Pupil premium strategy statement – St Thomas The Martyr

School overview

Detail	Data
Number of pupils in school	177 Rec to Y6 171 Rec to Y6
Proportion (%) of pupil premium eligible pupils	61 children (34.4%) 44 children (25.73%)
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	1st November 2025 20th November 2026
Date on which it will be reviewed	1st December 2026 1st December 2027
Statement authorised by	C. Roscoe
Pupil premium lead	M. Mason
Governor / Trustee lead	A. Treanor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,680 £66,720
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0 £0
Total budget for this academic year	£85,680 £66,720

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas the Martyr our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. The focus of our pupil premium strategy is to support pupils to achieve that goal, including progress for those who are already high achievers.

We aim to ensure progress is made through high quality teaching in all curriculum areas with the target to close the gap between disadvantages pupils and their peers. High quality teaching will be supported by rigorous assessment and tracking that allows for targeted learning support, group interventions, and adapted lesson plans and teaching to engage the learners. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Staff work as a team with a shared vision to help every child achieve.

As a school we have a desire to ensure all children are happy, heathy, confident and independent. We have a strong focus on wellbeing across the school and want children to feel happy and safe in school. Relationships between staff and children allow us to work on areas in a child's life that may affect their personal development. We believe that children need to be ready to learn and challenges in their lives can affect this. We also aim to give all children a range of opportunities to develop their cultural capital, talents, skills, interests and everyday experiences.

Our approach will be responsive to common challenges and individual needs, developed from assessments and the understanding of the needs of our children rather than assumptions about the impact of disadvantage. The approaches we have adopted are integral to wider school plans including the school improvement plan, curriculum action plans and planned CPD. To ensure they are effective we will:

- challenge pupils in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- develop strategies to improve children's independence and wellbeing

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>
Assessments and observations show that many disadvantaged children are starting Nursery/Reception with poor self-help and independence skills. Many are also unable to recognise or respond to their name, sit for a period of more than 2-3 minutes or participate in fine motor skills activities. Children are entering school with limited school readiness, such as unable to put on a coat or shoes and we are seeing increasing amounts of children who are not toilet trained before starting school.

PSED data shows many children entering Nursery and Reception below expected in PSED
<table>
<tr><th>Nursery</th><th>2025-2026</th><th>2026-2027</th><th></th></tr>
<tr><td>Below expected on entry</td><td>37.5%
6/16</td><td>37.5%
6/16</td><td></td></tr>
<tr><td>% PP children below on entry</td><td>60%
3/5</td><td>100%
3/3</td><td></td></tr>
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<table>
<tr><th>Reception</th><th>2025-2026</th><th>2026-2027</th><th></th></tr>
<tr><td>Below expected on entry</td><td>68.4%
13/19</td><td>50%
11/22</td><td></td></tr>
<tr><td>% PP children below on entry</td><td>77.8%
7/9</td><td>66.7%
4/6</td><td></td></tr>
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Following this, we will look to improve children’s school readiness when entering Nursery and Reception and ensuring they are ready for the transition into Year 1.
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<tr><td>2</td><td>
We have had an increase in SEN children in our school over the last few years and this is impacting the types of support we need to provide to many children. As well as curriculum based support, we are finding the increase in need for emotional and wellbeing support.

We currently have 38 children on the SEN register (Rec-Y6) and of these 15 are Pupil Premium children (39.47%). We expect this number to continue to rise.

Following this, we will look to provide planned, meaningful interventions to increase children’s ability to access lessons and have a positive attitude to learning.
<table>
<tr><th></th><th>2024-2025</th><th>2025-2026</th></tr>
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	Number of children on SEN Register	38	37
	Number of these who are PP	15 (39.47%)	18 (48.6%)

3

Assessments indicate that attainment in SPaG among disadvantaged pupils is below that of non-disadvantaged pupils.

In 2025, 64% of children were expected standard in SPaG by the end of KS2. Of those who did not meet expected standard (9), 4 were Pupil Premium.

