

Pupil premium strategy statement 2024-27

This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2025 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	Brocklewood Primary School
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	53.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governors HofS Mrs Oliver
Pupil premium lead	Rachel Meli
Governor / Trustee lead	Francesca Huskisson-Moore, CofG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£299,970
Recovery premium funding allocation this academic year	£0
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	£299,970

Part A: Pupil premium strategy plan

Statement of intent

At Brocklewood, our intent for the Pupil Premium strategy is to secure equity, sustained progress and high achievement for all disadvantaged pupils by ensuring they receive consistently strong teaching, targeted academic support and high-quality wider provision. Our approach recognises the significant contextual challenges outlined in our deprivation profile and attendance patterns, and it is rooted in the principle that excellent classroom practice is the most powerful lever for improvement. This aligns with the EEF's finding that the highest-impact use of Pupil Premium is to strengthen teaching and close daily instructional gaps. Quality First Teaching at Brocklewood is built on evidence-informed principles of environment, design, delivery and inclusion, with a deliberate focus on adaptive teaching, explicit instruction, language development and scaffolding, as set out in our Teaching and Learning Principles.

The strategy also reflects Ofsted's current framework, which places strong emphasis on a well-sequenced curriculum, pupils' readiness to learn and equitable access to learning for vulnerable groups. Disadvantaged pupils at Brocklewood typically enter school with lower levels of communication and language, limited early reading experiences and a higher prevalence of SEMH needs. Your pupil premium statement clearly identifies these needs and prioritises early language, phonics, oracy and writing, supported by structured interventions and timely assessment. Our intent is to ensure that every disadvantaged child benefits from a curriculum that builds knowledge cumulatively, provides explicit vocabulary instruction and secures the foundational skills needed to access the wider curriculum.

In addition, our approach recognises that attendance, behaviour and well-being remain critical barriers for a significant number of disadvantaged pupils. We will continue to strengthen systems that ensure pupils feel safe, included and ready to learn, drawing on the expectations outlined in our Behaviour Policy and pastoral provision. This includes proactive attendance support, early help for families, targeted SEMH interventions and creating predictable, calm learning environments. These wider strategies mirror the EEF's three-tiered model, which highlights the importance of addressing non-academic barriers and securing conditions for learning alongside academic support.

Ultimately, our intent is that disadvantaged pupils at Brocklewood achieve highly, attend well and experience a rich, ambitious curriculum that prepares them for future success. Through consistent application of evidence-informed practice, rigorous monitoring and a culture of inclusion and high expectations, we aim to narrow attainment gaps year on year, improve pupils' confidence as learners and ensure that every child is able to imagine, believe and achieve.

School Context and Location

(January Census 2025 Deprivation Statement – Brocklewood Primary and Nursery School)

Brocklewood Primary and Nursery School is located within the City of Nottingham.

Nottingham ranks **6th** out of the 317 Local Authorities in England, using the IDACI Score Measure 2019 (Proportion of children living in income deprived households).

Pupil Residence (IDACI national rank of LSOA):

- **17.4%** of Brocklewood Primary and Nursery School pupils reside in LSOA which are ranked in the most deprived **1%** of LSOA nationally, compared to **4.5%** of Nottingham city pupils.
- **72.4%** of Brocklewood Primary and Nursery School pupils reside in LSOA which are ranked in the most deprived **5%** of LSOA nationally, compared to **24.7%** of Nottingham city pupils.
- **80.0%** of Brocklewood Primary and Nursery School pupils reside in LSOA which are ranked in the most deprived **10%** of LSOA nationally, compared to **43.0%** of Nottingham city pupils.
- **92.47%** of Brocklewood Primary and Nursery School pupils reside in LSOA which are ranked in the most deprived **30%** of LSOA nationally, compared to **77.2%** of Nottingham city pupils.

Pupils attending Brocklewood Primary and Nursery School in January 2025 had an average IDACI deprivation score 0.40 (based on residence). This means that 40% of pupils may have been experiencing family income deprivation in comparison with 29.7% of pupils for Nottingham overall and 16% nationally.

