



Pupil Premium Strategy Statement

'I have come so they may have life, and have it to the full' John 10:10

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

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

School overview

Detail	Data
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	5% 12 pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Joe Perree
Pupil premium lead	Joe Perree
Governor / Trustee lead	Terry Freeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,295
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£19,295

Part A: Pupil premium strategy plan

Statement of intent

At St. Gregory's, our Pupil Premium strategy is focused on improving outcomes for our most disadvantaged pupils through a three-tiered approach: quality first teaching for all; targeted interventions and wider strategies which consider the holistic development and their wider barriers to learning. We believe that a unified approach to child development is most efficient, and that parents/carers have a crucial role in the success and life-chances of pupils, therefore we value a close liaison with families, actively supporting families. Additionally, we know that excellent attendance is key for all our pupils, so work relentlessly to identify and overcome barriers to good attendance, leading to good and improving attendance for all pupils, especially those who are disadvantaged.

We intend all children, irrespective of their background or wider challenges, will make good and exceptional progress in their learning and development. Quality first teaching is the core of our practice at St. Gregory's, with particular focus upon the attainment and progress of our most disadvantaged pupils. We rigorously monitor the progress of these pupils, within our Core Monitoring Group, to ensure our strategy meets their specific needs and working to the benefit of all our children, including and specifically targeted towards our children identified Pupil Premium. Our teachers are highly skilled at delivering high quality teaching and learning opportunities daily, with the necessary scaffolds and adaptive strategies to ensure all children can achieve well from their individual starting points. Our disadvantaged pupils are prioritised in all aspects of school life, and their barriers to learning and individual needs are considered in all professional discussion and decision making.

St. Gregory's pupil premium strategy is a shared approach that is known and understood by all teaching staff, meaning each member of our team knows and understands their roles and responsibilities when supporting our pupil premium children. All children deserve the best start at life, and at St Gregory's we take seriously the impact we can make upon enhancing the life chances of each individual. We intend all our pupils to thrive by accessing our aspirational and challenging knowledge-rich curriculum, to ensure that *'they may have life, and have it to the full'*.

Challenges

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

Challenge number	Detail of challenge
1	Analysis of internal, local and national attendance data identifies that attendance of those with PP is lower than that of their non-Pupil Premium peers in school, locally and nationally. For the academic year 2023-2024, children with PP were in attendance for 90.3%, and 91.4% for 2024-2025. There remains a gap when compared to their peers without PP at 95.6% for 2023-2024 and 96.5% for 2024-2025. Whilst showing year-on-year growth, not attending fully is a barrier to those children accessing a full, aspirational and challenging knowledge-rich curriculum, and not only affects children's academic attainment and progress but also their wider holist development.
2	A variety of evidence-gathering activity shows that the attainment of PP children is lower than that of their peers in the core subjects, most notably in Reading and Writing, indicated by the fact that they are working towards the expected standard, or working at

	the expected standard though not yet secure.
3	A proportion of our children eligible for pupil premium require ongoing trauma-informed pastoral care and approaches, to support the positive development of their mental health and wellbeing, including personal, social and emotional development.
4	We have identified that an increase in parental engagement would enhance and accelerate the outcomes of children eligible for pupil premium. When parents are less involved in their child's education, children's academic learning and support, alongside their emotional mental health and wellbeing, behaviour and attendance can be adversely affected. Recognising and prioritising the importance of parental engagement and acting upon this, we intend to create a unified and ever-growing positive partnership amongst all our families, including those eligible for pupil premium.

