice scores for disadvantaged pupils
- Evaluate impact of GPS interventions on writing outcomes
- Review attendance trends and PA reduction
- Identify pupils requiring additional support for summer term
- Review parental engagement workshop attendance and impact | | Summer Term (July 2026) | End-of-year outcomes and strategy review | - Analyse end-of-year outcomes for all year groups
- Compare disadvantaged pupil outcomes against targets
- Evaluate overall strategy effectiveness
- Review budget spending and value for money
- Plan adjustments for next academic year
- Complete annual review for governors and publish updated statement |
- Key Performance Indicators (KPIs)

We will track the following KPIs termly to measure the impact of our strategy:

Academic Attainment:

- Percentage of disadvantaged pupils achieving age-related expectations in reading, writing and maths (by year group)
- Gap between disadvantaged and non-disadvantaged pupils within school

- Gap between school's disadvantaged pupils and national non-disadvantaged pupils
- Year 1 phonics screening pass rate for disadvantaged pupils
- Year 4 MTC average score for disadvantaged pupils (20+ marks target)
- EGPS expected standard achievement rate

Attendance:

- Overall attendance rate for disadvantaged pupils
- Persistent absence rate for FSM6 pupils (target: reduce from 41.9% to below 30% by July 2026)
- Number of disadvantaged pupils with attendance below 90%

Wider Outcomes:

- Number of disadvantaged pupils accessing enrichment opportunities (trips, clubs, music tuition)
- Behaviour incidents and suspensions involving disadvantaged pupils
- Number of disadvantaged pupils accessing wellbeing support
- Parental engagement workshop attendance

Intervention Monitoring:

Each targeted intervention will be monitored using the following process:

Before intervention starts:

- Baseline assessment completed and recorded
- Clear, measurable targets set for each pupil
- Expected duration of intervention agreed

During intervention (reviewed every half-term):

- Progress towards targets tracked using intervention logs
- Teaching staff and intervention leads meet to discuss pupil progress
- Adjustments made to intervention approach if insufficient progress
- Pupils exited from intervention when targets achieved, or alternative support identified if not making progress

After intervention ends:

- Post-intervention assessment completed
- Impact evaluated against baseline and targets
- Outcomes reported to SLT and recorded on pupil tracking system
- Decision made about next steps (continue, exit, or change intervention)

Quality Assurance Activities

Throughout the year, we will use the following quality assurance activities to evaluate the effectiveness of our pupil premium spending:

Termly:

- Pupil progress meetings with a specific focus on disadvantaged pupils
- Data analysis using PIXL assessments, with forensic filtering for disadvantaged groups
- Book scrutiny focusing on disadvantaged pupils' work quality and progress
- Learning walks observing quality first teaching and support for disadvantaged pupils
- Attendance and behaviour data analysis

Half-termly:

- Intervention impact reviews with teaching staff and support staff
- Attendance monitoring meetings with Attendance Lead
- Review of disadvantaged pupils accessing enrichment opportunities

As needed:

- Pupil voice activities to gather feedback from disadvantaged pupils about their learning and wellbeing
- Parent feedback on workshops and engagement activities
- Staff feedback on CPD impact and support needs

Responding to Underperformance

If monitoring reveals that interventions or strategies are not having the intended impact, we will:

1. Investigate the reasons - through discussions with staff, pupils, and parents, and analysis of contextual factors
2. Identify barriers - determine what is preventing the intervention from working effectively
3. Make adjustments - modify the approach, increase intensity, change delivery method, or try alternative evidence-based strategies
4. Set a review date - typically 4-6 weeks to evaluate whether adjustments have improved impact
5. Consider alternatives - if adjustments are not effective, consider different interventions or seek external support/advice

Reporting

To Governors:

- Termly written report on pupil premium spending and impact

- Annual presentation on strategy effectiveness and outcomes
- Governor monitoring visits focused on pupil premium provision

To Parents:

- Published pupil premium strategy statement on school website (updated annually)
- Information about pupil premium provision in school newsletters
- Individual pupil progress discussed at parents' evenings

To Staff:

