Pupil premium strategy statement – Ashbrook Junior School

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	168
Proportion (%) of pupil premium eligible pupils	29.2%
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	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Heather Tarrant
Pupil premium lead	Siobhan Dell
Governor / Trustee lead	Geoff Peel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,840
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*	£84,840

Mission: Ashbrook is a place for everyone: everyone belongs, everyone is valued, and everyone achieves.

Vision: At Ashbrook Junior School, we nurture ambitious, compassionate, and confident learners who are ready to make a positive difference in their community and the wider world.

We believe that confident children are successful learners. Opportunities to build confidence are woven throughout our knowledge-led curriculum, where every success—big or small—is celebrated. Through engaging learning experiences, we inspire a love of learning and support each child to develop their knowledge, skills, and ambitions for the future.

We aspire for all our pupils to leave Ashbrook as independent, knowledgeable, and responsible citizens of Borrowash, Derbyshire, and beyond—ready to embrace new challenges and contribute positively to society.

School Values:

Respect

Responsibility

Creativity

Kindness

Aspiration

Equity

Part A: Pupil premium strategy plan

Statement of intent

At Ashbrook Junior School, a key part of our vision statement is that: 'Ashbrook is a place for all: everyone belongs; everyone is valued; and everyone achieves'. One of our six, key values which run as 'golden threads' through everything at Ashbrook is equity. We believe that all children, irrespective of their background or of any other challenges they may face during their time with us, should have the opportunity to make good progress and achieve highly across the curriculum.

The equality of opportunity is also extended to our Personal Development and Enrichment offer where we feel that equity in all opportunities is essential. We work to ensure that there are no barriers to these opportunities and that there is consideration made to support children to have access to opportunities they wouldn't otherwise be able to have.

Our approach to both opportunities to succeed through our curriculum and through personal development are child centred and grounded by the principles of fairness. Oracy is a key focus for the school and we aim for children to develop the confidence to leave us being able to speak with confidence in a variety of settings. Children's views are collected and form the basis of decisions made. There are a number of leadership opportunities on offer for pupils.

Assumptions around disadvantage are not made at Ashbrook Junior School. Instead, support is offered according to robust assessment. High quality teaching is the centre of our approach and there is a clear focus on the needs of disadvantaged pupils within all lessons. All teachers take responsibility for this provision, including making sure that appropriate challenge and support is available in all lessons; interventions are appropriate, timely and reviewed regularly; and opportunities are for all so that no child is disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	**Reading Attainment** Attainment on entry to our school for all year groups shows a significant gap between attainment in Reading of disadvantaged pupils compared to

	their peers. In some year groups there is a gap of 40% on entry. This is also shown by a gap in Reading Fluency data.	
2	**Attendance** Attendance records show that the majority of children at Ashbrook Junior School with persistent absence or at risk of persistent absence are disadvantaged. Work is being undertaken with each of these children and families to support children to attend school more regularly.	
3	**Pastoral need** The wellbeing of pupils (as measured by Leuven Scale data on entry and termly, observations and discussions with children) shows that the wellbeing of disadvantaged children is (on average) lower than their peers. Interventions to support these pupils are ongoing.	
4	**Writing Attainment** There is a significant gap in Writing attainment data for disadvantaged pupils compared to their peers. It is apparent from both Reading assessment data, spoken English and from writing assessment that some disadvantaged pupils have a more limited vocabulary range compared to their peers.	
5	**Enrichment** Our pupil voice shows that disadvantaged pupils have less opportunities to develop their cultural capital, including social awareness and confidence in speaking publicly and expressing themselves fully is limited on entry to our school.	

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1) The gap between disadvantaged children and their peers in Reading attainment will be narrowed with more disadvantaged children achieving the expected standard.	More disadvantaged pupils will achieve the expected standard for each year group in Reading. This will enable the gap between disadvantaged children and their peers to narrow and for all children to be able to appropriately access written curriculum content.
2) Numbers of children with persistent absence and those who are at risk of persistent absence will reduce, particularly disadvantaged pupils.	Children with persistent absence or at risk of persistent absence will be supported to attend school more regularly. A clearer understanding of barriers to school attendance will be made with an appropriate approach used to meet the needs of all children.
3) Children will be appropriately supported and action taken so that the wellbeing of all	Children will be supported in school and alongside other agencies if needed so

