

Pupil premium strategy statement Snettisham Primary

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 | 81 |
| Proportion (%) of pupil premium eligible pupils | 34/81= 42% |
| 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) | 2025-2026 2026-2027 2027-2028 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Louise Jackson |
| Pupil premium lead | Ellie Jones |
| Governor / Trustee lead | Barbara Herring |

Funding overview

| Detail | Amount |
|--|---------------|
| Pupil premium funding allocation this academic year | £52,700 |
| 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> | £52,700 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils within our local community, irrespective of their background or the challenges they face, access school, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all pupils, including those that are disadvantaged to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or an Educational Health Care Plan. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching with warm interactions is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

Our objectives are to:

- Remove barriers to learning created by social and economic background. Increase attendance and attainment.
- Ensure ALL pupils are taught the fundamentals early to enable them to have a strong start to EYFS and KS1 - reading fluently and with good understanding to enable them to access the breadth of the curriculum, writing letters and forming sentences, applying mathematical understanding.
- Develop confidence in children's ability to communicate effectively in a wide range of contexts, learn new vocabulary, and build their own social relationships.
- Ensure quality interactions, live marking and feedback builds understanding quickly; addressing misconceptions.
- Enable pupils to nurture their social and emotional wellbeing and to develop regulation and resilience.
- Access a wide range of enrichment opportunities to enhance knowledge and understanding of the world and raise aspirations.
- Offer a curriculum with planned links to the Gatsby benchmarks to instil career opportunities for future education.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.

- Provide targeted support to quickly address identified gaps in learning.
- Target funding to ensure that all pupils have access to quality teaching, trips, residential visits and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including careers, sport and music.
- Provide nurture to support pupils in their emotional and social development.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | National and internal assessments indicate that attainment in writing among disadvantaged pupils is generally below that of nondisadvantaged pupils. |
| 2 | Assessments, observation and discussions with pupils indicate that under-developed oral language skills and vocabulary gaps are more prevalent among our disadvantaged pupils than their peers; particularly on entry to the Early Years in speech, language and understanding. This is also having an impact on number, writing and spelling outcomes. |
| 3 | Our school is experiencing a higher prevalence of neuro diversity, dysregulation, social, emotional and mental health related conditions among pupils. This can mean that some pupils may need additional support in order to access the curriculum. |
| 4 | Our disadvantaged pupils do not always have the same experiences as our non-disadvantaged pupils. Therefore, it is important that our school continues to offer a range of enrichment opportunities in order to ensure access, not only to extended provision e.g. drop in but also wider opportunities which are subsidised. |
| 5 | Some families find it difficult to engage and this can have an impact on the way in which they can support their child's learning/aspiration, including home reading, attending school events to find out how their child is progressing and workshops. |
| 6 | Attendance data at Snettisham Primary School over the last three years indicates that attendance among disadvantaged pupils has been consistently lower than for non-disadvantaged pupils. Recently, this is improving but a proportion of our disadvantaged pupils, particularly those with additional needs have been persistently absent. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |