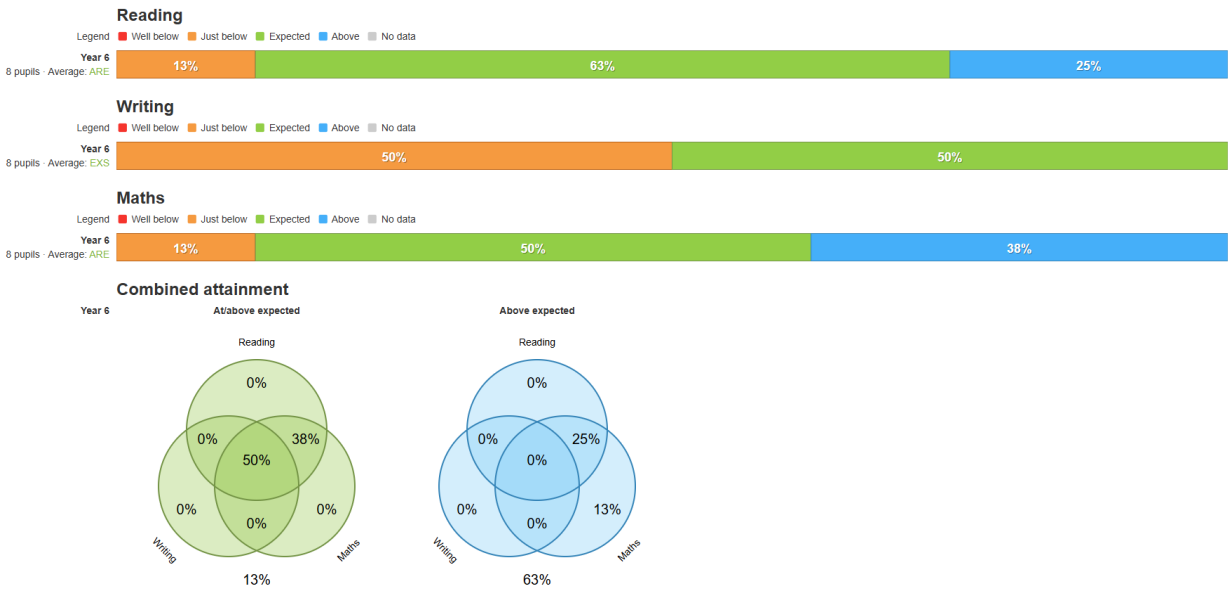
- Regular updates in staff meetings on disadvantaged pupil progress
- Sharing of effective practice in supporting disadvantaged pupils
- CPD sessions based on identified needs from monitoring

<u>Success Measures for 2025/26</u>

By July 2026, we will evaluate our strategy as successful if we achieve:

Priority Targets (linked to IDSR concerns):

- Increase KS2 disadvantaged pupils achieving RWM expected standard from 10% to at least 40%
- 50% RWM expected
- KS2 Data March 2026 Mocks Pupil Premium: (8 pupils - 25% of cohort); At expected standard or above in Reading: 7 pupils (88%) At expected standard or above in Writing: 4 pupils (50%); At expected standard or above in Maths: 7 pupils (88%).



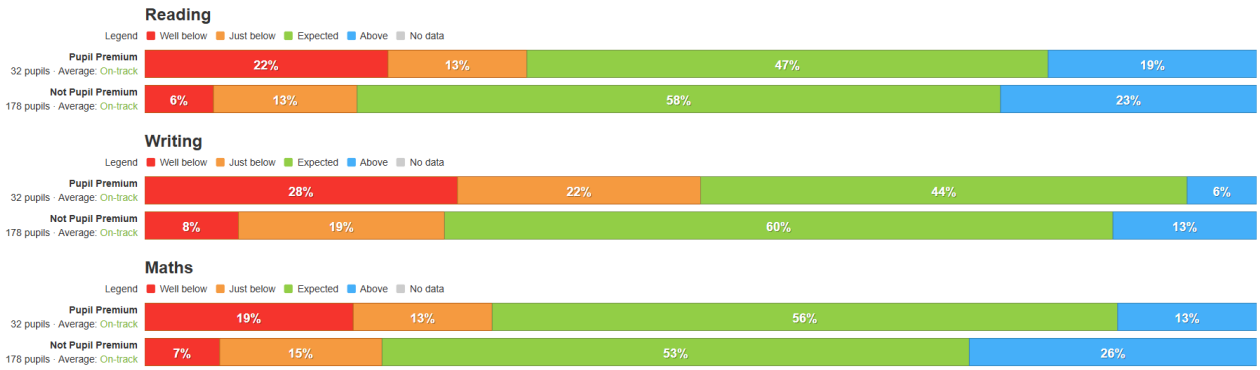
- Increase EGPS expected standard from 53% to at least 65%
- 3 out of 4 children on track for GLD
- Reduce persistent absence for FSM6 pupils from 41.9% to below 30%

- Total number of PP students = 34 overall attendance 85.7% removing 3 overall attendance = 91.2% students removed LP (27.7) / RP (9.8) / TJ (49.3)
- PA for FSM pupils is currently 42.3%
- Increase Year 4 disadvantaged pupils achieving 20+ on MTC from 14% to at least 50%
- 20% already passing with full marks, a further 40% are achieving 21-24 marks; 2 pupils not entered and on EHCPs.