Discussions with staff highlighted a weakness in children's:

- Phonological awareness – difficulty hearing and manipulating sounds in words makes spelling harder.
- Vocabulary knowledge – a limited vocabulary means less familiarity with word forms and structures.
- Early reading experiences – children who read widely often pick up patterns of grammar, spelling, and punctuation more naturally.
- Motivation & engagement – children more interested in writing (stories, diaries, comics) often practice more.
- Anxiety/learning difficulties – conditions like dyslexia, ADHD, or speech/language difficulties can directly impact SPaG skills.

SPaG	**2024-2025**	**2025-2026**	**2026-2027**
Number of children achieved expected standard and above (Y6)	64% 16 out of 25	70.8% 17 out of 24	
Number of PP children achieved expected standard (Y6)	50% 4 out of 8	75% 9 out of 12	
Number of children achieved greater depth (Y6)	3 0 of these were PP	4 1 of these were PP	

4

We have a number of children who were persistently absent in 2024-2025 (36 children from N to Y6), with 17 eligible for Pupil Premium funding. These children have attendance that is below 90% and are at risk of falling behind academically and missing out on key social and emotional aspects of school life. As part of our Pupil Premium strategy, we are

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<td></td>
<td>committed to improving attendance through a proactive, supportive approach. This includes close monitoring of attendance data, early identification of patterns, and intervention plans. We work in partnership with families to understand and address the root causes of absence, offer pastoral support, and ensure that school is seen as a safe, welcoming, and engaging place to be. By taking a child-centred and family-focused approach, we aim to reduce persistent absence and support every child in attending school regularly and reaching their full potential.
<table>
<tr><th></th><th>2024-2025</th><th>2025-2026</th></tr>
<tr><td>Whole school attendance</td><td>94.56%</td><td>93.9%</td></tr>
<tr><td>Total persistently absent children

20.3%</td><td>36 children

20.3%</td><td>35 (Rec to Y6)

20.4%</td></tr>
<tr><td>% of persistently absent children who are PP</td><td>18/36

50%</td><td>19/35

54.2%</td></tr>
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<tr>
<td>5</td>
<td>Many children in our school have limited access to a range of enriching outside experiences due to financial and social barriers. This lack of exposure can impact their language development, cultural capital, and overall confidence in new or unfamiliar settings.

As part of our strategy, we aim to close this gap by providing funded opportunities for educational visits, extracurricular clubs, and enrichment activities that broaden horizons and support personal development. By increasing access to these experiences, we intend to inspire ambition, enhance learning, and build the confidence and social skills that children need to thrive both in and beyond the classroom.</td>
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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	2025-2026 summary	2026-2027 summary

Improve children's school readiness when entering Nursery and Reception and ensuring they are ready for the transition into Year 1.	• Increased percentage of children meeting age-related expectations in the Prime Areas of Learning by the end of EYFS. • Baseline assessments show improved levels of school readiness for children entering Reception and Year 1 compared to previous cohorts. • Targeted support and early interventions are in place. • Smooth and well-supported transitions are observed, with Reception children successfully settling into Year 1 routines and expectations. • There is some parent/carer engagement in early learning visible, as evidenced by attendance at workshops, stay-and-play sessions, and home learning activities.	• The 2025/26 cohort left Reception with 16/20 (80%) reaching expected standard in the prime areas. • There was an 18.4% decrease in the % of children entering Reception below expected standard from 68.4% to 50%. • Interventions are evidenced within provision maps.	
Provide planned, meaningful interventions to increase children's ability to access lessons and have a positive attitude to learning.	• Targeted pupils regularly attend planned interventions. • Increase in children in Year 1-Year 5 who make at least 2 steps of progress across the school year (reading, writing and maths). • Pupils demonstrate increased confidence and engagement in lessons, as observed by class teachers and support staff.	• Interventions are assessed and planned half termly and shown on provision maps. • 79.84% of Year 1 to Year 5 PP children made at least 2 steps of progress. • Staff recognise the benefits of targeted interventions and identify an increase in engagement by some of the children.	
Improved SPaG attainment for disadvantaged	• The percentage of pupils achieving the expected standard in SPaG	• Pupils achieving the expected standard in	