children (and in particular disadvantaged pupils) improves.	that the wellbeing of disadvantaged pupils improves. Data such as the Leuven scale data, observations and pupil voice will show that wellbeing has improved for disadvantaged pupils so that it is in line with their peer group.
4) Disadvantaged pupils will make greater progress in Writing so that they can write with confidence and Writing attainment data improves so that disadvantage pupils' writing is in line with their peer group.	Children will receive targeted support within lessons and as part of interventions so that they are able to make progress to the expected standard or higher. Teachers will have the skills to support children to make greater progress with bespoke plans.
5) Disadvantaged pupils will experience a wide range of enrichment opportunities so as to improve their vocabulary and cultural capital. Oracy will be a clear focus so that children are able to articulate themselves in front of a range of audiences.	A broad enrichment programme will be established and appropriately tracked to ensure all disadvantaged pupils receive appropriate provision. Oracy will be central to the curriculum and appropriate CPD will be provided so that teachers are able to support with the development of vocabulary and oracy.

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: £37,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is a priority and significant CPD is provided to ensure high quality teaching approaches of reading, writing and language development. This will be achieved through: -CPD and resources for teaching and	Supporting the attainment of disadvantaged pupils - GOV.UK Stresses the significance of high quality teaching being especially important for pupils from disadvantaged backgrounds. Improving the impact of teachers on pupil achievement in the UK – interim findings - The Sutton Trust Research completed by the Sutton Trust states "The effects of high-quality teaching	1, 4

learning of writing and handwriting- CPD for letterjoin and the trial of the literacy tree scheme and Kaligo handwriting app -Widgit subscripton -CPD for staff on whole class reading strategies -CPD for staff on transcription, grammar and spelling -CPD and resources of oracy, communication and language development. -Employment of additional teacher to ensure high quality teaching of Year 5 cohort (highest proportion of PP children) in small, single year-group classes.	are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning." Oral language interventions	EEF There is strong evidence to suggest that oral language interventions, including dialogic activities such as high quality classroom discussion are inexpensive to implement with high quality classroom discussion. A key focus on the writing sequence and appropriate feedback in order to support children's writing and for this support to be appropriate and timely will support targeted children within each class including disadvantaged pupils. Improving Literacy in Key Stage 2	EEF	
Purchase of phonics scheme validated by the DFE and additional online resources to support children to catch up on phonics and support the development of reading fluency. This will be achieved through: -Purchase Monster Phonics to secure stronger phonics teaching -Parental workshops on phonics and reading strategies -Mentoring and coaching for staff on effective reading instruction.	Phonics	EEF There is strong evidence that an appropriate synthetic phonics scheme can make a significant difference to the fluency of reading. Validated schemes have been checked to have impact and are approved by the DfE. EEF phonics toolkit guidance about synthetic phonics DfE validated phonics scheme.	1, 4

High quality texts that support and enhance the curriculum. This will be achieved through -ELS subscription -Purchase of books from curriculum book spine -Purchase of additional phonically decodable books, including those aimed at older readers to ensure that books are appropriately	CLPE Choosing and Using Texts.pdf Using books that are appropriately matched to a child's stage of phonics can support their ability to learn to decode. Encouraging those children who have struggled with phonics at KS1 to continue to read and to 1 5 matched to the needs of children. develop their fluency as they join KS2 is important to support their development and access to the curriculum. ▧ Phonics	EEF	1
Reading for pleasure practice is effective and supports learners to become confident, fluent readers. This will be achieved through: -Partnership with UKLA/OU and RfP community. -Reading lead CPD for staff -Teaching staff commitment to RfP offer.	DfE states: 'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status' (2022) reading_for_pleasure.pdf	1
Provide CPD to support teachers and TAs in their understanding of how to support the development of Reading Fluency	There are a number of techniques which can be used to support the teaching of reading fluency. Investing in CPD for teachers and TAs will allow these techniques to be used across the school and benefit all children. Fluency	EEF	1
Embedding the teaching of and opportunities for oracy across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund	There is a strong evidence base that suggests oral language interventions, including activities such as highquality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions	EEF	5

ongoing teacher training and release time		
Improve the quality of PSHE in order to support pupils wellbeing and cultural capital. This will be achieved through: purchase of a new scheme (Kapow) for both PSHE and RHSE CPD to ensure that staff members are confident in using this	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools	EEF	3