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
Attendance of those children eligible for pupil premium will improve, and the gaps between PP and non-PP children will close, bringing PP attendance in line with their school peers and at or above national and local average. <i>(Challenge 1)</i>	<ul style="list-style-type: none"> The attendance gap between PP and non-PP children will continue to narrow and diminish. PP children will have a positive attitude towards school attendance. All staff prioritise positive school attendance. Weekly attendance meetings with key staff lead to effective action and outcomes. SLT and key staff respond appropriately to attendance concerns, offering a quality, effective 'support, support, challenge' approach to address barriers to achieving intended attendance outcomes. Targeted communication, including meetings with parents regarding concerning attendance/repeated holiday requests lead to better understanding and improved attendance.
The attainment of those children eligible for pupil premium will improve, and there will be more PP children making more accelerated progress to achieve the secure expected standard or above in Reading, Writing and in Maths. <i>(Challenge 2)</i>	<ul style="list-style-type: none"> There will be more children eligible for pupil premium securely at the expected level in the core subjects, and combined core subjects. Children eligible for pupil premium are fully engaged in a precise, aspirational, challenging knowledge-rich curriculum. Quality first teaching with adaptive practice and enhancements where needed are effectively addressing barriers to learning and accelerating pupil progress. Specific interventions for children eligible for pupil premium support and accelerate progress and attainment. Careful monitoring of progress and attainment leads to individual conferencing and personalised feedback to accelerate progress.
Through trauma-informed practice, St. Gregory's creates a safe, predictable and nurturing environment in which pupils' personal, social and emotional wellbeing is actively supported. Where safeguarding or pastoral needs arise, trauma-informed responses and approaches prioritise relationships, emotional regulation and a sense of belonging. Staff take	<ul style="list-style-type: none"> Targeted, responsive support: Specific, relationship-based support is in place for pupils needing enhanced pastoral care, with provision tailored to individual needs. Graduated approach: A clear graduated approach to SEMH is embedded, with effective, trauma-sensitive interventions used consistently across the school. Trauma-informed curriculum: The St. Gregory's 'Fullness of Life' curriculum is fully embedded and rooted in trauma-informed principles, strengthening pupils' emotional literacy, resilience and wellbeing. Safe and nurturing environment: The school provides predictable routines, restorative approaches and regulation-supportive spaces that promote emotional and physical safety. Skilled and confident staff: Staff receive trauma-informed training and

<p>reasonable and proportionate action to understand pupils' lived experiences, reduce triggers, and provide the compassionate consistency needed for pupils to feel safe, valued and ready to learn.</p> <p><i>(Challenge 3)</i></p>	<p>demonstrate confidence in applying compassionate, regulation-focused strategies.</p> <ul style="list-style-type: none"> • Relationships at the centre: Trusting, supportive relationships between adults and pupils are prioritised and evident in daily practice. • Trauma-informed parent partnership: Parents are offered accessible trauma-informed guidance and support, enabling them to develop consistent, compassionate strategies at home that align with the school's approach. • Improved pupil outcomes: Pupils receiving trauma-informed support show improved emotional regulation, engagement, attendance or behaviour over time.
<p>Increased parental engagement strengthens pupils' educational outcomes, attendance, behaviour and attitudes to learning, with families feeling welcomed, informed and actively involved in their children's school experience.</p> <p><i>(Challenge 4)</i></p>	<ul style="list-style-type: none"> • A schedule of parent workshops (both planned and responsive) provide wealth of opportunities for parents to be active participants in children's learning, as well as developing themselves to support school and home learning, i.e. learning theory workshops, curriculum insights/spotlights, strong start sessions, early reading/maths meetings. • St. Gregory's collaborates with local services to offer workshops and guidance that extends beyond academics, including wellbeing, sensory support, SEND forums, and parenting strategies. • Increased parent engagement through curriculum showcases provide additional opportunities for parents to witness children's learning and progress. • Regular, clear, and personalised communication keeps parents informed of pupils' progress, upcoming events, ongoing attendance (i.e. patterns) and practical ways to support learning at home.