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 |
|--|---|
| Children to achieve national expectations in progress and attainment | <ul style="list-style-type: none"> Our EYFS provision will support early intervention by design - to maximise progress in the prime and specific areas to ensure a strong start is given to every child, particularly those with lower starting points. <p>By the end of KS2 pupils will achieve as highly in writing as they have in reading and mathematics, as teachers skillfully adapt provision and enable strong progress in grammar, spelling and punctuation. A specific strategy to use sentence doctor to improve the fundamentals.</p> <ul style="list-style-type: none"> KS1/KS2 to continue to achieve EXS/GDS to meet their individual targets, with writing a particular focus. Regular pupil progress reviews and targeted support put in place as required. Pupils will attain in line with non-disadvantaged pupils/national averages RWM %, PSC, MTC and GLD. Pupils will attain in line with non-disadvantaged pupils/national averages RWM % (EXS/GDS) Children will have accessed small group, in class support |
| Children to have access to wider opportunities | <p>Children will take part in enrichment experiences, including trust events.</p> <p>The percentage of pupils eligible for PP participating in each of the extracurricular clubs will be monitored and SLT will take active steps to increase participation where appropriate.</p> <p>The EYFS/KS1 environment will be enriched to reflect cultural capital and raise expectations.</p> <p>Children will have music lessons</p> <p>Children will experience school trips/residential experiences beyond the familiar.</p> <p>Children will have accessed extracurricular activities (including breakfast/after school clubs) which enhance the curriculum and support their future journey.</p> |
| Improved parental engagement | <p>Parents/carers will have access to regular workshops led by school such as reading cafes, life skills workshops</p> <p>Parents/carers will have support from Family Practitioners, PINS NDS, Norfolk Adult Education, Mental Health Support Team, Family Voice and SEND and Community Team</p> <p>Communication via Class Dojo, texting, newsletters, website enhance engagement.</p> <p>Increase relationship with school community via FOSS</p> |
| Every teacher a teacher of SEND | Adaptations and differentiation are in place for all SEND pupils to support learning. |

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| | <p>Leaders and Teachers champion inclusion and understand a graduated response and reflect this in quality learning plans. Strong relationships with outside agencies working with children, staff and families are sustained.</p> <p>Maximise flexible provision and the environment to offer enhanced provision where there is recognised heightened need.</p> |
| Improved % attendance | <p>Regular scrutiny of VYED attendance reports will enable SLT to analyse what we do and make changes</p> <p>Support first meetings will identify help for families to develop resilience and positive attitudes, making an impact on any ESBA</p> <p>Attendance lead will work closely with TSM, NCC and parents to offer support first and improve attendance through early intervention and work to remove barriers.</p> <p>Attendance of disadvantaged pupils particularly will be closely monitored. • Attendance aim – in line with national average – persistent absence is reduced.</p> |

Activity in this academic year 25-26

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: £ 14,750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Senior leaders design the CPD schedule and plan delivery in order to secure improved progress and attainment across the curriculum (with a particular focus on oracy and writing development – composition, grammar, spelling and handwriting). It supports the development of subject knowledge and aids in the recruitment and retention of new and existing staff. Leaders at all levels contribute to these sessions with additional INSET days involving experts from other schools and subject specialists. | <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance related pay for teachers or lengthening the school day. Education Policy Institute, Evidence Review.</p> <p>https://epi.org.uk/publicationsand-research/the-effects-of-high-quality-professional-development-on-teachers-and-students</p> | 1,2 |

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| <p>Snettisham support staff have access to regular training and support in the form of twilights, specific training days (e.g. RWInc), CPD videos and invites to staff meetings. This ensures that intervention complements the quality first teaching and consistency in teaching and learning across the school</p> | <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (+4 months) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> | <p>1,2,6</p> |
| <p>High-quality, challenging texts pervade the curriculum library and classrooms. Reading passports promoted/showcased routinely and book spine (class texts) shared with staff during CPD session to promote 'Reading for Pleasure'. Peer reading sessions overseen by Reading Ambassador and English Lead at least twice every half term. CPD for Reading Ambassadors provided by English Lead.</p> | <p>Reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers. (DfE – Research Evidence on Reading for Pleasure) https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf Collaborative learning proven in EEF to raise standards. A collaborative approach involves pupils working together in group small enough for everyone to participate on a collective task that has been clearly assigned. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> | <p>1,2,4</p> |
| <p>Staff at Snettisham benefit from oracy and vocabulary CPD (with reference to the oracy toolkit and SALT Champions), through INSET and additional CPD sessions, in order to enhance outcomes for pupils across the school in vocabulary, reading, writing and wider curriculum.</p> | <p>EEF Teaching and Learning Toolkit – Oral Language Interventions suggests that training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. The average impact of oral language interventions is approximately an additional six months progress over the</p> | <p>1,2,3,4</p> |

