



Pupil Premium
Strategy
Statement

December

2025-27



Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bloemfontein Primary School
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	63% (80 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026 2026 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2027
Statement authorised by	Alex Armstrong (HT)
Pupil premium lead	Alex Armstrong (HT)
Governor / Trustee lead	Anne-Marie Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,115
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£121,115

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it the most and to support schools to raise the attainment of socially disadvantaged children. Research indicates that disadvantaged pupils have been disproportionately affected by the pandemic, resulting in a widening of the attainment gap. Furthermore, the economic impact of COVID-19 has led to an increase in the number of pupils eligible for Pupil Premium funding. In light of these challenges, it is more critical than ever that our strategies are targeted and effective in supporting disadvantaged pupils to ensure equity and improved outcomes.

Our aim remains to narrow the attainment gap between disadvantaged and non-disadvantaged pupils, ensuring all pupils achieve their full potential socially, emotionally and academically. High-quality teaching, targeted interventions and enrichment opportunities underpin our approach.

Bloemfontein Primary School aims to improve disadvantaged pupils' readiness to learn by building emotional resilience, self-regulation and metacognitive learning skills so all can sustain attention, organisation and independence in class. By ensuring pupils develop strong, age-appropriate oral language, early reading and phonics skills we will support pupils to access the full curriculum on offer.

This strategy adopts the DfE PP Menu of Approaches through a three-tiered plan:

Tier 1 – High-Quality Teaching (whole-class and curriculum-level actions to raise achievement for all pupil)

Tier 2 – Targeted Academic Support (structured, evidence-based tuition and interventions)

Tier 3 – Wider Strategies (attendance, wellbeing, enrichment and family engagement)

Activities are selected because they are supported by high-quality evidence, principally Education Endowment Foundation guidance) and are tailored to Bloemfontein Primary School's context. Monitoring and evaluation cycles ensure resources are adjusted to maximise impact and value for money.

We are committed to raising standards for every child and invest resources and time to ensure that every child receives the support and challenge that they require to succeed. The PP funding will be used to support the learning, development, engagement and experiences of all our pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. In order to achieve this, we take an evidence-based approach and spend the funding on initiatives that are likely to have the most impact.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

School Context

Bloemfontein Primary is a small primary school which is located in Craghead in County Durham. As of 1st January 2018, Bloemfontein Primary, became part of a Multi-Academy Trust (Stanley Learning Partnership) where it is one of ten local primaries.

	the curriculum as well as in basic skills. Partial school closures throughout the pandemic has resulted in significant knowledge gaps leading to some pupils falling further behind age-related expectations.
4	Knowledge and experience gaps (limited enrichment experiences historically, lower cultural capital) leading to weaker comprehension and writing (noted impact on writing data). A large number of PP eligible children do not enter Nursery and/or Reception at age related expectations.
5	Lower rates of reading practice/support at home for many disadvantaged families and greater difficulty with phonics acquisition.
6	Transition and Early Years gaps: a substantial proportion of disadvantaged pupils do not enter EYFS at age-related expectations: GLD gender and disadvantage gaps persist.
7	Curriculum implementation risk: curriculum is newly embedded across foundation subjects and needs metacognitive approached and teacher expertise to ensure disadvantaged pupils benefit equally.

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 self-regulation and learning behaviours via targeted and direct interventions as well as whole school ethos and QFT.	<p>Pupils who require support with emotional resilience/anxiety identified and grouped for interventions.</p> <p>Promote good relationships with parents to address underlying concerns or refer to specialist agencies for further support (HT, SLT, SENCO, Attendance Officer, Family Support Worker).</p> <p>Reduction in low-level disruption and a measurable increase in time-on-task observed in lessons (termly learning walks and observations)</p> <p>More pupils accessing StormBreak activities – increased engagement in learning.</p> <p>Higher percentage of pupils are engaged, focused and ready to learn.</p>
Accelerated oral language and early reading progress for EYFS and KS1 pupils.	<p>Oracy to be developed throughout the school curriculum and speaking and listening opportunities to be visible in class through learning walks/lesson observations and assessments.</p> <p>Guided reading sessions to include elements of retrieval, meaning and inference – Reading Vipers.</p> <p>Whole school vocabulary displays in every classroom – display curriculum areas and subject specific vocabulary.</p> <p>Daily class novel read by the teacher to the class with key vocabulary discussed.</p>