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: £13,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing training for teaching and support staff in further developing the strong foundations of early reading (including phonics), early writing and transcription; ongoing training and support to sustain and enhance quality teaching and learning in reading and writing. This is enhanced through work with renowned English Consultant, Maddy Barnes.</p>	<p>Continued Professional Development (CPD) is a vital element to the ongoing development of teaching practice in order to positively impact pupils' learning, especially when linked to PP children. Evidence suggests that the effectiveness of phonics and early reading teaching is directly related to the pupils' stages of reading development. It is therefore essential that teachers receive professional development in effective teaching and assessment of phonics and early reading techniques, and that our English curriculum, including the writing processes, are continually under review, to ensure our intent is in-line with best practice to securing strong outcomes, not just limited to achieving the Expected Standard but ensuring our disadvantaged children are supported in achieving Greater Depth standards too.</p> <p><i>EEF Teaching & Learning Toolkit</i></p>	<p>Challenges 2 and 4</p> <p>£5,300</p> <p>£1600</p>
<p>Implement the Reading Plus diagnostic and reading enrichment program,</p>	<p>The use of high-quality, informative and efficient resources is paramount to ensuring teacher and pupil time is used effectively with positive impact on outcomes. Evaluations</p>	<p>Challenges 2 and 4</p>

<p>providing professional development for staff to ensure effective use and integration into teaching, and to enhance pupils' reading fluency, comprehension, and engagement, both in school and at home.</p>	<p>show that Reading Plus is associated with significantly greater improvements in reading proficiency compared to many alternative interventions, including among disadvantaged pupils. Internal analyses of Reading Plus usage data report substantial gains in reading fluency and comprehension — including for pupils starting below age expectation. Reading Plus trials demonstrated considerable positive impact on pupil outcomes: across a two-month period, the majority of pupils made 9 months' progress, with fluency gains ranging from 10wpm to 28wpm. There were also improvements in pupils' engagement and enjoyment of reading. While a large-scale independent evaluation under the EEF is ongoing (report expected 2026), early findings suggest Reading Plus can contribute meaningfully to reading attainment when implemented with fidelity and supported by strong whole-school reading practice.</p>	<p>£2,500</p>
<p>To draw upon the expertise of mathematics consultants to further strengthen maths teaching and leadership across the school so that St. Gregory's mathematicians – notably, our Pupil Premium children - receive a coherent, ambitious and knowledge-rich curriculum, informed by evaluation, high-quality modelling, and targeted professional development—ensuring precise barriers for Pupil Premium pupils are addressed, adaptive practice is strengthened, and progress is closely monitored to secure accelerated outcomes.</p>	<p>To enhance teaching and leadership for all pupil outcomes, including those of Pupil Premium students, St. Gregory's engages consultants specialising in education strategies. They utilise data analysis, incorporating mathematical metrics like progress scores and attainment gaps, alongside English language assessments to identify areas for improvement. Through diagnostic visits and subsequent tailored training sessions, these experts support staff in refining teaching practice, fostering leadership development, and implementing evidence-based practices to ensure equitable progress for every student. The consultants used have worked long-term in local schools which have been graded as Outstanding consistently, achieving exceptional outcomes for their cohorts over time.</p>	<p>Challenge 2 £2,200</p>
<p>High-quality training for Teaching Assistants is prioritised through regular, dedicated CPD led by internal staff and specialist external visitors—including Inclusion Consultants, English and Maths consultants, and trauma-informed practice trainers—to strengthen classroom provision. This programme also includes targeted development in areas such as implementing the pupil premium strategy, supporting the graduated approach to attendance, and enhancing their capacity to remove barriers to learning for all pupils.</p>	<p>Well-implemented CPD for TAs leads to better support and challenge for children. TAs who are equipped with evidence-based strategies can provide targeted interventions, personalised support and effective classroom support. This, in turn, improves pupil engagement, learning experiences and overall improved achievement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>Challenges 1, 2 and 3. £2300</p>