Additional Targets:

- 100% of Year 1 disadvantaged pupils pass phonics screening check (maintain current performance)
- 50% due to pass phonics (1 out of 2 children). The child is awaiting an EHCP.
- Reduce the gap between disadvantaged and non-disadvantaged pupils within school by at least 10 percentage points in reading, writing and maths
- Combined RWM Spring 2:

YR Group	RWM Combined PPG	RWM Combined Non-PPG
EYFS (4)	75%	54%
1 (2)	50%	64%
2 (3)	67%	70%
3 (3)	0%	74%
4 (5)	40%	79%
5 (7)	57%	64%
6 (8)	50%	67%



Reading:

5 Pupils Below (22%) all are SEND, 3 have an EHCP.

4 Pupils Just Below (13%) 3 are SEND

Writing:

9 Pupils Below (28%) 8 are SEND, 5 have EHCPs.

7 Pupils Just Below (22%), 3 are SEND

Maths:

6 Pupils Below (19%), all are SEND, 4 have EHCPs

4 Pupils Just Below, 2 are SEND

- Zero permanent exclusions for disadvantaged pupils
- Zero permanent exclusions. There have been a total of 4 suspensions this academic year. 2 have been for PPG children 1 day and ½ day.
- 100% of disadvantaged pupils access at least two enrichment opportunities during the year.
- 94% have had at least 2 enrichment activities with some having more than 10. The only 2 children that haven't have not attended school EBSA. 36% have attended 2 or free clubs, 1 pupil has had residential fully funded;

Continuous Improvement:

We recognise that effective use of pupil premium funding requires ongoing reflection and adaptation. We will:

- Stay informed about current research and best practice through EEF guidance and PiXL resources
- Learn from other schools through trust collaboration and external networks
- Involve disadvantaged pupils and their families in evaluating provision
- Be prepared to reallocate funding mid-year if monitoring shows certain strategies are not effective
- Build on successful interventions and scale up what works

This monitoring and evaluation framework ensures that we remain accountable for pupil premium spending and focused on achieving the best possible outcomes for our disadvantaged pupils.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Achievement Data for end of Early Years Foundation Stage : GLD

50% (1/2) of disadvantaged pupils attained GLD in 2025; this is a decrease from the previous year's result 100% (3/3). This Year one child had SEND and an ECHNA has been agreed. Identification and support for Pupil Premium pupils will continue to be a focus in the Early Years.

Year 1 Phonics Screening:

100% of disadvantaged pupils (3/3) met the required standard in 2025. In the previous year no disadvantaged child passed their phonics screening (2/2), however, both children were on the SEN register with one child having an EHCNA agreed.

End of Key Stage 1

38% of disadvantaged pupils achieved the expected standard or above in reading in 2023; this is largely in line with the date from the previous year (40%)

15% of disadvantaged pupils achieved the expected standard or above in writing in 2023; this is a decrease of 15% from the academic year 2022/2023.

38% of disadvantaged pupils achieved the expected standard or above in maths in 2023 this is a decrease of 22% from the academic year 2022/2023, however 15% of disadvantaged pupils achieved greater depth (2023/2024).

Year 4 Multiplication Check

14% of disadvantaged children achieved 20+ marks on the multiplication check; this is a decrease from 67% from the academic year. No disadvantaged children achieved 25 marks, compared to 50% of non-disadvantaged children the year before. Targeting disadvantaged children and completion of the MTC is a priority.

End of Key Stage 2

80% of disadvantaged pupils in this year's cohort were on the SEND register. 30% had an EHCP or an agreement to EHCNA.

20% (2/10) of disadvantaged pupils achieved the expected standard or above in reading in 2025; 4 pupils were not entered; this is a decrease from 50% (2/4) the previous year.

10% of disadvantaged pupils achieved the expected standard or above in writing in 2025; 50% were pre-key stage; this is a decrease of 50% from the academic year.

40% of disadvantaged pupils achieved the expected standard or above in maths in 2025 (including 4 children at pre-key stage); this is a decrease of 50% from the academic year.

10% of disadvantaged pupils achieved the expected standard or above in reading, writing and maths combined; this is a decrease from 50% the previous academic year.

Teaching Strategies

A broad, balanced and ambitious curriculum is embedded. Our curriculum encompasses a variety of exciting, broad experiences to enable children to acquire appropriate skills, knowledge and understanding; this is continually reviewed to ensure it is relevant and meets the needs of our pupils. There are clear teaching sequences in place to support children to 'know more' and 'remember more'. New staff are supported by SLT to ensure teaching and learning is consistent across the school. Professional development sessions, that are based on the most up-to-date research and pedagogy, have been utilised by teaching staff, and as such, all children have received quality first teaching. Assessment will be a Professional Development focus moving forward so that teachers are able to forensically utilise data to ensure gaps are identified and acted on swiftly.

Targeted Interventions

Identified pupils receiving weekly tutoring in maths and reading across the academic year, overall, made accelerated progress. Regular CPD for support staff has led to more focused and targeted intervention and skillful support during class learning times. Regular, targeted, high-quality, Maths and Reading support for UKS2 has enabled identified pupils to make accelerated progress.

Wider Measures

Children were exposed to a range of experiences and activities to support their mental health, wellbeing, resilience and – in general – their exposure to a broader curriculum. Embedding the Zones of Regulation, will result in children being much more aware of their own feelings and how to regulate their emotions - resulting in less learning time being missed. All children had access to events, activities and trips which required donations, regardless of whether individual families paid or not. A wider extra-curricular offer continues to enable children to experience a wider range of creative and enriching experiences to inspire and engage pupils further.