The school serves the Broxtowe Estate on the outskirts of Nottingham City. The school does not sit within its catchment area and pupils typically have a 20-minute walk to school.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Our attendance data report for 2024/2025 shows attendance last academic year was lower among pupils in receipt of pupil premium. Analysis of attendance data shows that some families of disadvantaged children need additional support to secure and sustain better punctuality and attendance. Attendance for Pupil Premium pupils is 89.3% compared to 92.2% for non-pupil premium pupils. A high proportion of pupil premium pupils are also persistent absentees compared to non-pupil premium.

2	Early reading and phonics Assessments, observations and discussions indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. Phonics assessments indicate a more significant gap for disadvantaged children. This can negatively impact upon their development as readers over time.
3	Oracy and Communication Assessments, observations and discussions with pupils indicate underdeveloped speaking and listening skills and large vocabulary gaps upon entry to school for many of our disadvantaged children. Language and communication on entry to Nursery and Reception is significantly below expectations: • On entry to Nursery in 2025/26 72% pupils of children were working below expectations in communication and language. 48% of those were significantly below. • Communication and interaction continue to be the highest recorded area of needs across the school, followed by SEMH for SEND. 55% of pupils identified as SEN are disadvantaged pupils. 88% of pupils identified with SEMH specifically are disadvantaged pupils.
4	Attainment in writing as children go through school Assessments, observations and monitoring indicate that disadvantaged pupils generally have greater difficulties with writing than their peers. Disadvantage pupils are less likely to demonstrate accurate sentence construction, transcriptional fluency and stamina for writing. The gaps in attainment for writing for disadvantaged children are a challenge across the school.
5	High proportion of SEMH need There are a high number of disadvantaged pupils who have SEMH difficulties and/or require additional support (from social care/targeted support or Early Help). The complex needs of families can impact on the children's ability to concentrate and manage their emotions which prevents them to fully access and enjoy all aspects of the curriculum. Our permanent exclusion and suspension summary report shows 83% of pupils with suspensions during 2024/2025 were in receipt of Pupil Premium. Within our school, 88% of pupils identified as SEN with SEMH as their primary need are disadvantaged pupils.
6	Limited Enrichment Opportunities Internal monitoring, including lesson observations, book scrutiny and pupil voice, shows that many disadvantaged pupils experience barriers to developing wider world knowledge due to the challenges families are facing. This limited experience impacts the children's knowledge, vocabulary, confidence and curriculum access.

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
Disadvantaged pupils' attendance improves through early identification of risk, more consistent staff ownership and partnership with families.	• Attendance for disadvantaged pupils is improving year on year so that children have more days present in school. • Attendance of pupils causing concern is improving. • Reduction in amount of PA for disadvantaged pupils across the year.
Children's social, emotional and mental health needs are addressed and they are supported to access learning.	• SEMH provision addresses the needs of disadvantaged pupils and is regularly reviewed. • Wider strategies and targeted support enable disadvantaged pupils to access the learning by addressing needs at whole school, class and individual level, leading to improved learning behaviours.
Disadvantaged pupils make stronger progress in reading from their starting points – demonstrated through improved progress in phonics and in reading across KS2.	• Targeted interventions are in place to support progress of vulnerable pupils in reading and phonics. • Disadvantaged pupils demonstrate improved GPC knowledge and decoding accuracy through termly phonics assessments. • A greater proportion of disadvantaged pupils are passing the phonic screen by the end of KS1 and the gap to national other is narrowing. • Disadvantaged pupils demonstrate improved fluency and comprehension. • A greater proportion of pupils are achieve age-related expectations in KS2.
Disadvantaged pupils make stronger progress in writing from their starting points - demonstrated through improved transcriptional fluency, sentence construction and independence in writing across KS1 and KS2.	• Disadvantaged pupils demonstrate improved transcriptional fluency and sentence accuracy. • Writing books show improved structure, vocabulary and cohesion across the year. • The teaching and lesson design are based on the Brocklewood Principles for Teaching and Learning • A greater proportion of disadvantaged pupils reach age-related expectations.