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| | <p>course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/oral-language-interventions</p> | |
| <p>Teachers and support staff will spend lessons prioritising intervention provision, precision teaching, communication aids, and feedback to pupils through widgit, Pecs, live marking and assessment to celebrate success and to respond to misconceptions during the sessions.</p> | <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. It tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Impacts are highest when feedback is delivered by teachers. Studies of verbal feedback show slightly higher impacts overall (+7 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback</p> | |
| <p>New staff, including ECT and pastoral and The Early Career framework will provide additional support to Early Career attendance lead, will benefit from a programme of CPD and support, including:</p> <ul style="list-style-type: none"> • Julian Teaching School HUB • Step Lab • EEF Supporting School Attendance - reflection and planning tool. • NCC Attendance Toolkit • WNAT ECT CPD | <p>Teachers (ECTs) during their first two years of teaching, which includes training, materials and a dedicated mentor who will support ECTs to develop.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/earlycareer-support-online-teacherdevelopmentary</p> <p>The EEF state that improving attendance is a multifaceted mission, requiring different approaches in different contexts. There are, however, some common overarching principles that can inform attendance strategies. We have brought these principles together as evidence informed themes, each drawing upon recommendations from the EEF's suite of guidance reports, to support school leaders in reflecting upon and developing strategies to tackle pupil absence and improve attendance.</p> <p>https://d2tic4wvo1iusb.cloudfro</p> | 1, 2, 3, 5 7 |

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| | nt.net/production/documents/guidance/supporting_school_attendance_-_reflection_and_planning_tool | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £22,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Snettisham Primary School will further develop its speaking/reading/phonic strategy with support from RWInc specialist and The Wensum Hub to ensure all children can learn to read and read to learn. This will ensure that no child is left behind, including the lowest 20%, raising achievement for all. Teachers and TAs receive training and coaching to follow a structured programme and precision teach to pupil gaps through EYFS-KS2 on a daily basis: Read Write Inc Phonics (EYFS-LKS2) and Read Write Inc Fresh Start (UKS2). Parents will be provided with information, training and support | 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. If an older reader is struggling with decoding, phonics approaches will still be appropriate. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics | 1,2,4 |
| Pupils at Snettisham Primary School will benefit from small group, school led tuition. Precision teaching to fill pupil gaps. | On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. In some cases one to | 1, 2 |

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| | one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions | |
| All pupils to benefit from support in learning multiplication tables. Use of precision teaching, promoting across year groups and use of Times Table Rockstars | Repeated systematic practice of times tables is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupil. (Hasselbring, Lott & Zydny, 2005) https://www.cambridge-maths.org/images/espresso_1_learning_and_assessing_times_tables.pdf | 1 |
| Booster clubs/ sessions primarily for disadvantaged pupils in Reading, Writing, GPS and Maths. | EEF suggests that before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than any other types of extended provision. Impact +3 months. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/extending-school-time | 1,2 |
| Utilise teaching assistants to develop targeted writing intervention and support in class (composition, grammar and spelling) working with the guidance and support of the English Lead | The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants John Hattie's Visible Learning – high effect size in relation to response to intervention. https://visible-learning.org/hattie-rankinginfluences-effect-sizes-learningachievement/ | 1, 2 |
| | | |