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

Budgeted cost: £25,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of teaching assistants in class and for small group intervention support -employment of TA's to carry out targeted intervention in class to 'keep up not catch up'	Additional capacity to support learning ensures that we are meeting the needs of the most vulnerable learners, and to ensure that targeted intervention can be provided to prevent missed or lost learning. Evidence from the EEF suggests that teaching assistants can provide a largely positive impact on learning outcomes, however, how the teaching assistant is deployed is key. The EEF also suggests that investing in professional development for teaching assistants to deliver intervention is a cost-effective approach to improving learner outcomes (eg Lexia).The research has also found that teachers and teaching assistants working together effectively can also lead to increased attainment.	1,4
Focused fluency support reading daily 1-1 with children	1:1 support with reading daily is proven to be an effective intervention	1

reading below 90 words per minute of age-appropriate text..	strategy for Reading Fluency. Fluency	EEF	
Focused reading intervention supporting phonological awareness, fluency, automaticity, vocabulary comprehension through purchase of Lexia intervention application.	Using digital technology which is bespoke to the needs of each child can enable adaptation to meet the needs of pupils more quickly and support their progress. [Using Digital Technology to Improve Learning	EEF](Using Digital Technology to Improve Learning | EEF) [Lexia Reading Core5®	EEF](Lexia Reading Core5® | EEF)	1

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal development Accessing extra-curricular opportunities and residential experiences	Research suggests that there are enabling character traits which can improve educational attainment, engagement with school and attendance. A literature review for the Education Endowment Foundation and Cabinet Office found that: • High self-efficacy, or self-belief, is associated with better performance, more persistence and greater interest in work; • Highly motivated children (linked to tenacity) driven internally and not by extrinsic rewards show greater levels of persistence and achievement; • Good self-control (or self-regulation, the ability to delay gratification) is associated with greater attainment levels; and • Having good coping skills (part of being able to bounce back) is associated with greater well-being. Other studies have suggested that: • schools which develop character well help drive equity and social mobility	3,5

	for their pupils (DfE Character Education)	
Support for emotional health and wellbeing. This will be achieved through: -ELSA trained member of staff to deliver targeted support -Training of pupil wellbeing buddies -Employment of School counsellor -working with services such as compass mental health support -Employment of safeguarding and attendance officer	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional learning skills are linked with poorer mental health and lower academic attainment. Social and emotional learning interventions in education are shown to improve these 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. Social and emotional learning	EEF Supporting the attainment of disadvantaged pupils states schools that have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. Supporting the attainment of disadvantaged pupils states schools that have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families Children with mental health problems have poorer academic attainment, greater school absences, and an increased risk of school exclusion compared to their mentally healthy peers Longer-term effects of school-based counselling in UK primary schools	European Child & Adolescent Psychiatry	3, 5

Total budgeted cost: £84,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The gap between disadvantaged children and their peers in Reading attainment will be narrowed with more disadvantaged children achieving the expected standard.

The school is currently on track to meet this objective. There is a narrowing of the in-school gap between disadvantaged pupils and their non-disadvantaged peers in achieving the expected standard in Reading.

A gap remains between disadvantaged pupils and the national average, and the percentage of disadvantaged pupils achieving EXS in Reading has declined slightly compared to the previous academic year. For these reasons, Reading continues to be a high-priority focus within the pupil premium strategy.

Key Stage 2 Reading SATs Results 2025:

Group	EXS	GDS
All pupils	64% (75%) national	—
Disadvantaged	55% (63%)	22%
Not disadvantaged	65%	30%

KS2 outcomes show that 55% of disadvantaged pupils achieved EXS, which is slightly below school-level averages and approaching national outcomes for disadvantaged pupils. While in-school gaps remain small, the gap between disadvantaged pupils and non-disadvantaged pupils nationally is widening, highlighting the need for continued targeted support and strategic intervention. As a result, this priority remains central to our Pupil Premium strategy.

A recent QA from challenge partners recognised that 'Leaders have strategically prioritised reading fluency for disadvantaged pupils from the start of Year 3, using clear assessment thresholds (90/120 words per minute) to identify need. Daily, systematic reading interven**tions** delivered by teachers, TAs and volunteers have removed barriers to curriculum access. This proactive and consistent approach has led to noticeable improvements in fluency and has contributed to a narrowing of the attainment gap in reading by Year 6.'

