Pupil premium strategy statement – St Peter's 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
School Name	St Peter's School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2027 2027-2028 2028-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Gillie Masterton
Pupil premium lead	Mandy Zawadzka
Governor / Trustee lead	Anna-Marie Chatterpaul

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49 830
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*	£51 330

Part A: Pupil premium strategy plan

Statement of intent

"If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others."
Sir John Dunford, National Pupil Premium Champion

At St Peter's School, we are committed to ensuring each individual achieves their true potential. We believe that every child, regardless of their background, circumstance or starting point, deserves the opportunity to thrive academically, socially and emotionally. Removing barriers to learning and developing the knowledge, skills and confidence necessary for future success is a priority for all of us.

High-quality teaching is key. Research from the Education Endowment Foundation shows that the quality of teaching a disadvantaged child receives is the most significant factor in the progress they make.

Quality First Teaching is therefore at the heart of our approach, with a focus on the areas that we have identified through robust diagnostic assessment, ongoing monitoring and analysis of pupil outcomes. We are committed to ensuring that all pupils, particularly those who are disadvantaged, receive a rich, ambitious and inclusive curriculum that enables them to succeed.

To ensure our strategy is effective, we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene when a 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

We do not make assumptions about any of our families. Instead, we use accurate assessment tools and professional knowledge to identify need, implement evidence-informed approaches and work in partnership with families to provide support that is responsive to the individual child. We recognise that disadvantage can present itself in different ways and that each child has unique strengths, experiences and barriers to overcome.

At St Peter's we have embedded the ethos that happy children thrive. As a National Nurturing School, the six principles of nurture form the foundation of our whole-school approach. We recognise that positive relationships, emotional wellbeing and a sense of belonging are fundamental to successful learning. By creating a safe, supportive and ambitious environment, we enable children to develop the confidence, resilience and self-belief needed to flourish.

Through the strategy outlined below, we aim to improve outcomes for our disadvantaged and vulnerable pupils across all areas of the curriculum, ensuring that they make strong progress, achieve well and leave St Peter's as confident, resilient and successful learners, fully prepared for the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1.	**The attainment and progress of some disadvantaged pupils is lower than non disadvantaged. This includes those working at a higher ability.** Assessment data indicates that disadvantaged pupils achieve less well than their peers. Gaps are particularly evident in reading attainment and writing progress, suggesting that some pupils require additional support with vocabulary development, comprehension, transcription and writing stamina.
2.	**Attendance rates for pupils entitled to PPG are slightly lower than non PPG**
3.	**Financial constraints can limit access to enrichment and wider experiences**
4.	**Communication and Oracy** School assessment and classroom observations indicate that some disadvantaged pupils would benefit from further support to develop

	vocabulary, spoken language and confidence in articulating their thinking, which impacts literacy development and access to the wider curriculum.
5.	**Executive Functioning and Self-Regulation** Assessment information, pupil observations and learning behaviours indicate that some disadvantaged pupils experience difficulties with working memory, self-regulation and independent learning strategies, which can affect their ability to retain knowledge and apply learning successfully
6.	**Metacognition and Independent Learning** Some disadvantaged pupils require ongoing support to develop resilience, independence and effective learning strategies so that they can monitor, evaluate and improve their own learning.

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
1. Improved attainment and progress for all pupils eligible for PPG, in, Reading, Writing and Maths	The attainment gap between PPG eligible and non PPG eligible pupils will be reduced by the end of KS2. PPG eligible pupils will make strong progress from their individual starting points.
2. Improved attendance	Attendance of PPG eligible pupils will be higher than 93.2%
3. PPG Eligible pupils access a wide range of enrichment opportunities that enhance cultural capital, confidence and aspiration.	Increased participation in enrichment activities. Increased attendance at clubs and educational visits. Positive pupil voice regarding confidence and aspirations. Equitable access to wider opportunities
4. Improved oral language skills and vocabulary.	Increased use of ambitious and subject-specific vocabulary in speaking and writing. Pupils contribute confidently to classroom discussions and talk activities. Improved attainment in reading and writing. Pupil voice demonstrates increased confidence in expressing ideas and opinions.
5. Disadvantaged pupils demonstrate improved attention, organisation and self-regulation, enabling them to engage more effectively in learning and manage increasing levels of independence.	Pupils sustain attention and engagement during learning tasks. Improved independence in completing learning activities. Reduction in low-level disruption and off-task behaviours. Teachers report improved organisation, self-regulation and readiness to learn.