	<p>PSHE lessons to include circle time where listening and speaking skills are explicitly taught.</p> <p>RWInc Phonics flashcards to be used regularly throughout the day to focus on key sounds and words.</p>
Increased attendance and reduced PA	<p>Whole school PA for disadvantaged pupils reduces from current PA.</p> <p>SEND attendance gap reduces.</p> <p>Regular attendance plans show improvement for targeted families.</p> <p>Attendance for disadvantaged pupils is closer to 95.6% (monitor half termly and implement support where necessary).</p> <p>After school provision and wrap around care will be offered to priority pupils free of charge.</p> <p>Highest attendance class weekly will receive non-uniform reward for following week.</p>
Improved reading, writing and maths outcomes across KS1 and KS2.	<p>Attainment and progress data improve such that gaps vs national 'other' decrease (e.g. RWM & gaps narrows).</p> <p>Proportion of disadvantaged pupils meeting expected standard in RWM increases compared to 2024-25.</p> <p>Increased percentage achieving greater depth in RWM across next two years.</p>
Increased engagement in curriculum enrichment and cultural experiences.	<p>Disadvantaged participation rates in enrichment (trips, clubs, SLP events such as Frosty Fest, sports) reach parity with non-disadvantaged peers.</p> <p>Pupil and parent surveys show increased understanding and recall of curriculum enrichment.</p> <p>Opportunities to develop personal skills such as resilience/confidence/self-esteem through access to roles of responsibility across school.</p> <p>Visits/visitors to support and enhance learning.</p>
Strong delivery and embedding of wider curriculum and metacognitive practice.	<p>Evidence of consistent sequence and pedagogical approaches across foundation subjects in planning and lessons.</p> <p>Lesson observations and work scrutiny show metacognitive strategies (planning/monitor/evaluate) being used across all year groups.</p>
Families better able to support reading and attendance.	<p>Increase in attainment for reading for all pupils.</p> <p>All classes read to daily at end of each day.</p> <p>All pupils to read a book matched to their ability in school.</p> <p>Each class to have identified target readers who do not have support for reading at home and read with them in school each week.</p> <p>Parent engagement increase (Family Fridays, phonics meets, SEND parent events, reading workshops etc...)</p>

Activity in this academic year

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

Teaching

Budgeted cost: £72,650.00

Activity	Evidence that supports this approach	
Whole-school CPD on metacognition and self-regulated learning: structured termly CPD for all staff (lead by SLT), including modelling 'thinking aloud', embedding plan/monitor/evaluate routines, use of worked examples, lesson observations and metacognitive questioning. Include coaching and per observation. CPD explicitly linked to wider curriculum. Protected time for follow-up coaching.	EEF guidance: Metacognition & Self-regulated Learning recommend whole school CPD, modelling, explicit teaching of planning/monitoring/evaluation, and embedding metacognition within subject teaching.	1, 7
Professional development and instructional coaching for EYFS and KS1 staff in high-quality interactions, vocabulary modelling and early language strategies (including use of shared story, dialogic talk and explicit vocabulary instruction across all subjects). NPQ support for EYFS lead.	EEF Oral Language Interventions; EEF Guidance 'Supporting oral language development' and related Early Years Guidance.	2, 6, 7
Strengthen quality first teaching for reading and writing through curriculum planning: explicit sequenced knowledge progression, text-led vocabulary development, modelling writing using 'think aloud' and shared composition routines across all year groups. Incorporate daily reading practice and fluency sessions.	EEF guidance on Improving Literacy in KS1 & KS2 and Metacognition guidance recommending subject-specific embedding of strategies (EEF literacy guidance resources).	2, 4, 5, 7
Systematic synthetic phonics fidelity to Read Write Inc. All staff to be trained on phonics delivery and catch-up small groups. Regular monitoring every half term. Rapid intervention for pupils falling behind or not making expected progress.	EEF Improving literacy guidance; Phonics evidence base – phonics is a high priority, evidence-based approach to early reading success.	2, 5, 6
Curriculum resources to be purchased. Quality texts matched to Literacy topics. Vocabulary displays and knowledge organisers showing subject specific vocabulary. Metacognitive prompts.	EEF guidance on curriculum and metacognition: use of high-quality resources supports embedding and reduces cognitive load (EEF – Metacognition; EEF – Oral language interventions).	2, 4 7