Improved oracy skills and communication of disadvantaged pupils across the curriculum – supported through use of early intervention and deliberate, explicit and precise, explicit teaching opportunities.	• Talk in classroom is planned, designed, modelled, scaffolded and structured to enable all learners to develop the skills needed to talk effectively and with confidence. • There's deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum which supports children to make progress in oracy. • A greater number of disadvantaged pupils are able to articulate their thinking and learning clearly. • A greater proportion of disadvantaged pupils are achieving age related expectations in communication and language at the end of EYFS. • Individual needs are addressed through targeted interventions.
Equal entitlement for all children to access a broad and balanced curriculum	• Opportunities for all disadvantaged to access enrichment opportunities that enhance their cultural capital. • Curriculum is not narrowed for these pupils and access to all foundation subjects is guaranteed.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £62,632

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership capacity to strengthen QFT through high-quality CPD, monitoring and effective pupil progress meetings throughout the year. Quality First Teaching will be a whole school development priority for	NFER Research states that: Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of	2,3,4

2025-2026. Implement plan with a clear focus on disadvantaged pupils.	our Pupil Premium provision will mean that it is high profile across the school. A School's Guide to Implementation EEF	
Embed quality first teaching by providing all staff with high-quality professional development throughout the year, linked to the school priorities.	NFER Research states that: Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. 'Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil..' (Supporting the attainment of disadvantaged pupils – DfE) Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice - NFER	2, 3, 4
Coaching and mentoring – release time for coaching and mentoring	The Chartered College of Teaching research shows benefits such as mentoring having a positive impact on mentees, their learning, classroom practice and their well being (Maxwell et al, 2022, Lord et al., 2008) Recognising the Power of Mentoring for Teacher Development - Chartered College of Teaching EEF Guidance: Using your Pupil Premium Funding Effectively states that: Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.	2, 3, 4

Embed evidence-based practice in writing. Professional development will focus on explicit teaching of transcription, sentence construction and structured practice to improve fluency and stamina.	EEF Improving Literacy in KS1 and KS2 states that: High quality writing is characterised by explicit teaching of sentence construction, grammar and text structure, alongside frequent opportunities for pupils to practice writing and receive feedback. Improving Literacy in Key Stage 2 EEF EEF Professional Development 2021 states that: Professional development that focuses on subject-specific pedagogy supported by coaching and opportunities to practise, is more likely to improve teaching quality and outcomes. Effective Professional Development EEF DfE Writing Framework states that: if transcription skills are not secure, pupils' working memory can become overloaded, which limits their ability to think about vocabulary choice, sentence construction and text structure. The writing framework	3, 4
Support effective implementation of the Little Wandle Phonics Scheme. In school and online training. Dedicated release time for Phonics Lead to: model high-quality phonics lessons, provide on-going support to ensure all children learn to read, monitor and tracking of progress, liaising with SLT on a regular basis.	EEF states that: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Improving Literacy in Key Stage 1 states that: Systematic phonics instruction is an important component of early reading, particularly for pupils who are at risk of falling behind, Phonics EEF	2

Provide high-quality texts to support reading development and promote a love of reading. Education Library Service subscription. Purchase further high-quality texts to add to library collections.	The DfE Reading Framework states that: access to a wide range of high-quality texts supports pupils to develop vocabulary, background knowledge and comprehension, particularly for pupils who do not experience this at home. The reading framework - GOV.UK EEF, Improving Literacy in KS1 and KS2 states that: Reading comprehension strategies work best when pupils have access to a range of high-quality texts and are taught using a carefully sequenced curriculum' Improving Literacy in Key Stage 1 EEF As outlined by 'Alex Quigley (2020): Reading will prove the master skill of school, unlocking the academic curriculum for our pupils...the habitual act of 'learning to read' and going on to 'read to learn' in an ever-present part of school life. Why Closing the Word Gap Matters	2, 6
Embed high-quality oracy across the curriculum so that all pupils are explicitly taught to speak, listen and express their thinking with clarity and confidence.	Voice 21 – Oracy Impact Report (2021) states that; Planned and explicit oracy instruction enables pupils, particularly those who struggle with reading and writing, to access the curriculum content more deeply and meaningfully. The report also states that: High-quality oracy education supports pupils to develop confidence, reasoning and academic language, helping to narrow gaps for disadvantaged learners. Oracy Across the Curriculum: The Evidence - Voice 21 EEF Oral Language Interventions: Oral language interventions can have a positive impact on pupils' reading and writing, particularly for disadvantaged pupils. Oral language interventions EEF	2, 3, 4

