

# St. Katherine's School Pupil Premium Strategy Statement – 2025-2028

This statement details our school's use of pupil premium funding to help improve the attainment of our children currently experiencing disadvantage.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for children currently experiencing disadvantage last academic year.

## School overview

| Detail  | Data                                       |
|---|--|
| Number of students in school  | 894 (Years 7-11)                           |
| Proportion (%) of pupil premium eligible students                       | 23.5%                                      |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2028                                  |
| Date this statement was published                                       | December 2025                              |
| Date on which it will be reviewed                                       | September 2026                             |
| Statement authorised by   | Justin Humphreys<br>Headteacher            |
| Pupil premium lead  | Katharine Crocker<br>Assistant Headteacher |
| Governor  | Glen Davies                                |

## Funding overview

| Detail  | Amount          |
|---|-----------------|
| Pupil premium funding allocation this academic year       | £247,839        |
| Pupil premium funding carried forward from previous years | £0              |
| <b>Total budget for this academic year</b>                | <b>£247,839</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Our children come to us from more than 45 primary schools, which serve both the wealthiest and most deprived wards in Bristol and North Somerset and beyond. As a result there is variation in the educational experiences of the children joining our community.

Our mission:

*'We are St. Katherine's - a nurturing and inclusive community, united in the pursuit of excellence.'*

We prioritise building strong relationships so our children feel a sense of belonging. We are ambitious for our children currently experiencing disadvantage and aspire to remove our attainment gap through improved lost learning and a deeper understanding of how to overcome the barriers children are facing. We demand quality first teaching for all our children based on our Culture of Excellence.

Our strategy is built around the following key objectives:

- Minimising lost learning through improved attendance and reduced persistent absence
- Prioritising CPD and incremental coaching to secure Quality First Teaching across our classrooms
- Strengthening systems for early identification of gaps and targeted interventions

The principles guiding this strategy are:

- Equity of access to our curriculum and co-curricular offer.
- Early identification and intervention of need.
- A whole-school responsibility for student success.
- Rigorous monitoring of progress
- Evidence based strategies

## Challenges

This details the key challenges to achievement that we have identified among our students in the receipt of the PPG.

| No | Detail of challenge   |
|----|---|
| 1  | <p><b>Poor attendance: lower overall attendance and higher rates of persistent absence among children currently experiencing disadvantage.</b></p> <p>There is a gap between the attendance of children currently experiencing disadvantage and their peers, in terms of overall attendance, the number of children who are persistently absent and the level of unauthorised absence.</p> <p>We are not a 'local school' for many of our families: journeys to school each day are therefore longer and more complicated. Children currently experiencing disadvantage are more likely to be impacted by inconsistent morning routines and less flexibility with transport arrangements due to a lack of resources. This impacts negatively on their attendance. Emotionally Based School Avoidance (EBSA) is higher amongst our children experiencing disadvantage.</p> <p><b>2024/25:</b> disadvantage 84.4% Whole School 92.0%.</p> |
| 2  | <p><b>Lower prior attainment in English, maths and science</b></p> <p>We use GL Assessment data to better understand the starting points of our children upon entry. A significant percentage of our children experiencing disadvantage have lower prior attainment and below expected reading fluency.</p> <p>In September 2025, Year 7: 48% of children with lower prior attainment were children currently experiencing disadvantage.</p> <p>At GCSE, children currently experiencing disadvantage perform less well than their peers:</p> <p><b>2024/25:</b> 36% achieved Grade 9-4 E&amp;M compared to 78% of their peers.</p> <p><b>2024/25:</b> 42% achieved Grade 9-4 Sci compared to 77% of their peers.</p> <p><b>2024/25:</b> 15% achieved Grade 5+ E&amp;M compared to 25.6% nationally</p>   |