<p>Assessments termly for baseline and progress tracking.</p> <p>Subject leader time funded to ensure consistent implementation and moderation.</p>		
---	--	--

Targeted academic support

Budgeted cost: £21,580

Activity	Evidence that supports this approach	
<p>Structured small group tutoring and short 1:1 tuition of pupils in years 2-6 in reading and maths, aligned to classroom curriculum and delivered for 30 minutes. 3x weekly delivered by trained TA/teachers.</p> <p>Use diagnostic assessment to target gaps and restorative planning to ensure alignment with class learning.</p> <p>Monitor attendance and outcomes.</p>	<p>EEF Teaching & Learning Toolkit; 1:1 and small group tuition – approx. +4 to +5 months progress; guidance emphasises linking tuition to classroom teaching and using trained staff.</p> <p>EEF guidance ‘Making a difference with effective tutoring’ emphasises alignment to classroom teaching and careful selection of pupils.</p>	2, 4 5
<p>Reciprocal reading/comprehension groups for pupils with comprehension gaps (small group guided sessions) to raise reading comprehension attainment and thinking skills.</p>	<p>EEF evidence for reciprocal reading improving comprehension and moderate-high security results in trials. (See Metacognition guidance and reciprocal reading references)</p>	2, 4 5
<p>Targeted phonics catch-up sessions for pupils not on track in Years 1 and 2 (small groups led by trained TAs using RWInc resources) including daily short sessions.</p>	<p>EEF: Phonics and early literacy guidance (high impact for low cost), emphasises daily structured phonics and timely catch-up.</p> <p>EEF Phonics guidance states targeted intensive phonics support is effective, 1:1 tends to have higher effect.</p>	2, 5 6
<p>Deploy trained TAs for guided practice in-class (scaffolding and guided practice) and targeted interventions with protected planning time and coaching from SLT.</p>	<p>EEF guidance on effective deployment of TAs and scaffolding to support learning (metacognition guidance and Deployment of Teaching Assistants report).</p> <p>Recommends strategic TA use and training to supplement, not replace teacher input.</p>	1, 2 5
<p>Booster tuition for identified disadvantaged pupils to recover curriculum content missed through absence; short, focused blocks with clear, classroom-linked content for years 2, 4 and 6.</p>	<p>EEF Tutoring guidance and evidence on targeted tuition and recovery tutoring programmes.</p>	4, 5

Wider strategies - social, emotion and behavioural support; attendance; enrichment; family support.

Budgeted cost: £26,885.00

Activity	Evidence that supports this approach	
<p>Whole-school rollout of metacognitive routines integrated with Stormbreak training for all staff. Create targeted small group SEMH interventions and resilience coaching for pupils with complex needs. Liaise with external agencies where appropriate.</p>	<p>EEF: Metacognition guidance (importance of motivation and emotional support) and EEF Social and Emotional Learning guidance (SEL can support behaviour and engagement).</p>	<p>1, 3</p>
<p>Attendance improvement plan focused on disadvantaged pupils. Supportive interventions for PA pupils (early contact, home visits, tailored attendance plans, identification and removal of barriers). Improved parental communication (termly attendance letters, personalised letters highlighting days missed and potential impact). Participation in Durham County Council Be, Belong, Become programme.</p>	<p>EEF Rapid Evidence Assessment on Attendance Interventions; evidence indicates parental communication and tailored, responsive approaches show promise though the evidence base is overall limited; recommends personalised, non-blaming communications and responsive multi-agency support.</p>	<p>3</p>
<p>Breakfast club and after school clubs continuation and targeted funded places to reduce lateness/absences and improve readiness to learn. Ensure nutritious food and social opportunities build school engagement.</p>	<p>EEF evidence on meal provision and attendance suggests targeted meal provision can be beneficial for disadvantaged pupils; breakfast provision can support engagement.</p>	<p>3, 1</p>
<p>Curriculum enrichment and cultural capital prioritising disadvantaged pupils; subsidised trips, visitors, in-school workshops and cross-curriculum days. Track participation to ensure parity.</p>	<p>Evidence from EEF and Ofsted commentary (curriculum enrichment supports engagement and knowledge) and EEF guidance recommending curriculum-linked enrichment to build knowledge and vocabulary.</p>	<p>4, 5</p>
<p>Parent/carer engagement programme; reading workshops, home reading routines, resources to support home learning, parental literacy and maths support, targeted conversations for families with attendance/engagement barriers. Use evidence-based messaging and monitoring.</p>	<p>EEF evidence review on Parental Engagement; communication and targeted family support can improve attainment and engagement.</p>	<p>5, 3</p>