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

Budgeted cost: £115,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a system of additional reading opportunities for disadvantaged pupils before school and individual reading throughout the week.	The EEF Toolkit consistently shows the positive impact that targeted academic support can have. To ensure that all children are part of the classroom throughout the school day ensures they are all receiving QFT. the interventions before and after school offer targeted support to embed teaching in the classroom and is an effective Pupil Premium strategy. 2. Targeted academic support EEF	2,3
Quality phonics intervention directly linked to Little Wandle phonics scheme targeted at disadvantaged pupils' gaps.	The EEF Teaching and Learning Toolkit states that: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF EEF Improving Literacy states that: Targeted support that allows pupils to practise and consolidate reading skills outside of whole-class teaching can help prevent pupils from falling behind. Improving Literacy in Key Stage 1 EEF	2,3,4
Nuffield Early Language Intervention used to support the development of children's language skills in Early Years.	EEF Oral Language Interventions state that: Evidence shows the average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Oral language interventions EEF	3

	The NELI intervention is an evidence-informed oral-language intervention, Independent evaluations show that it brings about educationally meaningful improvements. This includes: children from less advantaged backgrounds making an average of 7 months' additional progress in their language skills. NELI Evidence and Development Nuffield Early Language Intervention (NELI)	
Provide targeted access to additional reading materials to support disadvantaged pupils' independent practice and reading fluency.	EEF Improving Literacy states that: Providing pupils with regular opportunities to practise reading with books that are closely matched to their current level is important in developing reading accuracy and fluency. Improving Literacy in Key Stage 1 EEF	2,3,6

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

Budgeted cost: £121, 469

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the Attendance School Development Plan. Attendance support for disadvantaged pupils to include: - Identifying barriers and working with families to reduce absences, late starts and number of PAs. - Support from Attendance Officer and Pastoral Team - Walking Bus	NFER research shows: more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. The document outlines the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance. The power of attendance and stability at school for disadvantaged pupils - NFER DfE Working Together to Improve School Attendance (2024) states that senior leaders are expected to take strategic responsibility for attendance as part of their safeguarding and educational duty. Working together to improve school attendance - GOV.UK	1

SEMH support for emotional well-being • 2 ELSA mentors • Learning mentor • Pastoral Team • School Counsellor	EEF toolkit: Evidence shows there is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. <u>Metacognition and self-regulation EEF</u> Evidence from the EEF suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. <u>Social and emotional learning EEF</u>	1,5
Readiness to learn and behaviour • Behaviour mentor-2 days • Roots to Inclusion • New behaviour policy • Learning mentor	NFER Research shows: Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.	1,5
Enrichment opportunities to enhance cultural capital. Including opportunities such as Royal Shakespeare project and residential trips in Year 6.	Based on EEF findings: All children need to have a richness of provision in order to develop all aspects of knowledge of skills. EEF Research shows: There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall	5,6

Subsidise trips and residential visit for all children. Disadvantaged children to be targeted and supported to attend after school clubs and other curriculum enrichment	educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved <u>Arts participation EEF</u> The study, conducted by education think-tank LKMco revealed that only one in five of secondary and primary pupils go on residential trips each year – and that youngsters in disadvantaged areas have the fewest opportunities to take part. “The study shows that residential in schools are generally of high quality. Disturbingly, however, it confirms what many of us feared – far too many children and young people are missing out on these transformational experiences. 5, 6 12 “We would argue that if these experiences have such a significant impact, all pupils should be entitled to have them during their time at primary and secondary school.” <u>Disadvantaged children are missing out on residential trips</u> A range of studies show that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance, including motivation, behaviour and self-esteem. <u>Improving Social and Emotional Learning in Primary Schools EEF</u>	
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Total budgeted cost: £299,970

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 2024 to 2025 academic year.

The School's Pupil Premium Strategy is currently in the third year of the three-year plan. This includes a tiered approach to addressing barriers to learning for disadvantaged learners focusing on: high-quality teaching, targeted academic support and wider strategies.

During the academic year 2024/25, the implementation of the Pupil Premium Strategy was monitored closely through the use of internal and external review processes.

The Trust Partnership Review report for March 2025

Strengths identified include the provision for disadvantaged pupils with SEMH needs:

'Bespoke provision for children with SEMH is effective'.

'The Warren has been designed with therapeutic classroom principles. The room was calm and purposeful. Staff had high expectations, enforced boundaries and understood the children and their needs. Relationships with the children were warm, nurturing but professional'.