Reading Culture and Curriculum: There is a strong, whole-school commitment to developing reading. A carefully curated **Reading Spine** underpins the Reading, Writing and wider curriculum, ensuring that high-quality texts drive vocabulary development, cultural capital and reading engagement. Investment in rich, age-appropriate literature significantly supported pupils' enjoyment of reading and increased reading for pleasure.
Impact: Pupil voice surveys and classroom observations indicate improved reading engagement across disadvantaged groups.

CPD and Reading Pedagogy: Staff received ongoing CPD on, whole-class Reading structures, teaching of comprehension skills, reading fluency strategies**.** This CPD supported

greater consistency in teaching approaches and improved teacher confidence in addressing reading gaps.

Phonics and Early Reading Catch-Up: Monster Phonics has been embedded as a catch-up programme in Year 3 for pupils who did not pass the phonics screening. Pupils have shown measurable progress in decoding and blending skills, evidenced by phonics screening reassessment and internal fluency benchmarks.

Targeted Reading Intervention: pupils with low reading fluency receive daily adult-led reading sessions, focusing on accuracy, prosody and speed. Internal fluency scores show accelerated progress for the majority of these pupils, contributing to improved comprehension confidence.

Home Reading and Community Engagement: Reading at home was promoted through half-termly Reading Rocks assemblies, celebrations of reading milestones, Structured home reading expectations. These initiatives have raised the profile of reading and increased home engagement for disadvantaged pupils.

Next Steps

To further close the gap between disadvantaged pupils and national expectations, the school will:

- Strengthen teaching of reading fluency through additional CPD using research-led approaches.
- Further develop vocabulary instruction, inference teaching and retention strategies, including explicit teaching of tiered vocabulary.
- Continue to target disadvantaged pupils not yet on track to achieve EXS, with bespoke support plans.
- Expand home-learning opportunities for early reading, including phonics videos and parent workshops.
- Enhance the structure and tracking of reading interventions through support from the English Hub and use of intervention Lexia.
- Ensure pupils who fall behind in fluency or comprehension receive timely, structured intervention with robust monitoring.

Numbers of children with persistent absence and those who are at risk of persistent absence will reduce, particularly disadvantaged pupils.

The school is currently on track to meet this objective. The total number of disadvantaged children over the review period has reduced from 13 children in 2021/22 to 6 children in 2024/25.Furthermore, of the 10 persistent absentees in 2022/23 (children which continue to be on school roll) only 2 of these children continue to be persistent absentees at the end of the review period.

High Attendance levels The school's overall attendance remains high at 97% which is significantly above the national average of 93% and local authority average of 95.8%. The high level of attendance indicates that the whole-school approach to promoting regular school attendance is effective.

Improved Attendance for Disadvantaged Pupils Disadvantaged pupil attendance has steadily increased over the last 3 years with an increase of 2% across the cohort over the last 3 years. An attendance gap continues between disadvantaged and non-disadvantaged pupils.

Reduction in Persistent Absentees The total number of disadvantaged children over the review period has reduced from 13 children in 2021/22 to 6 children in 2024/25.Furthermore, of the 10 persistent absentees in 2022/23 (children which continue to be on school roll) only 2 of these children continue to be persistent absentees at the end of the review period.

Attendance Officer Role: The Attendance Officer was recruited in May 2022 and plays a crucial role in reducing absent rates across the school and among disadvantaged children.

Attendance Rewards and Incentives: The school have introduced a weekly celebration attendance event which takes place across the whole school to recognise the class with the highest attendance.Previous incentives such as certificates, meals etc appear to have had little impact and also have not been received well by the parenting community. School have, therefore, taken a more 1:1 attendance focus which is possible due to the school size and a School Attendance Officer being in place.

Attendance Interventions The school have taken a number of steps to support disadvantaged children with securing regular school attendance. These include access to ELSA support, introduction of school counsellor and the use of the ATTEND framework and regular communication and engagement with parents.

Next Steps

· To address disadvantaged children travelling out of school catchment with repeated levels of lateness after registers close.

· Monitor impact of ELSA and School Counsellor support for 2 disadvantaged children that continue to have persistent absence.

· Review individualised attendance incentives to reward sustained attendance for children

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Children will be appropriately supported and action taken so that the wellbeing of all children (and in particular disadvantaged pupils) improves.

The school is on track to achieve this objective, with a clear and embedded approach to mental health and wellbeing that ensures pupils (particularly those who are disadvantaged) are appropriately supported and receive timely intervention.