6. Disadvantaged pupils become reflective, resilient and independent learners who can effectively plan, monitor and evaluate their learning, enabling them to achieve sustained success across the curriculum.	Pupils can articulate learning strategies that help them succeed. Pupils independently plan, monitor and evaluate their learning. Increased resilience when faced with challenge or mistakes. Improved progress and attainment across the curriculum. Pupil voice demonstrates greater confidence and ownership of learning.

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: £28 232 (55%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD on Executive Functioning. Train staff to explicitly teach planning, organisation, working memory strategies, attention control and self-regulation. Develop consistent classroom routines, visual scaffolds and chunking approaches. This will include staffing costs and resources.	The EEF's Metacognition and Self-Regulation guidance highlights the importance of explicitly teaching planning, monitoring and evaluation strategies. Metacognition and self-regulation approaches are associated with an average of **+8 months progress**. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition#summary-of-recommendations	1, 5, 6
Further Develop Writing Through Herts for Learning Essential Writing and Vocabulary Instruction. Focus on vocabulary development, sentence construction, transcription and writing stamina.	The DfE guidance 'What is the research evidence on writing." has been produced, drawing on evidence-based approaches https://www.gov.uk/government/publications/what-is-the-research-evidence-on-writing The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 1 and Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-	1, 2

	reports/literacy-ks-1&utm_medium=search&utm_campaign=site_search&search_term=improvi https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=improving%20writing	
Develop and implement a consistent whole-school handwriting pedagogy to improve automaticity, fluency and presentation. Staff will receive training to ensure a progressive approach to letter formation, joins and handwriting practice across all year groups. This will include the costs for the resources.	The EEF's *Improving Literacy in Key Stage 2* guidance highlights the importance of securing fluent transcription skills, including handwriting and spelling, so pupils can focus on the content and composition of their writing. Developing automaticity in these foundational skills reduces cognitive load and supports improved writing outcomes. https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing	1,5
Develop the foundational knowledge and vocabulary of disadvantaged pupils through retrieval practice, pre-teaching and explicit instruction.	Evidence from the Education Endowment Foundation's review of cognitive science highlights the importance of connecting new learning to prior knowledge and using retrieval practice to strengthen long-term memory. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 4, 5, 6
Develop staff expertise in the effective use of diagnostic and formative assessment. Staff will receive training on the use of Doodle, Nessy and other assessment tools to accurately identify gaps in knowledge, skills and learning behaviours. Assessment information will be used to inform adaptive teaching, targeted intervention and personalised support for disadvantaged pupils.	The EEF highlights the importance of assessment in identifying what pupils know and do not know, enabling teachers to adapt teaching and provide targeted support. Effective use of assessment is a key component of high-quality teaching and improving pupil outcomes https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1
Increase opportunities for teaching assistants to access high-qual-	The EEF states that teaching assistants can have a positive impact on pupil outcomes when they are trained to deliver structured interventions and	1,5,6

ity professional development, enabling them to deliver evidence-informed interventions, scaffold learning effectively and promote pupils' independence, self-regulation and communication skills.	when their interactions support pupils to become independent learners rather than dependent on adult support. Teaching Assistant Interventions show an average of **+4 months' progress**. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/deployment-of-teaching-assistants/deployment_of_teaching_assistants_-_guidance_report.pdf	
Provide staff CPD on high-quality classroom talk, questioning and dialogic teaching to improve pupils' confidence and ability to articulate their thinking. Developing a vocabulary- rich curriculum with explicit teaching of Tier 2 and subject specific vocabulary.	The EEF identifies oral language interventions as having a high impact on learning, averaging approximately **+6 months' additional progress**, particularly when approaches are explicitly taught and embedded across the curriculum. Oral language approaches are most effective when teachers explicitly model and scaffold discussion and reasoning. EEF literacy guidance highlights the importance of developing pupils' spoken vocabulary to support reading comprehension, writing and wider curriculum access. https://educationendowmentfoundation.org.uk/news/eef-blog-improving-literacy-in-key-stage-2	1,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)
Budgeted cost: £12 832 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted small-group and one-to-one support for disadvantaged pupils to address identified gaps in knowledge, skills and understanding across the curriculum. Support will be informed by ongoing assessment and	The EEF identifies both small-group tuition and one-to-one tuition as effective approaches for accelerating progress when targeted to pupils' specific needs and linked closely to classroom teaching. Evidence from the EEF's cognitive science review highlights the importance of prior knowledge, retrieval practice and securing foundational learning to support future achievement. https://educationendowmentfoundation.org.uk/news/new-what-do-we-really-know-about-cognitive-science-in-the-classroom-eef-publishes-new-review-of-the-evidence	1, 4, 5, 6