Pupil voice survey results show that children have a clear understanding of the school values and how to live these out.

Attainment Data

Key Stage 2								
	Reading		Writing		Maths		Combined	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Brocklewood PP	57%	27%	54%	7%	57%	7%	50%	3%
National	75%	33%	72%	13%	74%	26%	62%	8%
National Disadvantaged	63%		59%		61%		47%	4%

Combined data for Year 6 disadvantaged pupils showed an improved picture for 2024 – 2025 with a percentages for EXS+ higher than the National Disadvantaged percentage.

Writing outcomes improved in 2025 by 13 percentage points compared to the previous year, with a narrowing of the gap for disadvantaged pupils. Percentages are closer to the National Disadvantaged average.

Reading outcomes improved by 3 percentage points from the previous year. This percentage is closer to the National disadvantaged average showing a narrowing gap trend.

Maths outcomes improved by 8 percentage points from the previous year. This percentage is closer to the National disadvantaged average showing a narrowing gap trend.

EYFS GLD	
Brocklewood PP	63%
National	68%
National Disadvantaged	51.5%

In the Early Years, Disadvantaged pupils achieved well. The percentage of children reaching GLD is well above the National disadvantaged data and is close to the National average.

Individual case studies also show the impact the Pupil Premium provision is having for children in F1 and F2 with children showing strong progress from their starting points.

Phonics		
	Year 1	Year 2
Brocklewood PP	61%	79%
National	80%	89%
National Disadvantaged	67%	

Phonics outcomes are broadly in line with National Disadvantaged averages. This is due to the sustained focus on phonics, reading practices and targeted support for pupils in receipt of pupil premium funding.

Attendance				
		2022/2023	2023/2024	2024/2025
Pupil Premium		90.1%	90.4%	89.8%
	PA	59%	58%	55%

Attendance for disadvantaged pupils remains below national averages. However, data shows that the percentage of children who are persistently absent is reducing year on year. Targeted pastoral support has contributed to supporting families to improve attendance. Attendance for disadvantaged pupils will continue to be a priority for next academic year.

Parental Engagement & Communication of the Pupil Premium Offer

A Pupil Premium Showcase evening was held during Parents' Evenings in March 2025. This included school lunch tasters, pastoral support offer, extra-curricular PE offer, before and after school interventions, nursery and toddler group offer and support on how to apply for Pupil Premium support, wellbeing and pastoral offer, Nottingham City MHST offer and healthy packed lunches.

Impact: This event was well-attended and parents are aware of the offer from school in supporting their children in their learning. The event was also referenced in the Trust Partnership Review, March 2025: *'A PP Showcase Evening was well received by parents/carers. They can also access information about the offer through Class Dojo'.*

Enrichment

Children in receipt of Pupil Premium funding have engaged in a wide range of enrichment opportunities to support their personal development, broaden their wider world knowledge and access to the curriculum.

During 2024/25, disadvantaged pupils accessed a wide range of opportunities including:

- Engaging in the Royal Shakespeare Project
- Opportunity to perform as part of the choir
- Year 4 Great Orchestra Experience at the Albert Hall
- Boys and Girls football events
- Netball festival
- Year 4 and 5 Dodgeball
- Handball
- Basketball
- Year 5 multi-sports festival
- Year 4 multi-sports festival

Brocklewood also achieved the Arts Mark Gold Award this year where children have benefitted from the wide-range of arts taught.

During Trust reviews, pupils speak positively about life at Brocklewood. *They report that teachers help them to consider who they want to be and what they want to do and provide opportunity for all pupils to celebrate their identity.*

Following the review of our strategy, we will continue to build on the successes from this year in working towards our identified outcomes by the end of the three-year strategy.

There are some slight adjustments to the strategy to support this including:

- Quality First Teaching is a whole school development priority for 2025-26. High-quality professional development and coaching will be used to embed best-practice to support the progress of disadvantaged learners.

- Attendance is a whole school development priority for 2025-25. Supporting the attendance of disadvantaged learners will be central to this.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Phonics Scheme	Home - Letters and Sounds
Literacy Tree	Literacy Tree Transform your literacy through literature.
Pen Pals	Penpals for Handwriting Cambridge University Press & Assessment