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

Budgeted cost: £1,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Reading Recovery strategies through a trained Reading Recovery teacher, integrating these approaches within the St. Gregory's curriculum to provide targeted, evidence-informed support for pupils struggling with reading.</p>	<p>A dedicated Reading Recovery teacher implements evidence-based Reading Recovery strategies to enhance pupils' phonics and early reading outcomes. Working intensively with targeted students, the teacher provides personalised, one-to-one interventions focusing on developing phonic knowledge and practice, decoding, fluency, and comprehension skills. Progress data shows significant improvements in phonics screening scores and early reading assessments, with struggling readers gaining confidence and closing attainment gaps and making accelerated progress from their individual starting points. The strategies also support classroom teachers in embedding effective early reading practices. Parents are also actively learning from the process, through observing sessions and regular dialogue with our dedicated teacher.</p> <p>Evidence demonstrates the positive impact of phonics interventions (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) and comprehension interventions (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies).</p>	<p>Challenges 2, 4 and 5</p> <p><i>(Crossover - costed above)</i></p>
<p>Strengthen the foundations of early language development through Speech and Language Therapy and targeted interventions across EY and KS1, including SALT support with Mrs Chapman, 'Time for Sounds', and progression into 'Welcomm'. Provide specialist training and professional development for staff and involve families in sharing strategies to enhance language learning at home.</p>	<p>St. Gregory's employs a speech and language therapist to deliver weekly speech and language therapy, and work alongside leaders to enhance early language acquisition interventions, targeting EYFS and KS1 pupils, including those eligible for Pupil Premium. Research highlights the critical link between early language skills and future academic success, with the EEF reporting up to six months' additional progress through high-quality language interventions. These targeted sessions improve vocabulary, communication, and comprehension, equipping disadvantaged pupils with foundational skills essential for reading, writing, and overall learning development. Families are active participants in this work, invited to observe, join and replicate sessions and strategies at home.</p> <p>Communication and language interventions have a very high impact on pupil outcomes: https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1727626351</p>	<p>Challenges 2 and 4.</p> <p>£940</p>
<p>Deliver targeted maths interventions, including 1st Class at Number and 1st Class at Number 1, to</p>	<p>Training the maths lead and designated staff to implement <i>1st Class at Number</i> and <i>1st Class at Number 1</i> maths interventions from School Improvement Liverpool will accelerate progress for targeted pupils. Evidence from the</p>	<p>Challenge 2</p>

<p>accelerate progress in early number, fluency, and confidence for identified pupils—particularly those eligible for Pupil Premium. Trained staff will deliver these structured, evidence-informed programmes with fidelity, using ongoing assessment to identify precise gaps, tailor sessions to pupil need, and monitor progress closely. Regular review with the maths lead will ensure the interventions remain sharply focused and responsive to pupil outcomes to secure sustained improvement in mathematical understanding.</p>	<p>Education Endowment Foundation (EEF) shows that structured, small-group interventions can lead to an additional four months' progress; outcomes from the programme itself, used in other settings, demonstrate positive outcomes for all children, including those with PP. These programs focus on developing core number skills, reasoning, and fluency, resulting in measurable improvements in maths attainment, particularly for disadvantaged pupils needing additional support to close attainment gaps.</p> <p>This intensive 10-week intervention has a proven impact for children to make on average an additional two months' progress. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</p>	<p>£250</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Actions which support excellent attendance:</p> <ul style="list-style-type: none"> • Weekly attendance meeting with key leaders and admin staff; • Attendance incentives targeted based on data; • Bespoke proactive and reactive communication with families based on emerging trends i.e. targeted text system; • Meetings with parents where patterns, trends or concerns arise; • Half-termly attendance reports; • First day response, including home visits where necessary; <i>'an action a day for every child'</i> • Bespoke support for individual children and families, i.e. Early Help, 	<p>Education Endowment Foundation (EEF) attendance research helps schools identify effective strategies to improve attendance, a key factor in pupil outcomes. The research emphasises early intervention, personalised support, and family engagement to address barriers to attendance. For PP pupils, improving attendance can reduce learning gaps and enhance progress. Incorporating these evidence-based approaches into a pupil premium strategy ensures targeted support, fostering better engagement, academic success, and overall well-being.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>Challenges 1 and 4</p> <p>£350</p>