pupils at the end of KS2.	(Spelling, Punctuation and Grammar) at the end of KS2 increases compared to the previous year (2025 – 64%) • The percentage of disadvantaged pupils achieving the expected standard in SPaG at the end of KS2 increases compared to the previous year (2025 – 50%)	SPaG increased from 64% to 70.8%. • The percentage of disadvantaged pupils achieving the expected standard increased from 50% to 75%.	
To reduce persistent absence among disadvantaged pupils by implementing support strategies, strengthening family engagement, and creating a positive, inclusive school environment that encourages regular attendance.	• A decrease in children with attendance below 90%. • Attendance of targeted pupils improves and moves closer to or above national expectations. • Regular monitoring shows early intervention strategies are in place and followed consistently. • Teachers are aware of which children are persistently absent and put strategies in place that enable them to engage in lessons when they attend.	• Attendance below 90% has remained consistent at approximately 20% of Reception to Year 6 children. • Whole school attendance 93.9%. • Subjects are taught at different times each day to ensure persistently late children do not miss the same subject repeatedly. • Intervention groups are in place to support children when they attend.	
To increase access to enrichment opportunities for disadvantaged pupils by providing funded educational visits, extracurricular clubs, and wider experiences, in order to enhance cultural capital, support language development, and build confidence and social skills.	• All disadvantaged pupils have the opportunity to participate in at least one funded educational visit or enrichment activity. • Pupil voice shows that disadvantaged children feel included and enjoy taking part in wider school experiences. • Disadvantaged pupils attend extracurricular clubs throughout the academic year.	• Reception to Year 6 children were given the opportunity to attend at least one educational visit. EYFS children experienced visits from fire station and took care of ducklings. • Reception to Year 6 children have access to	

		extra-curricular clubs after school.	

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Teachers and TAs Enrollments for CPD courses and time allocated for staff training. 2025-2026: Range of staff CPD provided – see additional document.	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's 'Effective Professional Development' "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF 'Pupil Premium Guide'	1,2,3,4,5
National Online Safety Subscription 2025-2026: continued	Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. This subscription provides training opportunities and resources for staff to use.	5
Purchase of spag resources 2025-2026: spag.com PurpleMash spag resources	Evidence from the Education Endowment Foundation (EEF) highlights that disadvantaged pupils can particularly benefit from the explicit and systematic teaching of spelling, punctuation and grammar (SPaG). Approaches that embed SPaG instruction within meaningful writing tasks have been shown to support deeper understanding and retention, helping to close attainment gaps. Structured SPaG resources—especially those that incorporate rule-based spelling, contextual grammar teaching, and opportunities for guided practice—are effective in improving writing outcomes.	3
Enhancement of our SEN teaching and support	EEF research consistently highlights that high-quality, inclusive classroom teaching has the greatest impact on the progress of pupils with SEND. Rather than relying solely on interventions, the foundation of effective support is first class teaching	1, 2, 4

Develop staff training across range of SEN needs 2025-2026 training: Range of staff CPD provided – see additional document.	that is well-differentiated and responsive to pupils' needs. 'High-quality teaching is the most important lever schools have to improve outcomes for pupils with SEND.' *– EEF Special Educational Needs in Mainstream Schools guidance report* EEF stresses the importance of: • Explicit instruction • Cognitive and metacognitive strategies • Scaffolding • Flexible grouping • Use of technology when appropriate	
PE teacher to teach each year group PE lessons (2.5 days a week) and run 2 afterschool clubs a week. PE teacher to run 3 interventions a week for SEN children. 2025-2026: continued	There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. EEF Physical Activity	2,5
Employment of an additional level 3 TA to support the needs children in the current Nursery class 2025-2026: continued	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.	1,2,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants are deployed where required to	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality	1, 2, 3, 4

support the needs of certain classes/children. Continued.	provision from the class teacher, including providing targeted interventions. Interventions can be an incredibly beneficial aspect of school life. Using a structured intervention, teachers can swiftly close progress or attainment gaps in a key area. They can also see the demonstrable impact of their practice, and share it with the child and their parents or carers. Effective Interventions in Education	
Targeted interventions and support during sessions are in place for children who are below expected standard or who have gaps in learning. 2025-2026: continued	Interventions can lead to significant progress for pupils with SEN when they are: • Targeted to the pupil's specific need • Delivered consistently by trained staff • Time-limited and reviewed regularly for impact The most effective interventions often include: • Phonics and early literacy support • Language and communication development • Numeracy catch-up programs • Cognitive and metacognitive training • Social, emotional, and behavioural support *Special Educational Needs in Mainstream Schools* (EEF, 2020)	2
SPaG/phonics interventions for children who are below expected standard. 2025-2026: continued	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. EEF	2,3