<p>Monitoring and governance; termly PP impact report to governors and link governor. Use of data dashboards for attainment, progress, attendance and participation. Reallocation of funds termly to maximise impact.</p>	<p>Implementation guidance from EEF on Putting Evidence to Work and effective CPD and implementation processes.</p>	<p>1-7</p>
---	---	------------

Total budgeted cost: £121,115

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2025 academic year.

Strategies used across the year have been successful and school will continue to implement these strategies throughout 2025-27.

Academic Data Impact

During the 2024–25 academic year, we undertook a comprehensive analysis of outcomes for pupils eligible for Pupil Premium funding. This review incorporated statutory assessment data, including Key Stage 1 results, the Phonics Screening Check, Year 4 Multiplication Tables Check, and Key Stage 2 SATs, alongside our internal termly assessment information. To ensure our evaluation was robust and evidence-based, we benchmarked the attainment and progress of disadvantaged pupils against both disadvantaged and non-disadvantaged cohorts at national and regional levels. In addition, we examined the attainment gap between national disadvantaged and non-disadvantaged pupils and compared this with the performance of our own disadvantaged pupils relative to non-disadvantaged peers nationally.

Foundation Stage –

In 2024–25, 80% of all pupils achieved a Good Level of Development (GLD) in the Early Years Foundation Stage, with 75% of disadvantaged pupils reaching this benchmark—significantly above the national figure of 52% for disadvantaged children. This cohort comprised 10 pupils, including 8 disadvantaged (6 boys and 2 girls). These outcomes demonstrate that, despite low starting points on entry to Reception, disadvantaged pupils at Bloemfontein make accelerated progress and transition into Key Stage 1 achieving standards broadly in line with national expectations for all pupils. This reflects our commitment to the government’s Pupil Premium strategy by ensuring early intervention and high-quality provision that effectively narrows gaps and promotes equity from the earliest stage of education.

Y1 Phonics Screening Check –

Outcomes in the PSC are very positive. 91% of all pupils achieved the expected standard in the Phonics Screening Check (PSC). Notably, 88% of disadvantaged pupils met this benchmark—well above the national average for disadvantaged pupils (67%) and exceeding the national figure for ‘other’ pupils (83%). Overall, the cohort’s performance of 91% surpasses the national average of 80%. This cohort comprised 11 pupils, including 8 disadvantaged (3 boys and 5 girls). These outcomes highlight the school’s success in accelerating progress for disadvantaged learners and closing attainment gaps early, in line with the government’s Pupil Premium strategy focus on high-quality teaching and targeted intervention to ensure equity and strong foundations for future learning.

Key Stage 1 SATs-

In Key Stage 1 reading assessments, 73% of all pupils achieved the expected standard. Within this, 75% of disadvantaged pupils met the benchmark compared to 72% of 'other' pupils nationally, while the national average for disadvantaged pupils stands at 51%. The cohort comprised 22 pupils, including 12 disadvantaged (6 boys, 6 girls), representing 55% of the group.