closely aligned to classroom learning. Including securing foundational knowledge, vocabulary and key concepts.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	
Deliver regular, evidence-informed interventions and targeted in-class support through class teaching assistants to address identified barriers to learning and enable disadvantaged pupils to make strong progress from their individual starting points.	Intensive tuition in small groups is provided to support lower attaining learners or those who are falling behind. Also used as a more general strategy to ensure effective progress, or to pre teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2

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

Budgeted cost: £10 266 (20%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide financial support to ensure disadvantaged pupils can access educational visits, residentials, enrichment opportunities and extra-curricular clubs.	The EEF highlights that enrichment and wider experiences can support engagement, motivation and personal development, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3

This will also include support with school uniform costs.		
The Wellbeing Mentor will **work proactively with disadvantaged pupils and families where attendance is a concern.** Support may include mentoring, home-school liaison, emotional wellbeing support, attendance meetings, transition support and signposting to external agencies, ensuring barriers to attendance are identified and addressed at the earliest opportunity.	Research highlights that effective family engagement and social and emotional support can improve pupils' engagement with school and readiness to learn. The EEF identifies social and emotional learning as having a positive impact on academic outcomes and wider pupil well-being. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2, 5, 6
Embed the principles of Unconditional Positive Regard across the school through ongoing staff development and reflective practice. This will support staff in building positive relationships, pro-	The Education Endowment Foundation's guidance on behaviour and social and emotional learning highlights the importance of positive relationships, supportive learning environments and proactive approaches to behaviour. Creating a positive and inclusive environment can improve engagement, self-regulation and readiness to learn https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	4, 5, 6

moting emotional safety and responding consistently to pupils' social, emotional and behavioural needs, particularly for disadvantaged pupils.		
Provide targeted SEMH and ELSA support for disadvantaged pupils who require additional support with emotional literacy, self-regulation, resilience and relationships. Interventions will explicitly develop emotional vocabulary, communication skills, coping strategies and problem-solving skills to improve wellbeing and readiness to learn. This also includes Paid Supervision required to support the ELSA in their role.	The EEF's Improving Social and Emotional Learning in Primary Schools guidance highlights extensive evidence linking social and emotional skills with improved wellbeing, behaviour, engagement and academic outcomes. Social and emotional learning approaches support pupils to understand and manage emotions, build positive relationships and engage more successfully in learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	4, 5, 6
St Albans Plus (Vista) –Family Support Worker	The Education Endowment Foundation's Social and Emotional Learning guidance highlights the positive impact that targeted support can	2,5,6

to offer targeted family support, early intervention and signposting to services, helping disadvantaged pupils and their families overcome barriers to attendance, wellbeing and successful engagement in school.	have on pupils' wellbeing, engagement and academic outcomes. Mentoring, family engagement and wider pastoral support can help remove barriers to learning and improve pupils' readiness to learn. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Use the **FEELiT programme** to explicitly develop emotional vocabulary, communication skills and self-regulation strategies, enabling disadvantaged pupils to express themselves confidently, develop positive relationships and engage effectively in learning.	The Education Endowment Foundation's Social and Emotional Learning guidance highlights that explicit teaching of social and emotional skills can improve pupils' communication, behaviour, wellbeing and academic achievement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5,6

Total budgeted cost: £51 330

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1 To achieve and sustain improved phonics and reading attainment for all pupils, particularly among disadvantaged pupils Supporting disadvantaged pupils to become confident and successful readers remained a key priority throughout the strategy. A combination of high-quality teaching, targeted intervention, regular pupil progress discussions and personalised support enabled staff to identify barriers early and respond

swiftly to individual needs. This approach ensured disadvantaged pupils received timely support and appropriate challenge throughout their learning journey.

The continued implementation of Essential Letters and Sounds, alongside targeted phonics intervention and staff training, has had a positive impact on early reading outcomes.