Lesson support from Teaching Assistants to develop skills in the EYFS with a focus on
• Modelling positive behaviours
• Developing attention and listening skills
• Improving vocabulary skills
 	
2025-2026: continued
	TAs can have a positive impact (up to +4 months progress) when well-trained and used to deliver structured, evidence-based interventions.
	EEF Guidance Report: *Making Best Use of Teaching Assistants*
	
	EEF Guidance Report: *Preparing for Literacy* (2018)
	The EEF recognises that school readiness—including communication, social skills, and early literacy—is crucial for long-term attainment, especially for disadvantaged children.
	• Early intervention is vital. Gaps appear early and widen over time if not addressed.
	• Focus on developing:
	  ○ Oral language and vocabulary
	  ○ Self-regulation and executive function
	  ○ Parental engagement
	  ○ Play-based learning and routines
	• Teaching assistants and early years staff play a crucial role in supporting these areas, especially through:
	  ○ Dialogic reading
		1,2,3

	○ Language-rich interactions ○ Modelling positive behaviours "Supporting children's early language and communication is crucial to ensuring they are ready to learn when they start school."	
First Class at Maths. Plus One at Maths and other schemes required to help develop learning. 2025-2026: continued	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. EEF	2, 3, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Online Safety teaching and learning with the aim of developing our school ethos and ensuring safe behavior online. This is also provided for Governors and Parents. 2025-2026: continued	Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom. It is crucial to maintain high expectations for pupils and to embed a consistent approach across the school. Successful approaches may also include social and emotional learning interventions. EEF	4, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Training and release time for staff to develop and implement new procedures. Absences are monitored through SIMs and CPOMs to record. Head/Deputy meeting time to discuss attendance with parents. Compass Bloom offer support for children with anxiety. 2025-2026: continued	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Free snack Free breakfast club 2025-2026: continued	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. We want children to have their basic needs met in order for them to learn effectively.	1,2,3,4,5
Subsidised trips and visits 2025-2026: continued	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. EEF	4,5
Developing parental engagement and knowledge across the school through events/advice/workshops. • Stay and play sessions • Developing a love of reading • Reading information sessions • Toileting support • SEN support groups 2025-2026: intake meetings, stay and play sessions, reading information sessions, SEN parents group	The Education Endowment Foundation (EEF) identifies parental engagement as a cost-effective approach with evidence of positive impact on pupil outcomes. Research indicates that effective parental engagement can, on average, lead to up to four months of additional progress per year, with strongest effects observed in early years and primary settings. The EEF emphasises that impact is maximised when schools move beyond generic encouragement and instead provide parents with clear, practical strategies to support learning at home, particularly in literacy and core subjects. Sustained and inclusive approaches, combined with tailored communication that reduces barriers to participation, are most effective in securing engagement from disadvantaged families. Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (average impact +4 months).	1,2,3,4
Picture News – weekly assembly and sessions reporting on current affairs directly linked to British Values. Year 6 plan and present Picture News assembly on a Friday afternoon. 2025-2026: continued	Picture News exposes children to a range of current issues including political, religious, cultural, environmental, social, moral, and spiritual. It makes British Values relevant and meaningful and develop links between personal, school and community values. Children are able to demonstrate respect and tolerance explaining how they should behave or what they should say.	5
6 Bricks, Confident Me, Easter talent show, school production, sports events and competitions, lego therapy.	Providing Mental Health and Wellbeing activities, support children to overcome Emotional Health and	1,2,4,5

Each year group has at least one extra-curricular club available to attend per week. Each year group attends swimming lessons for a half term. 2025-2026: continued	Mental Wellbeing challenges. The children can attend school and focus on learning to make full potential. EEF Nobel laureate James Heckman found that Social Emotional Learning taught in early years not only has long term (into midlife) positive effects on crime, employment, health, cognitive and non-cognitive skills for the participant (Heckman and Karapakula 2019), but also benefits those around them (Heckman and Karapakula 2019b) https://thinkequal.org/about-us/our-story/research-and-evidence/	

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025-2026:

Challenge 1: ***Improve children's school readiness when entering Nursery and Reception and ensuring they are ready for the transition into Year 1. Continuing.***

Entry data for 2026-2027 show that there has been a decrease in the percentage of children entering below expected standard in PSED. This could suggest that they have more skills when managing their feelings and behaviours and more self-confidence and awareness. We aim to ensure this is built upon throughout the Reception year and that children achieve expected standards at the end of the year. Intake meetings and stay and play sessions have been used to support parents/carers with their child's development. We are aiming to target more parents/carers to attend these sessions.