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

Budgeted cost: £15,450

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Further enhance social and emotional provision through the recruitment of our pastoral and attendance practitioner. Continue to fully utilise creative and outdoor provision to support increased confidence, mental health for targeted pupils so they are ready to learn in the classroom.</p> | <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/social-and-emotional-learning</p> | <p>3,4</p> |
| <p>Maintain good links with agencies to support families and pupils, including: Community and Partnership Team, Early Help and the SEMH Team, NCC SEND and Inclusion Team and specialist resource bases</p> | <p>EEF research suggests that interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | <p>3,4</p> |
| <p>At Snettisham we will build on our curriculum with additional strategies to broaden pupil access to careers via Gatsby benchmarks, culture and diversity, raising aspirations and developing economic awareness in line with non-disadvantaged pupils. This ensures that enrichment is maximised. Drop in/breakfast club, Music Tuition Trips/Visits, Arts participation, Extracurricular clubs, Boosters, Sports events, Apprenticeship Day, Brilliant Club/ Scholars Programme</p> | <p>Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention (+3 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/extending-school-time Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts participation can have a positive impact on academic outcomes in other areas of the curriculum. (+3 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/arts-participation</p> | <p>3,4,5</p> |
| <p>Ensure support is available for families in crisis. School led EHAP, Early Help Referral Help Hub ECFS Signposting, e.g. Just One Number Parenting programmes, e.g. Triple P, Solihull, Freedom Programme and Circle of Security</p> | <p>Parental engagement has a positive impact on average +4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement Triple P can lead to improvements in children's behaviour. It is believed that strategies within the programme could lead to improvements in children's language development. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/level-4-grouptriple-p-positive-parenting-program</p> | <p>1,2,3,4</p> |

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| <p>Continued targeted provision/early intervention in place for vulnerable pupils to support with mental health and wellbeing. This fosters relationships and ensures that pupils are ready to learn. Promoting Nurture Space/Elsa Mental Health MHST Domestic Abuse Champion Anna Freud Wellbeing Jigsaw Curriculum</p> | <p>EEF suggests that effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> | <p>3,11</p> |
| <p>Effectively promote parental engagement in learning via regular workshops in school, and develop further through Class Dojo, Twitter, newsletters and the school website. Promote Learning with Parents</p> | <p>Parental engagement has a positive impact on average +4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement</p> | <p>4</p> |
| <p>The monitoring of attendance will follow the EEFs 6 evidence based themes as outlined in the evidence based research. Pastoral and Attendance Lead supported by SLT. Early Intervention will be put in place as required in line with NCC guidance.</p> | <p>The EEF suggest that improving attendance requires different approaches in different contexts. They state that there are, however, some common overarching principles that can inform attendance strategies. (6 evidence based strategies). 1. Build a holistic understanding of pupils and families, and diagnose specific needs. 2. Build a culture of community and belonging for pupils. 3. Communicate effectively with families. 4. Improve universal provision for all pupils. 5. Deliver targeted interventions to supplement universal provision. 6. Monitor the impact of approaches. https://educationendowmentfoundation.org.uk/education-evidence/leadership-andplanning/supporting-attendance</p> | <p>3,4,5</p> |

Review of outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Children to achieve national expectations in progress and attainment - Attainment for 11 pupils in Y6 (all pupils) was above the national average; 73% attained EXS in RWM. The national average for 2025, 62%. Outcomes for disadvantaged pupils was 80%, with each child accounting for 20% - this is well above the national average and above % of all pupils in this cohort. This cohort included 45% pupil premium (5/11), 27% SEND (3/11).

| All Pupils (11) | Read (NA) % | Write (NA) % | Maths (NA) % | RWM (NA) % |
|-----------------|-------------|--------------|--------------|------------|
| EXS | 73 (75) | 73 (73) | 73 (74) | 73 (62) |
| EXS PP (5) | 80 | 80 | 80 | 80 |
| GDS | 36 | 36 | 18 | 9 |
| GDS PP (5) | 40 | 40 | 0 | 0 |

Outcomes in GLD and PSC in 2025 were above average for the third consecutive year with 75% (all) 67% (PP) reaching GLD and 90% (all 9/10) 100% (PP 5/5) PSC pass. Y4 MTC was also sustained, reaching the national average of 31% (4/13) achieving full marks.

Leaders remain resolute in continuing to raise standards for all pupils through rigorous monitoring and high expectations, regardless of disadvantage.