Phonics outcomes have improved year-on-year throughout the lifetime of the strategy. In 2026, 94.3% of pupils achieved the expected standard in the Year 1 Phonics Screening Check, significantly above local, county and national averages. This represents an increase from 91.7% in 2025 and continues the strong upward trend seen over the last four years. In 2026 80% of children entitled to Pupil Premium achieved the expected standard.

KS2 Outcomes; School-level analysis showed that 75% of pupils eligible for Pupil Premium achieved the expected standard in Reading and Grammar, Punctuation and Spelling, whilst 50% achieved the expected standard in Writing and Mathematics. Whilst these figures represent a very small cohort, they demonstrate that disadvantaged pupils were able to access learning successfully and benefit from targeted support.

Across the school, internal assessment information indicates that disadvantaged pupils continue to make positive progress from their starting points. School data shows that 63.6% of disadvantaged pupils were making at least expected progress in Reading, 59.1% in Writing and 81.8% in Mathematics. Whilst attainment gaps remain, these outcomes reflect the complexity of need within the disadvantaged cohort and demonstrate that many pupils are successfully overcoming barriers to learning.

Evaluation of the strategy suggests that the greatest impact came from the combination of high-quality classroom teaching, systematic phonics instruction and targeted intervention for pupils requiring additional support. This approach will continue to form a key part of future provision for disadvantaged pupils

2. To achieve and sustain improved writing attainment for all pupils, particularly among disadvantaged pupils

Improving writing outcomes for disadvantaged pupils remained a significant focus throughout the strategy. Through the use of high-quality teaching, the implementation of Herts for Learning Essential Writing, targeted intervention and regular pupil progress meetings, staff were able to identify barriers quickly and provide bespoke support where required.

A notable success of the strategy has been the sustained reduction in the writing attainment gap. Whole-school writing data shows that attainment for pupils eligible for Pupil Premium increased from 20.8% in 2023 to 35.7% in 2026. Over the same period, the gap between disadvantaged and non-disadvantaged pupils reduced from 47 percentage points to 32.7 percentage points, representing a reduction of 14.3 percentage points across the lifetime of the strategy.

Due to the very small number of pupils eligible for Pupil Premium within the 2026 Year 6 cohort (4 pupils), published pupil premium outcomes are suppressed. However, school-level analysis showed that 50% of disadvantaged pupils achieved the expected standard in writing this outcome was broadly in line with disadvantaged outcomes across St Albans (48.7%) and Hertfordshire (51.0%).

Whilst this represents a very small cohort, pupil progress information and individual reviews demonstrate that disadvantaged pupils made positive progress from their starting points and benefited from targeted support.

75% of disadvantaged pupils achieved the expected standard in Reading at the end of Key Stage 2. This is above the disadvantaged averages reported for St Albans (61.2%), Hertfordshire (59.8%) and nationally (62.5%).

The strongest gains were seen where high-quality classroom teaching was combined with structured interventions and regular review of progress. This has informed the school's future emphasis on vocabulary development, oracy and metacognitive approaches to learning.

Attainment

Whole School PPG	Whole School	Gap
67.9% Achieved ARE or above in Reading	79.2% Achieved ARE or above in Reading	-11.3
35.7% Achieved ARE or above in Writing	68.4% Achieved ARE or above in Writing	-32.7
57.1% Achieved ARE or above in Maths	81.3% Achieved ARE or above in Maths	-24.2

Progress

Whole School PPG	Whole School	Gap
68% Achieved expected or better progress in Reading	87.1% Achieved expected or better progress in Reading	-19.1
64% Achieved expected or better progress in Writing	85.2% Achieved expected or better progress in Writing	-21.2
84% Achieved expected or better progress in Maths	89.4% Achieved expected or better progress in Maths	-5.4

3. To achieve and sustain improved attendance for all pupils, particularly among our disadvantaged pupils

Improving attendance for disadvantaged pupils remained a key priority throughout the strategy. Attendance monitoring, early intervention and personalised support provided by the Wellbeing Mentor enabled barriers to attendance to be identified and addressed effectively. Strong relationships with families, regular communication and targeted support ensured that pupils at risk of persistent absence received timely intervention.

Attendance for pupils eligible for Pupil Premium improved significantly over the course of the strategy. By July 2026, attendance for disadvantaged pupils had increased to 92.4%, compared with 92.4%, in the previous year and 88.9% in 2024. The attendance gap between disadvantaged and non-disadvantaged pupils reduced from 7.5 percentage points to 3 percentage points this year. The gap is continuing to decrease as the was 4 points in 2025.