Challenge 2: ***Provide planned, meaningful interventions to increase children's ability to access lessons and have a positive attitude to learning. Continuing.***

Interventions were planned for and evaluated termly using ongoing assessment to make adaptations when required. *This allowed gaps in learning to be recognised and support to be given to allow children to overcome these. 79.84% of Year 1 to Year 5 PP children made at least 2 steps of progress with Reading, Writing and Maths, with most children making 2 steps in at least 1 subject.*

Challenge 3: ***Improved SPaG attainment for disadvantaged pupils at the end of KS2. Continuing.***

KS2 SPaG outcomes in 2025/26 show an increase in the percentage of children overall, and disadvantaged children, who achieved expected standard. There was also 1 PP child who achieved Greater Depth. This target continues as we aim to continue to improve outcomes in SPaG.

Challenge 4: ***To reduce persistent absence among disadvantaged pupils by implementing support strategies, strengthening family engagement, and creating a positive, inclusive school environment that encourages regular attendance. Continuing.***

Whole school attendance decreased slightly to 93.9%. Persistent absence rates have remained consistent at approximately 20% of Reception to Year 6. This target requires time to put strategies into action and for changes to be observed. Strategies, such as intervention groups, TA support and home learning opportunities are in place to support children and to reduce the gaps in learning where possible**.** Family support is signposted and staff are aware of family situations. Staff aim to have good relationships with parents/carers in order for them to engage with school and request support if needed.

Challenge 5: ***To increase access to enrichment opportunities for disadvantaged pupils by providing funded educational visits, extracurricular clubs, and wider experiences, in order to enhance cultural capital, support language development, and build confidence and social skills. Continuing.***

All pupils from Reception to Year 6 had the opportunity to attend at least one educational visit, while EYFS pupils benefited from additional experiences, including visits from the fire service and caring for ducklings as part of their learning. Pupils across Reception to Year 6 also had access to a variety of extra-curricular clubs after school. We will continue to build on this provision to ensure disadvantaged pupils can access a broad range of experiences that enhance cultural capital, develop language skills, and promote confidence, resilience and positive social interaction.

As a school, we have had a drop in percentage of children who receive the targeted Pupil Premium funding. This has impacted the funding allocation and our budget. Despite this, we strive to maintain the high level of support, resources and opportunities that we provide all children with.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Phonics Play	Phonics Play
Confident Me	Confident Me
Picture News	Picture News
Compass Bloom	Lancashire NHS
6 Bricks	Lego Therapy
Times Table Rockstars	Times Table Rockstars
Confident Mini	Confident Me

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Children were supported by staff during periods of transition, both at home and at school. Many of the children required support in the beginning of the year to settle into the new class. Sessions with professionals were organised if required. Transition books were created and time spent with children to discuss their feelings when required. We identified gaps in service children's education which we addressed

with targeted support. Visuals have also been created to support children during the day.

Staff have been provided with time to create social stories.

Children who have been identified as have SEN have been provided with support and resources linked to this.

The impact of that spending on service pupil premium eligible pupils

Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in areas where extra support classes were provided.

Children are engaging in the school day well and often take part in extra-curricular activities.

Further information

Additional activity

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

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Ensuring the wellbeing of staff through half termly supervision sessions and support through Compass Bloom and other professionals.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We have formed a focus group with Pupil Premium Leads from schools nearby and aim to work together to develop our strategies and implement them effectively.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's guidance to help us develop our strategy and work out which activities and approaches are likely to work in our school. Monitoring takes place through provision maps and progress meetings with teachers and this will continue.

We will evaluate the strategy each year for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.