In Key Stage 1 writing assessments, 50% of all pupils achieved the expected standard. Within this, 58% of disadvantaged pupils met the benchmark compared to 63% of 'other' pupils nationally, while the national average for disadvantaged pupils stands at 41%.

In Key Stage 1 maths assessments, 73% of all pupils achieved the expected standard. Within this, 75% of disadvantaged pupils met the benchmark compared to 73% of 'other' pupils nationally, while the national average for disadvantaged pupils stands at 52%.

Year 4 Multiplication Table Check –

The percentage of pupils achieving full marks (25/25) in the year 4 MTC is 41%. The percentage achieving the standard increased by 18% and the percentage of boys achieving the standard is 23% and girls is 67% so therefore there is an achievement gap of 44%. The national average is 37%.

The average score of pupils is 21.4/25.

The percentage of disadvantaged pupils achieving full marks is 44% The average score of disadvantaged pupils is 21.8.

Key Stage 2 SATs -

Reading, Writing and Maths Combined:

At the end of Key Stage 2, 67% of pupils achieved the expected standard, above the national average of 62%. Within this cohort, 57% were disadvantaged (12 pupils – 7 boys and 5 girls), and 67% of these pupils met the expected standard compared to 70% of 'other' pupils nationally. This performance also exceeds the national average for disadvantaged pupils, which stands at 51%.

Reading:

86% of pupils achieved the expected standard, significantly above the national average of 75%. Within this cohort 92% of disadvantaged pupils met the expected standard compared to 80% of 'other' pupils nationally. This performance also exceeds the national average for disadvantaged pupils, which stands at 64%.

Writing:

71% of pupils achieved the expected standard, above the national average of 72%. Within this cohort 67% of disadvantaged pupils met the expected standard compared to 83% of 'other' pupils nationally. This performance is in line with the national average for disadvantaged pupils, which stands at 67%.

Maths:

86% of pupils achieved the expected standard, significantly above the national average of 74%. Within this cohort 92% of disadvantaged pupils met the expected standard compared to 81% of 'other' pupils nationally. This performance also exceeds the national average for disadvantaged pupils, which stands at 64%.

These strong outcomes reflect the school's commitment to high-quality teaching and targeted support, ensuring disadvantaged pupils make sustained progress and leave primary school with secure mathematical foundations.

Spelling, Punctuation and Grammar:

86% of pupils achieved the expected standard, above the national average of 73%. Within this cohort 83% of disadvantaged pupils met the expected standard compared to 82% of 'other' pupils nationally. This performance also exceeds the national average for disadvantaged pupils, which stands at 67%.

These KS2 outcomes demonstrate strong progress for disadvantaged learners and reflect the school's commitment to ensuring high-quality teaching and targeted support that effectively narrows attainment gaps and enables pupils to leave primary school well-prepared for the next stage of education.

Attendance Data Impact -

Attendance continues to be a priority. Persistent absenteeism has been addressed through the use of pupil premium funding since 2023-25 with largely positive outcomes. The figure for persistent absenteeism for 2024-25 was 13% (compared to 14.3% nationally). The school's attendance officer (Mr Shaw) and Attendance Lead (Mrs Armstrong) have used DfE and SIMS/Arbor data to closely monitor and amend support accordingly. The Trust have an Attendance Lead who regularly meets with all attendance officers and leads across 10 schools to network and share best practice.

Our overall attendance data has been sustained (94.7%) and in line with attendance data nationally (94.9%). Pupil premium pupils (94.7%) attend better than non-PP pupils nationally (94%) and PP pupils nationally (89.1%).

Due the hard work of all involved, our rates of persistent absenteeism for PP pupils dropped again to 15.3% compared to 24.4% of disadvantaged pupils nationally. This shows that persistent absenteeism continues to improve year on year meaning that interventions are supporting pupils to attend school regularly. We outperform national averages across the school. The number of Attendance Contracts issued has dropped and the impact is that children are attending school more often.

Emotional Resilience Impact -

All pupils at Bloemfontein Primary continue to engage with the Zones of Regulation framework daily, using it to monitor, discuss and regulate their emotions effectively. Social and emotional interventions have had a demonstrable positive impact across the school, offering a range of strategies to support mental health and wellbeing.

