

# Pupil premium strategy statement – Mossley CE Primary School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 2024/25 <b>2025/26</b>
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Helen Harrison - Headteacher
Pupil premium lead	Ben Heades - Deputy headteacher
Governor / Trustee lead	Dorothy Dentith - Pupil Premium link governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 47, 554
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b> <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>	£ 47, 544

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We also aim to develop the cultural capital of all of our pupils through both our school's curricular and extra-curricular offer, and want to ensure that all pupils, irrespective of their backgrounds, have the appropriate opportunities and experiences. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Evidence proves this to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

Our strategy is also integral to wider school plans for targeted educational support for those pupils, including non-disadvantaged pupils, not academically in line with their peers. Our intention is to offer a wide variety of targeted interventions for those pupils who need extra support to close any gaps with their peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- ensure that disadvantaged pupils are supported, where needed, to access all opportunities and experiences available to them
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Regularly review the impact of our pupil premium strategy

## Challenges

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

Challenge number	Detail of challenge												
1	<p><b>Reading</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>End of KS2 data indicates an upward trend over the last 3 years for disadvantaged pupils, and in 2024/25, was above the national average for disadvantaged pupils. The school’s target is to raise the number of disadvantaged pupils achieving the expected standard to above the national average, and to close the gap between disadvantaged and non-disadvantaged pupils within the school.</p> <p>Barriers to reading for disadvantaged pupils:</p> <ul style="list-style-type: none"><li>- Some pupils have barriers in the fundamental elements of reading and struggle with fluency</li></ul> <table><tr><th colspan="2">2024/25 KS2 SATs Pupils eligible for pupil premium</th><th colspan="2">2024/25 KS2 SATs All pupils</th></tr><tr><th>School average</th><th>National average</th><th>School average</th><th>National average</th></tr><tr><td>78%</td><td>63%</td><td>84%</td><td>75%</td></tr></table>	2024/25 KS2 SATs Pupils eligible for pupil premium		2024/25 KS2 SATs All pupils		School average	National average	School average	National average	78%	63%	84%	75%
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School average	National average	School average	National average										
78%	63%	84%	75%										
2	<p><b>Maths</b></p> <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>End of KS2 data indicates a downward trend over the last three years for disadvantaged pupils, and in 2024/25, was below the national average for disadvantaged pupils. The school’s target is to raise the number of disadvantaged pupils achieving the expected standard to above the national average, and to close the gap between disadvantaged and non-disadvantaged pupils within the school.</p> <p>Barriers to maths for disadvantaged pupils:</p> <ul style="list-style-type: none"><li>- Some pupils have barriers in understanding number</li></ul> <table><tr><th colspan="2">2024/25 KS2 SATs Pupils eligible for pupil premium</th><th colspan="2">2024/25 KS2 SATs All pupils</th></tr><tr><th>School average</th><th>National average</th><th>School average</th><th>National average</th></tr><tr><td>44%</td><td>61%</td><td>79%</td><td>74%</td></tr></table>	2024/25 KS2 SATs Pupils eligible for pupil premium		2024/25 KS2 SATs All pupils		School average	National average	School average	National average	44%	61%	79%	74%
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3	<p><b>Writing</b></p> <p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>End of KS2 data indicates a downward trend over the last 3 years for disadvantaged pupils, and in 2024/25, was below the national average for disadvantaged pupils. The school’s target is to raise the number of disadvantaged pupils achieving the expected standard to above the national average, and to close the gap between disadvantaged and non-disadvantaged pupils within the school.</p> <p>Barriers to writing for disadvantaged pupils:</p> <ul style="list-style-type: none"><li>- Some disadvantaged pupils have barriers in transcription (handwriting and spelling)</li><li>- Some disadvantaged pupils have barriers to sentence composition and understanding of GPS.</li></ul> <table><tr><th colspan="2">2024/25KS2 SATs</th><th colspan="2">2024/25 KS2 SATs</th></tr><tr><th colspan="2">Pupils eligible for pupil premium</th><th colspan="2">All pupils</th></tr><tr><th>School average</th><th>National average</th><th>School average</th><th>National average</th></tr><tr><td>56%</td><td>59%</td><td>72%</td><td>72%</td></tr></table>	2024/25KS2 SATs		2024/25 KS2 SATs		Pupils eligible for pupil premium		All pupils		School average	National average	School average	National average	56%	59%	72%	72%
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4	<p><b>Equal opportunities</b></p> <p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the rise in cost of living, and to a greater extent than for other pupils. This impacts on the development of some disadvantaged pupils’ cultural capital.</p>																
5	<p><b>Well-being</b></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p>																

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025/26 show that more than 67% (2/3) of disadvantaged pupils met the expected standard.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 67% (2/3) of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 67% (2/3) of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> <p>an increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