A **graduated approach to wellbeing:** has been successfully implemented, enabling early identification of need and targeted support. This has been strengthened through strong home–school partnerships, pupil leadership opportunities, and effective external agency involvement**.**

Leuven Scale Data: demonstrates positive outcomes for wellbeing and engagement across the school, with a strong alignment between disadvantaged and non-disadvantaged pupils:

- **High Wellbeing**
  - All pupils: **70%**
  - Not disadvantaged: **71%**
  - Disadvantaged: **65%**
- **High Involvement**
  - All pupils: **64%**
  - Not disadvantaged: **65%**
  - Disadvantaged: **61%**

These outcomes indicate that disadvantaged pupils are closely tracking their peers, reflecting the effectiveness of targeted wellbeing support in reducing gaps.

Mental Health Support Team (Compass – MHST): Effective partnership working has enabled timely interventions for pupils with additional emotional and mental health needs, including disadvantaged pupils.

ELSA Programme: Trained staff delivered targeted Emotional Literacy Support Assistant (ELSA) sessions, prioritising pupil premium pupils. This has supported improvements in emotional regulation, resilience, and readiness to learn.

School Counsellor: Provision included 1:1 sessions, small group work, and drop-in support, ensuring flexible access to emotional support for vulnerable pupils.

Derby Food for Thought Alliance: Support for families experiencing hardship has contributed to improved wellbeing, attendance, and engagement of disadvantaged pupils.

Graduated Response & Parental Engagement: The school shared wellbeing information and strategies with parents and carers, including wellbeing coffee mornings**,** strengthening trust and ensuring consistent support between home and school.

Next Steps:

- **Development of Calm Space-** Mental health displays linked to the curriculum, a wellbeing and mental health text library and a calm, inclusive environment that supports emotional regulation
- **Wellbeing Buddies** The school counsellor will training for Wellbeing Buddies to strengthen peer-to-peer support at break and lunchtime. Disadvantaged pupils to be represented within leadership roles, empowering them to support peers and contribute positively to school culture.
- **Increased Parental Engagement:** The school will maintain regular wellbeing events and expand workshops and resources to further support families, particularly those facing disadvantage.
- **PSHE (Kapow Curriculum):** A structured and progressive PSHE curriculum to ensure all pupils develop emotional literacy, coping strategies, and an understanding of mental health.
- **Mental Health and Wellbeing Days:** Regular events to raise awareness, reduce stigma, and normalise conversations around mental health for pupils and staff.

Disadvantaged pupils will make greater progress in Writing so that they can write with confidence and Writing attainment data improves so that disadvantage pupils' writing is in line with their peer group.

The school is **on track to meet this objective**. Disadvantaged pupils are performing in line with national averages, and the in-school attainment gap continues to narrow.

Key Stage 2 Writing SATs Results 2025:

Group	EXS	GDS
All pupils	76% (72% national)	15%
Disadvantaged	65% (59% national)	11%
Non-disadvantaged	78%	17%

KS2 outcomes show that 65% of disadvantaged pupils achieved the expected standard (EXS) in Writing, which is in line with national outcomes and above the national average for disadvantaged pupils**.** This represents a strong performance and indicates that the school's writing curriculum and interventions are having a positive impact.

School-level data indicates that the writing attainment across KS2 continues to outperform national averages, with disadvantaged pupils achieving outcomes that exceed those of disadvantaged pupils nationally**.** This demonstrates a secure trajectory towards meeting the strategic objective.

Quality of Teaching in Writing -Teachers accessed targeted CPD focused on the whole-school writing sequence**,** ensuring lessons were coherently planned, progressive and purposeful. This supported greater consistency in modelling, drafting, and editing across all year groups.

Targeted in lesson support and interventions- Disadvantaged pupils received bespoke support within lessons and through structured interventions. Teachers have been upskilled through CPD and coaching, enabling them to tailor support effectively and accelerate progress, particularly for pupils just below EXS and those capable of GDS.

Introduction of handwriting scheme- The implementation of LetterJoin has established a consistent, school-wide approach to handwriting and transcription. This has strengthened the foundations of writing by improving fluency, stamina and accuracy in written work.

The combination of high-quality teaching, targeted intervention and consistent handwriting practice has contributed to disadvantaged pupils achieving strong progress in Writing. This remains a school priority to ensure pupils continue to achieve the highest possible standards.