Next Steps:

- 1 Maintain small group intervention/boosters/1:1 tutoring, including early morning boosters.
- 2 Embed fundamental strategies to further increase writing outcomes.
- 3 Aim to maintain RWM and MTC above national averages with multiplication drive, particularly in Y5 to sustain progress in mathematical fluency.
- 4 Maintain move up, stay up as this helps teachers to plan for small group support/booster sessions and interventions to help reduce this gap quickly from day one.

Children to have access to wider opportunities - Pupils had access to a range of wider opportunities this academic year including: swimming lessons, whole-school Sports Day, Sports Council (including SSP meetings), a range of Cluster Events, e.g. cross country, tri-golf and Croydon Cup.

Life Skills taught have included: using a knife and fork, toileting, coats, getting dressed sandwiches, brushing teeth, making a bed, making a cup of tea and washing up.

Trips and visits have included: Public Speaking Literary Event held at King's Lynn Corn Exchange, Y5 transition days Smithdon High School, Y6 transition Smithdon High School, Crucial Crew, Brilliant Club – Cambridge and West Norfolk and Young Carer sessions.

Trips to the Sainsbury Centre, Duxford, working with outside agencies on the development of the local area.

Assemblies have included: Celebration assemblies and singing assemblies. Some assemblies have been taken from the Enrichment Map and have included: International Peace Day, World Animal Day, World Smile Day, World Kindness Day, Bonfire Night, Remembrance, Universal Children's Day, Go Green Week and Safer Internet Day. These have been complimented by No Outsiders assemblies.

Trust/school events and workshops have included: Mental Health Week, West Norfolk Academies Trust Music Concert, World Book Day, Soroptimists International Public Speaking Event at the college, Smithdon High School Year 3/4 Sports Festival, West Norfolk Academies Trust Dance Festival, West Norfolk Academies Trust Primary Maths Challenge, Apprenticeship Day, Spelling Bee and move up/stay up. Remembrance performances, WNAT Carol Service which was very well attended, Times Table Rockstars Day. Fundraisers have included: Christmas Jumper Day, Red Nose Day and our annual Christmas fair. On average, disadvantaged pupils have accounted for between 30%-60% of pupils participating in key events and enrichment opportunities.

Improved parental engagement - Parental engagement continues to thrive through parents' evenings, school events, workshops, trips and extra-curricular clubs. The PTA has successfully hosted events, including a well-attended Christmas Fair. Engagement via Class Dojo remains positive, and newsletters along with knowledge organisers are shared every half term to strengthen the home-school partnership. The autumn term parent survey was very positive with 100% recommending Snettisham Primary School because pupils are happy and feel safe.

Every teacher a teacher of SEND – Regular planned CPD has supported staff development and enhanced our offer to pupils. Autumn term: script review, INDES and learning plans, lowest 20% technology and handwriting. Julie Stewart delivered training on SEND support. Extra CPD has been delivered on how to adapt learning, use Widgit, etc. Spring term CPD has been planned to support teachers in writing learning plans. CPD on the development of the teaching of other subjects was delivered in the autumn, along with the use of AI in schools. Spring term: SALT, Wellcomm, planning adaptions and learning plan reviews. Summer term: Fundamentals, mental health team, adapting plans for pupils at PKS and using teaching assistants effectively. Adaptions are in place for all SEND pupils to support learning. SEND team work alongside staff to ensure planned adaptions are in place and continue to be effective. Screening completed as required and outcomes/suggestions for support shared with staff. Professional reports shared via provision mapping – outcomes feed into learning plan targets. Learning plans are on provision mapping and are reviewed/renewed every term (children and families are part of this process and their views are captured).

Improved % attendance - Attendance for this year stands at 94.5% for all pupils, while attendance for disadvantaged pupils (PP) is 93.3%. This is a significant improvement on 88.6% in 2024 and falls in line with the national average of 93.3%. Improving attendance

will remain a key focus in 2025–26 as research indicates that three-quarters of schools in England identify poor attendance and low reading levels as the most significant barriers to academic achievement among socio-economically disadvantaged pupils.