## 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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	1,2 & 3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1,2 & 3

teacher training and release time.		
Purchase of a <a href="#">DfE validated Systemic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1 & 2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  Introduce Mastering Number for EYFS/KS1 pupils.  We will fund teacher release time to embed key elements of guidance in school and to access and CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Mathematics guidance: key stages 1 and 2</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>  <a href="#">Mastering Number at Reception and KS1 - trial   EEF</a>	3
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.  Targeted interventions will be delivered to pupils with the most need.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	5
Enhancement of knowledge-based curriculum in all areas. We will fund teacher release time to embed key elements of guidance in school and to access and CPD.	Professional development to support implementation of approaches. <a href="#">Guide to Pupil Premium   EEF</a>	1,2 & 3

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

Budgeted cost: £ 14, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding effective, researched-based interventions across the school which provides a blend of, 1-2-1 and small group work to support pupils, and support those who have gaps in learning compared with their peers. Deploy Teaching Assistants to support high quality provision within the classroom. A significant proportion of the pupils who receive this support will be disadvantaged.	<p>interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p>Teaching Assistants   Making the Best Use of Teaching Assistants guidance report   EEF</p>	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	1 & 3
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1, 2 & 3

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

Budgeted cost: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	5
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Enable all disadvantaged pupils to have access to enrichment activities offered through the school  Fund training and implementation for Forest school	The EEF guide to Pupil Premium   Menu of approaches   EEF  Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips may increase engagement in learning.	4
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £ 47,500**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Year 1 PSC 2025 (2 pupils)

<i>Mossley All Pupils</i>	<i>Mossley Pupil Premium (2 pupils)</i>	<i>National Pupil Premium</i>
88%	50%	67%

#### KS2 Outcomes 2025 (9 pupils)

	<i>Mossley All Pupils</i>	<i>Mossley Pupil Premium</i>	<i>National Pupil Premium (RWM combined)</i>
<i>Reading</i>	85%	78%	47%
<i>Writing</i>	72%	44%	
<i>Maths</i>	79%	44%	

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

<b>Scaled Scores</b>	<i>Mossley All Pupils</i>	<i>Mossley Pupil Premium</i>
<i>Reading</i>	107	105
<i>Writing</i>	108	103
<i>Maths</i>	107	100

When analysing the performance data, the school considers the relatively low proportion of disadvantaged pupils compared to their peers. (Year 1 - 3% of cohort; KS2 - 14% of cohort).

This means that each individual's results has a huge sway on the overall outcomes. In contrast, when looking at all pupils within a cohort (including disadvantaged and non-disadvantaged pupil), each child in KS1 made up 1.7% of the cohort; each child in KS2 made up 1.6% of the cohort. These caveats need to be considered when reading the analysis below.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2024/25 was close to average compared with other disadvantaged pupils nationally. The progress and attainment of the school's disadvantaged pupils in the Phonics Screening Check (PSC) was broadly in-line with other disadvantaged pupils nationally (A comparison is hard to make given the small number of disadvantaged pupils in Year 1).

The performance of disadvantaged pupils at Mossley was not as strong as non-disadvantaged pupils.

### 3 Year Trends (Data from IDSR)

#### Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	18	44%	46%	Close to average (non-sig)	68%	-23	Not applicable	Not applicable
2025	9	44%	47%	Close to average (non-sig)	69%	-25	Suppressed	-
2024	5	40%	46%	Small cohort	67%	-27	Suppressed	-
2023	4	50%	44%	Small cohort	66%	-16	Not available	-

The combined data across reading, writing and maths is close to average compared to other disadvantaged pupils nationally. The data during our current 3-year Pupil Premium strategy (2024-2026) currently shows a slight upwards trend.

#### Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	18	67%	62%	Close to average (non-sig)	80%	-13	Not applicable	Not applicable
2025	9	78%	63%	Above (non-sig)	81%	-3	Suppressed	-
2024	5	60%	62%	Small cohort	80%	-20	Suppressed	-
2023	4	50%	60%	Small cohort	78%	-28	Not available	-

Mossley's reading data is close to average compared to other disadvantaged pupils nationally over the last 3 years. The latest academic year showed that our disadvantaged pupils outperformed other disadvantaged pupils nationally (+15%). The data during our current 3-year Pupil Premium strategy (2024-2026) currently shows an upwards trend.

### Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	18	67%	59%	Above (non-sig)	78%	-11	Not applicable	Not applicable
2025	9	56%	59%	Close to average (non-sig)	78%	-23	Suppressed	-
2024	5	80%	58%	Small cohort	78%	2	Suppressed	-
2023	4	75%	58%	Small cohort	77%	-2	Not available	-

Mossley's writing data (average over the last 3 years) is above average compared to other disadvantaged pupils nationally. The latest academic year showed that our disadvantaged pupils' outcomes were close to average, compared with other disadvantaged pupils nationally. The data during our current 3-year Pupil Premium strategy (2024-2026) currently shows a downwards trend.

### Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	18	72%	59%	Above (non-sig)	78%	-6	Not applicable	Not applicable
2025	9	78%	60%	Above (non-sig)	79%	-1	Suppressed	-
2024	5	60%	59%	Small cohort	78%	-18	Suppressed	-
2023	4	75%	59%	Small cohort	78%	-3	Not available	-

Mossley's spelling, punctuation and grammar data (average over the last 3 years) is above average compared to other disadvantaged pupils nationally. The latest academic year showed that our disadvantaged pupils' outcomes were stronger than other disadvantaged pupils nationally. The data during our current 3-year Pupil Premium strategy (2024-2026) currently shows an upwards trend.

### Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	18	56%	60%	Close to average (non-sig)	80%	-24	Not applicable	Not applicable
2025	9	44%	61%	Below (non-sig)	80%	-36	Suppressed	-
2024	5	60%	59%	Small cohort	79%	-19	Suppressed	-
2023	4	75%	59%	Small cohort	79%	-4	Not available	-

Mossley's maths data (average over the last 3 years) is close to average compared to other disadvantaged pupils nationally. The latest academic year showed that our disadvantaged pupils' outcomes were not as strong when compared to other disadvantaged pupils nationally.

The data during our current 3-year Pupil Premium strategy (2024-2026) currently shows a downwards trend.

### 3 Year Trend

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	21	90.8%	92.6%	Below	Relative improvement	-
2023/24	21	88.0%	92.0%	Below	Relative decline	-
2022/23	20	91.7%	91.6%	Close to average	Relative decline	-

Mossley's attendance data for disadvantaged pupils demonstrates a relative improvement during our current 3-year Pupil Premium strategy (2024-2026). However, this is still 1.8% below national data. Based on the improvements in the last academic year (+2.8%) and our plans this academic year, we believe that our disadvantaged pupils' attendance data will continue to improve and be at least inline with the national average.

We are, at present, on course to achieve the outcomes that we set out to achieve by 2025/26, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

Programme	Provider
N/A	N/A

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A

## Further information (optional)

Our Pupil Premium strategy this year is designed to provide targeted support and sustainable improvements in the quality of teaching and learning across the school. The activities outlined above are based on strong evidence from the Education Endowment Foundation (EEF) and Department for Education (DfE) guidance, and they form a coherent approach to addressing the identified challenges faced by our disadvantaged pupils.

The planned use of standardised diagnostic assessments will enable staff to accurately identify gaps in learning and inform both classroom teaching and targeted interventions. Investment in high-quality training will ensure that staff can interpret and use assessment data effectively to improve pupil outcomes. This will be particularly useful in identifying and closing gaps in knowledge to reverse our current end of KS2 data trends in writing and maths. Some of our funding will be used to deliver targeted interventions in these areas.

We are placing a continued emphasis on developing pupils' oral language and communication skills through dialogic teaching approaches. Embedding these strategies across the curriculum will help pupils articulate ideas clearly, build confidence, and extend their vocabulary—particularly supporting those with lower starting points in language and literacy.

The adoption of a DfE-validated Systematic Synthetic Phonics programme (FFT: Success for All) aims to further strengthen early reading provision and ensure consistency and fidelity of phonics teaching across the school. Alongside this, our focus on enhancing mathematics teaching through evidence-based programmes such as *Mastering Number* will help secure pupils' number fluency and mathematical reasoning from the early years onwards.

A proportion of our Pupil Premium funding will be used to provide cover to release teachers for high-quality professional development. This ensures that staff are able to participate fully in training focused on evidence-based approaches—such as effective assessment, phonics, mathematics mastery, and curriculum development—without compromising the quality of classroom teaching. Investing in professional development is a key driver for improving outcomes for disadvantaged pupils, as it builds staff expertise, consistency, and capacity to deliver high-quality teaching across the school. By funding cover in this way, we are creating the time and conditions necessary for staff to engage deeply with new learning and to implement strategies that have a sustained impact on pupil progress and attainment.

Recognising the importance of pupils' social and emotional development, we are embedding Social and Emotional Learning (SEL) approaches throughout the school. This includes both whole-school strategies and targeted interventions for those with greater needs. By investing in staff professional development, we aim to build a consistent approach to supporting pupils' wellbeing and resilience.

We are committed to continuing the development of a knowledge-rich curriculum. Teacher release time will be used to strengthen subject leadership, refine curriculum sequencing, and embed research-informed practice. This will ensure that all pupils—particularly those who are disadvantaged—benefit from high-quality teaching and an ambitious curriculum that builds systematically on prior knowledge.

Pupil Premium funding will be used to support access to enrichment opportunities such as Forest School sessions, educational visits, and residential experiences. These initiatives are designed to promote engagement, resilience, and wellbeing, while broadening pupils' horizons beyond the classroom. Evidence from the Education Endowment Foundation highlights the positive impact of outdoor learning and enrichment experiences on pupils' confidence, social skills, and motivation to learn. Participation in such activities helps pupils develop teamwork, problem-solving, and communication skills, which in turn contribute to improved attitudes and readiness for learning. By using Pupil Premium funding to remove financial barriers, we ensure

that all pupils—particularly those who are disadvantaged—can benefit equally from these valuable experiences, supporting both their academic progress and their personal development. Our intention is that this will contribute to raising the attendance of our disadvantaged pupils.

Our overall approach is designed to ensure that improvements are sustainable and have a lasting impact beyond the duration of this strategy cycle. The combined focus on assessment, professional development, curriculum enhancement, and social-emotional support reflects our belief that high-quality teaching and a well-rounded education are the most effective ways to close attainment gaps and improve life chances for all pupils.