<p>School Nurse, Sefton LA Attendance Team and individual action plans.</p>		
<p>Training and resources to support pupils' personal, social and emotional mental health and wellbeing: Lego Therapy; Play Therapy.</p>	<p>The EEF has not conducted specific research on play therapy or lego-based therapy, however both interventions are recognised for the positive impact of play-based interventions, on pupil outcomes. Play therapy is a psychotherapeutic approach which supports emotional well-being, social skills, and academic progress, particularly benefiting pupils facing barriers to learning; it helps children to explore their lives and freely express repressed thoughts and emotions through play, particularly effective for children who have experienced trauma, anxiety or other emotional difficulties. Lego therapy is a structured, group-based intervention that uses lego activities to support collaboration and communication through structured play, and has proven effective in enhancing teamwork, problem-solving, and confidence through developing skills such as turn-taking, sharing, listening and communication. For pupils eligible for PP, these strategies can promote social interaction and teamwork whilst address specific challenges, fostering engagement and reducing learning gaps. By incorporating play-based therapies within a pupil premium strategy, we are able to provide targeted support that promotes both personal development and academic success.</p>	<p>Challenge 3</p> <p>£300</p>
<p>Support in ensuring PP children can access the full range of opportunities at St. Gregory's, including extracurricular clubs, school trips and residential:</p> <ul style="list-style-type: none"> • 50% subsidy for school trips and residential (with additional bespoke support where needed) • 50% subsidy for wraparound provision • One free club per academic year for PP children. 	<p>The Education Endowment Foundation (EEF) highlights that extracurricular activities boost pupil outcomes by improving engagement, confidence, and social skills. These activities, such as arts, sports, and academic clubs, provide opportunities for enrichment and teamwork, particularly benefiting disadvantaged pupils. Incorporating extracurricular activities into a pupil premium strategy ensures targeted access, helping to close learning gaps and enhance personal development, ultimately supporting both academic success and overall well-being.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>Challenges 1, 2, 3 and 4</p> <p>£3,555</p>
<p>Enhanced parent communication and workshops:</p> <ul style="list-style-type: none"> • Stay & Pray Class Worship; • Specialist Parent Workshops i.e. OT Sensory, ADDvanced Solutions etc. • Internal Parent Workshops, i.e. Cognitive Learning Theory, Supporting Long-Term Learning, Making Best Use of Knowledge Organisers, Supporting Spelling etc. 	<p>Effective communication with parents plays a vital role in our pupil premium strategy. Research consistently demonstrates a strong connection between parental involvement and positive student outcomes; parents are the primary care givers. When parents actively participate in their children's education, students tend to achieve higher academic success, maintain better attendance, and experience improved social and emotional well-being. Tailored communication with parents, with a clear focus on learning, helps build a collaborative partnership. By regularly sharing updates on student progress, attendance, and learning behaviours, we establish a shared source of external motivation for students. Our dedication to transparent and meaningful communication ensures that parents remain active partners in their child's education, fostering overall success.</p>	<p>Challenges 1, 2, 3 and 4</p>

<ul style="list-style-type: none"> • Curriculum Showcases, sharing curriculum learning in a celebratory session • Regular newsletter updates with 'Curriculum Spotlights' 		
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Total budgeted cost: £17,720

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 the 2024-2025 academic year. Precise data is omitted, to ensure anonymity, due to low number of children eligible for Pupil Premium.

In support of the following review, we can point to the following areas of evidence:

- Wellcomm language screening to assess early vocabulary and oral communication
- Outcomes from Speech and Language Therapy interventions
- KS1 Phonics Assessments 2025 to benchmark attainment against national expectations
- End of Key Stage 2 Assessments 2025 to benchmark attainment against national expectations
- Year 4 Multiplication Tables Check data
- Reading Plus data
- Attendance and punctuality data
- Enhancements to our Maths and English curriculum

Impact by Intended Outcome

1. Improve attendance of eligible pupils

- a. Attendance of eligible children improved overall, with persistent absence rates of this cohort reducing considerably. This positive trend has continued into the 2025-2026 academic year thus far.
- b. Leadership of attendance was strengthened and became for focused in its own graduated approach, considering the universal approach as well as targeted and specialist support.
- c. School staff prioritised attendance and were supported in developing strategies to do so.