The number of persistent absentees also reduced, only 12% of these children are entitled to PPG. Although attendance continues to be an area of focus for a small number of pupils experiencing more complex barriers.

Whilst overall attendance outcomes were positive, the most significant impact can be seen in the progress of individual pupils with historically low attendance. For one disadvantaged pupil, attendance increased from **35.5% in 2024-25 to 50.8% in 2025-26**, representing an improvement of over **15 percentage points**. Although attendance remains below the school's expectations, this improvement reflects the positive impact of sustained pastoral support, close working with the family and a coordinated approach to reducing barriers to school attendance. This case study demonstrates the importance of personalised intervention and highlights that success should be measured not only through headline figures but also through the progress made by pupils facing the greatest challenges.

The most successful aspect of this work has been the strong relationships developed between families and the school's pastoral team. Whilst attendance remains an area of focus for a small number of pupils with more complex needs, the overall trend demonstrates sustained improvement and increasing engagement with school.

4. To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils

The wellbeing of disadvantaged pupils remained central to the school's work. Through the school's nurturing ethos, support from the Wellbeing Mentor, ELSA provision and access to a range of therapeutic interventions, disadvantaged pupils received targeted support to develop resilience, confidence and emotional wellbeing.

Pupils eligible for Pupil Premium were prioritised for support through interventions including ELSA, Happy Humans and Outdoor Learners. Staff observations and pupil voice indicated improvements in emotional literacy, self-confidence and engagement with learning. The school's nurturing approach continued to provide a safe and supportive environment, enabling pupils to access learning successfully and develop positive relationships.

Participation in wider opportunities remained strong. Seventy-six percent of disadvantaged pupils attended at least one extra-curricular club during the year. When contextual factors were considered, this increased to 88%. There was no identified gap between disadvantaged and non-disadvantaged pupils in participation rates, demonstrating that financial support and targeted encouragement successfully removed barriers to access.

The Wellbeing Mentor played a significant role in encouraging participation and ensuring disadvantaged pupils felt connected to school life. Personal invitations, individual support and close work with families helped ensure pupils were able to access the wider opportunities available to them. The school's nurturing ethos has continued to provide a strong foundation for this work. As a National Nurturing School, the focus on relationships, emotional wellbeing and belonging has ensured that disadvantaged pupils feel supported, valued and ready to learn. The combination of universal provision and targeted therapeutic support has had a positive impact on pupils' confidence, engagement and participation in school life.

5. To achieve and sustain positive working relationships with all families, particularly those of our disadvantaged pupils

Developing strong relationships with families remained an important element of the strategy. The Wellbeing Mentor continued to work closely with disadvantaged families, providing support, signposting and practical assistance where required. This proactive approach strengthened communication between home and school and enabled families to access support at an earlier stage.

The school also worked to remove barriers to home learning. Homework clubs were established to support pupils who required additional assistance .Teachers monitored participation regularly and additional support was offered when required.

The development of the school's EAL database further strengthened communication with families by enabling staff to utilise home languages to support discussions and information sharing. This helped families feel more connected to school life and improved accessibility for some parents and carers.

The continued development of positive relationships with families has enabled the school to gain a deeper understanding of the challenges some disadvantaged families experience and respond in a timely and supportive manner. Through regular communication, practical support and a willingness to work collaboratively with families, the school has strengthened trust and engagement. This partnership approach has played an important role in supporting attendance, wellbeing and pupils' wider success in school
In September 2024 65% of parents of children who are entitled to PPG attended school by July 2026 this increased to 98% of parents. These events included Learn & Share and class assemblies. All parents attended parent consultation evenings.

Overall, the strategy has been successful in improving outcomes for disadvantaged pupils. The most notable successes include sustained improvements in phonics, a significant reduction in the writing attainment gap, improved attendance, strong engagement with enrichment opportunities and strengthened relationships with families. The greatest impact has come from combining high-quality teaching with targeted intervention and personalised pastoral support. Internal assessment information, attendance data and pupil voice indicate that disadvantaged pupils are increasingly able to access learning successfully, participate fully in school life and make positive progress from their starting points. These findings have informed the development of the next strategy, which will place greater emphasis on oracy, executive functioning, metacognition and foundational knowledge whilst continuing to remove barriers to attendance, wellbeing and engagement.

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
Essential Letters and Sounds	Oxford University Press
FeeliT programme	Happy Confident Company
Life Skills	Happy Confident Company