Targeted programmes such as Nurture, have benefited over 20 pupils, many of whom are from disadvantaged backgrounds. Group-based initiatives, including the Getting Along programme,

complement individualised support through interventions such as 'Zones of Regulation' and 'Starving the Anxiety Gremlin'. Additional provision includes reduced-pupil supported playtimes and 'soft landings' into school via Sensory Circuits, ensuring pupils start the day calm and ready to learn. The school is now a Silver Accredited OPAL school.

One-to-one sessions focused on anxiety management and Connecting with Children counselling have significantly improved engagement for pupils, particularly those from disadvantaged backgrounds. These interventions have helped pupils develop confidence and emotional resilience, enabling them to access learning successfully. Furthermore, nurture training has strengthened staff practice and contributed to improved pupil attitudes and behaviour. A targeted group for behaviour and engagement has shown excellent progress, with pupils attending regularly and engaging positively with additional support during lessons and across the school day.

Behaviour incidents recorded on CPOMS have decreased notably throughout the year, coinciding with the introduction of a revised behaviour curriculum tailored to meet the needs of pupils with SEMH.

Parental engagement remains strong; families from the most deprived backgrounds have received early help, supporting consistent learning and attendance. Feedback from parents through questionnaires and comment slips highlights that children feel happy and secure in school.

Monitoring evidence confirms that the vast majority of pupils can regulate effectively and access a challenging, ambitious curriculum, reflecting the success of our whole-school approach to wellbeing and inclusion.

Oracy -

Pupil discussions through in-class assemblies have become an embedded weekly feature in school life. In addition to this, pupils are encouraged to discuss learning with talk-partners and their table groups across all subjects. The impact of explicit teacher modelling of oracy, supported through effective feedback and deliberate practice, is that pupils are becoming more confident with their speaking (and listening) and are better equipped to use the technical vocabulary mapped-out across the curriculum. Pupil discussions through whole-school monitoring have evidenced that the levels of oracy are improving across the school.

Cultural capital and enrichment -

Throughout the academic year, all pupils have accessed a rich programme of co-curricular and extra-curricular experiences designed to broaden horizons and enhance cultural capital. These opportunities have included year-group educational visits and curriculum-linked workshops, alongside residential experiences at Robin Wood, Alston, and Chamonix, France.

Pupils have also been encouraged to pursue personal interests and talents beyond the classroom, participating in music festivals and competitive sports. To further strengthen cultural capital, the school has facilitated visits to museums, theatres, art galleries, and historical landmarks, as well as STEM-focused trips to science centres and technology hubs. Engagement with local community organisations and creative arts providers has enriched learning and supported pupils' social and emotional development.

Looking ahead, this commitment will continue into the next academic year, with plans to align the curriculum to maximise opportunities offered through the Stanley Learning Partnership

Trust. This will include additional residentials, cultural visits, and partnerships with external agencies to ensure all pupils—particularly those from disadvantaged backgrounds—benefit from a wide range of experiences that promote aspiration, confidence, and a love of learning.

Reading -

We have strengthened the implementation of the Read Write Inc. (RWI) programme by enhancing our CPD offer and ensuring resources are effectively utilised to support home reading. This comprehensive approach has led to improved attitudes towards reading and raised attainment across the school. Parents have been actively supported to engage in their child's reading journey through the provision of RWI Book Bag books, carefully matched to the sounds pupils have mastered.

Accelerated progress in early reading is evident, driven by high-quality classroom teaching and targeted interventions for pupils with the greatest need. These efforts are underpinned by strong partnership work with parents, ensuring consistency between school and home. Outcomes for disadvantaged readers are particularly positive, reflecting the impact of evidence-based strategies aligned with the school's priorities to close gaps and promote equity in literacy development.

Impact data has been taken from a number of sources including Statutory Assessment Tests, DfE Attendance Returns, IDSR and internal tracking systems.

Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions UK
Read, Write Inc	Ruth Miskin
Times Tables Rockstars	TT Rockstars
Testbase	Testbase
White Rose Maths	White Rose
White Rose Science	White Rose
LBQ	Learning by Questions