Evidence: attendance data, comparing 2023-2024 cohorts to 2024-2025 cohorts (attendance; absence; persistent absence)

2. Improve attainment through accelerated progress

- a. School's collaboration with expert consultants and local 'Outstanding' schools ensured further enhancement of curriculum intention and provision, leading to even higher quality provision.
- b. All disadvantaged pupils accessed structured reading programmes e.g. WellComm, Floppy's Phonics, Whole Class Reading, ProjectXCode, Reading Plus, Precision Teaching.
- c. All disadvantaged pupils accessed structured maths teaching, e.g. renewed 'Fluency/Reasoning/Problem Solving' approaches, with additional

intervention support: Becoming 1st Class at Number; 1st Class at Number; 1st Class at Number 1.

Evidence: Wellcomm data demonstrates improved vocabulary, reading fluency and comprehension; Close tracking of Floppy's Phonics outcomes demonstrate improvements; Reading Plus WPM gains and comprehension gains; qualitative engagement with texts resulting from Reading Recovery; Maths interventions show increased security in maths foundations and greater security in understanding.

3. Improve pupils' mental health and wellbeing, including personal, social and emotional development through pastoral care

- a. Interventions and strategies were introduced to rebuild resilience and positive learner identity, including closely understanding children's needs and matching provision to remove and/or overcome this barrier.
- b. Children experienced targeted curriculum approaches which improved their mental health and wellbeing

School established a graduated approach to SEMH / Mental Health and Wellbeing support for all pupils and extended support to families through parent coffee morning workshops.

- c. A new and revised 'Fullness of Life' curriculum unified several key aspects of the PSHE/RSE curriculum and wider personal development and positive mental health and wellbeing approaches, to ensure a strong, cohesive curriculum offering, which pupils thrived within.

Evidence: Teacher reviews, specialist teacher reviews/outcomes showing growth in confidence, motivation and positive attitudes to learning; learning walks, pupil voice and book looks confirm raised expectations, ambition and self-esteem.

4. Increase parental engagement

- a. A programme of parental workshops were arranged and delivered for all families: Children's Mental Health and Wellbeing; Sensory Processing; Graduated Approach to SEND and Early Help; Early Reading; Assessments. These sessions were well attended, including attendance from parents of our disadvantaged children.
- b. A programme of parental engagement and celebration events were held for all families: Stay & Pray Class Worship; Musical Celebrations; Curriculum Showcases (information session and an in-class activity and book look with children). These were well attended, including attendance from parents of our disadvantaged children.

Evidence: attendance at parent engagement sessions; teacher reviews; conversations with parents; pupil voice.

5. Develop positive attitudes towards and behaviour for learning, promoting good habits for lifelong learning.

- a. St. Gregory's Behaviour Curriculum has been developed which clearly identifies the taught behaviours, and explicitly ensures rationale is given. Staff are trained in this curriculum and are clear that we are not teaching for compliance but so our children are set up to thrive and shine in life, both here and beyond.
- b. Fewer behavioural incidents have been reported since the introduction of our Behaviour Curriculum.
- c. Children, especially our disadvantaged children, are ready, respectful, safe and loving.

Evidence: reduction in behaviour incident reporting; learning walks and pupil voice; pupil conduct.

Wider Impact and Enrichment

- Reading outcomes and comprehension improved through a curriculum that prioritises reading in all it does; our reading threads throughout all curriculum areas.
- Pupils accessed a wide range of enrichment opportunities to strengthen their cultural capital, with strong participation in extracurricular activities. Trips were both curriculum-enhancing and life-enriching; the knowledge of our disadvantaged pupils was pointed out on several occasions, without external staff knowing context
- Attendance improved overall, through regular use of rewards, incentives and family support, ensuring children accessed a full curriculum.
- Wellbeing initiatives were embedded, contributing to a supportive environment in which disadvantaged pupils could thrive.
- Already strong teaching was further strengthened with the expert support of recognised and highly-regarded consultants, positively impacting learning for all.
- Our already strong curriculum offer was further strengthened by further aligning our PSHE/RSE and wider opportunities within our Fullness of Life curriculum.
- Ongoing SEND training provided for additional inclusive strategies which have further enhanced the learning and positive mental health and wellbeing of disadvantaged learners.

Externally provided programmes

Programme	Provider
n/a	n/a

Service pupil premium funding (optional)

<i>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</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a