Next steps:

- Target disadvantaged pupils to achieve EXS and GDS through personalised intervention and challenge.

- Strengthen the progression of knowledge and skills across the writing curriculum to ensure interventions are precise and lessons are planned with clear pitch and progression. Trial use of Literacy Tree.
- Implement a coherent CPD programme focused on planning expectations across the writing process and evidence-based strategies for transcription and composition.
- Build on the introduction of LetterJoin by exploring digital tools to support transcription, particularly for pupils with additional needs.Trial use of Kaligo to support handwriting through use of digital technology.
- Develop enhanced home-learning opportunities to increase parental engagement with writing and support consistent practice at home.

Disadvantaged pupils will experience a wide range of enrichment opportunities so as to improve their vocabulary and cultural capital. Oracy will be a clear focus so that children are able to articulate themselves in front of a range of audiences

The school is on track to achieve this target, with enrichment opportunities being accessed equally by disadvantaged and non-disadvantaged pupils, demonstrating a broad, balanced and aspirational curriculum for all.

A recent QA review stated that ' The curriculum and enrichment programme are deliberately designed to broaden horizons, particularly important given the school's limited local diversity. Disadvantaged pupils participate in a wide range of enrichment opportunities, including trips to places of worship, cultural workshops, global celebrations and visiting speakers. Leadership roles and extracurricular activities support disadvantaged pupils to build confidence, aspiration and transferable life skills.'

Equitable Access to Enrichment. There is no gap between disadvantaged and non-disadvantaged pupils in accessing enrichment opportunities. A high proportion of disadvantaged pupils regularly engaged in after-school clubs and enrichment activities, supported through priority access and proactive encouragement. This ensures disadvantaged pupils benefit fully from the wider curriculum and develop cultural capital alongside their peers.

Targeted Enrichment Tracking The enrichment tracker has been used effectively to monitor participation and identify gaps. This has enabled targeted invitations to ensure disadvantaged pupils access a broad range of experiences, including creative, sporting, academic and cultural opportunities. This approach has ensured inclusive participation and sustained engagement.

Aspirational Offer The school provides a wide range of enrichment opportunities, including after-school clubs, curriculum enhancements, educational visits and residential experiences. These opportunities expose pupils to new experiences and language, supporting the development of vocabulary, background knowledge and confidence in spoken communication. Regular promotion through newsletters and digital platforms has supported strong uptake from disadvantaged families.

Pupil Voice Demonstrates Impact Pupil voice is strong. During school tours and discussions, pupils (including disadvantaged pupils) articulated how enrichment activities have supported

their social, emotional, physical and academic development. Pupils confidently referenced educational visits, residentials, performances and clubs, demonstrating increased vocabulary, confidence and pride in their experiences.

Engagement of Parents and Families Enrichment opportunities have been extended to families through events and coffee mornings, strengthening home–school relationships and encouraging participation.

Opportunities to Develop Talent A high proportion of disadvantaged pupils hold pupil leadership roles. Disadvantaged pupils have been supported to develop and showcase talents through opportunities such as:

- Participation in Pupil Parliament
- Drama, music and performance opportunities at local level

These experiences further support oracy, confidence and cultural capital.

Financial Support for Access Pupil Premium funding ensured that no pupil was excluded from paid enrichment opportunities, including residentials, enabling full participation and equal access regardless of financial circumstances.

Next Steps

- Sustain and extend enrichment provision, ensuring disadvantaged pupils continue to access a wide and aspirational range of experiences that explicitly develop vocabulary and cultural capital.
- Further develop the enrichment tracker to monitor not only participation, but also the range of oracy-rich experiences accessed by disadvantaged pupils.
- Increase structured oracy opportunities within enrichment and leadership roles, including presentations, debates, performances and pupil-led events.
- Expand leadership opportunities for disadvantaged pupils to further develop confidence, spoken language and representation skills.
- Develop parent engagement initiatives, including Books and Breakfast, reading sessions and parent workshops, to support vocabulary and oracy development at home.
- Introduce new partnerships in the arts, STEM and public speaking to provide high-quality oracy-focused opportunities and nurture emerging talent among disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Monster Phonics	Monster Phonics - Enhanced Systematic Synthetic Phonics
Letterjoin	Letter-join whole school handwriting scheme
Widgit	Widgit Online
Learning by questions	Learning by Questions | LbQ