|                 |   |
|-----------------|---|
| <p><b>3</b></p> | <p><b>More lost learning due to</b></p> <ul style="list-style-type: none"> <li>● <b>disengagement</b></li> <li>● <b>low level disruption resulting in RTL referral</b></li> <li>● <b>suspensions</b></li> </ul> <p>Our classrooms are free from low level disruption because of our Ready to Learn (RTL) approach. Children currently experiencing disadvantage are over represented in our RTL referral data:</p> <p><b>2024/25:</b> 22% of our school population make up 33% of RTL referrals</p> <p><b>2024/25:</b> 26% of our school population make up 60% of suspensions.</p> <p>Children currently experiencing disadvantage have greater pastoral challenges. These include mental health concerns, more complicated family relationships, difficulties in forming and maintaining positive friendships, poorer behaviour and increased safeguarding concerns. Children currently facing disadvantage are 30% more likely to require additional pastoral support and intervention than their peers.</p> |
| <p><b>4</b></p> | <p><b>Gaps in phonics knowledge and poor reading fluency and comprehension.</b></p> <p>US Research (Hart and Risley, 1995) has suggested there is up to a 30-million word gap over four years when comparing families across the socioeconomic spectrum. Research tells us children currently experiencing disadvantage have been worst affected by the pandemic school closures.</p> <p>In 2024/25 the phonics program supported 25 children with identified gaps in their phonics and 36 children completed the reading fluency project.</p>  |

## 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  |                   |                  |                 |               |                         |      |      |      |                             |       |                  |         |                    |         |      |      |                        |      |      |      |     |        |     |     |     |     |     |     |     |     |     |     |     |     |     |
|--|---|-------------------|------------------|-----------------|---------------|-------------------------|------|------|------|-----------------------------|-------|------------------|---------|--------------------|---------|------|------|------------------------|------|------|------|-----|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| <p><b>Improved attendance for children currently experiencing disadvantage.</b></p>  | <p>Improved whole-school attendance<br/>Reduced attendance gap year-on-year.</p> <table border="1" data-bbox="683 524 1404 835"> <thead> <tr> <th></th> <th>School 24-25%</th> <th>National 24-25%</th> <th>Target 25-26%</th> </tr> </thead> <tbody> <tr> <td>Overall attendance rate</td> <td>88.3</td> <td>90.2</td> <td>92.0</td> </tr> <tr> <td>Overall attendance rate FSM</td> <td>83.0</td> <td>87.4</td> <td>90.0</td> </tr> <tr> <td>Persistent absence</td> <td>38.7</td> <td>30.6</td> <td>30.0</td> </tr> <tr> <td>Persistent absence FSM</td> <td>55.2</td> <td>45.8</td> <td>45.0</td> </tr> </tbody> </table>   |                   | School 24-25%    | National 24-25% | Target 25-26% | Overall attendance rate | 88.3 | 90.2 | 92.0 | Overall attendance rate FSM | 83.0  | 87.4             | 90.0    | Persistent absence | 38.7    | 30.6 | 30.0 | Persistent absence FSM | 55.2 | 45.8 | 45.0 |     |        |     |     |     |     |     |     |     |     |     |     |     |     |     |
|  | School 24-25%   | National 24-25%   | Target 25-26%    |                 |               |                         |      |      |      |                             |       |                  |         |                    |         |      |      |                        |      |      |      |     |        |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Overall attendance rate  | 88.3  | 90.2              | 92.0             |                 |               |                         |      |      |      |                             |       |                  |         |                    |         |      |      |                        |      |      |      |     |        |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Overall attendance rate FSM  | 83.0  | 87.4              | 90.0             |                 |               |                         |      |      |      |                             |       |                  |         |                    |         |      |      |                        |      |      |      |     |        |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Persistent absence   | 38.7  | 30.6              | 30.0             |                 |               |                         |      |      |      |                             |       |                  |         |                    |         |      |      |                        |      |      |      |     |        |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Persistent absence FSM   | 55.2  | 45.8              | 45.0             |                 |               |                         |      |      |      |                             |       |                  |         |                    |         |      |      |                        |      |      |      |     |        |     |     |     |     |     |     |     |     |     |     |     |     |     |
| <p><b>Improved English, maths and science attainment.</b><br/>Reduced gap through KS3, particularly in core<br/>To reduce the A8 gap for children currently experiencing disadvantage and their peers.</p>   | <p>Improved outcomes at progress checks, particularly in core subjects.<br/>By 2027, children currently experiencing disadvantage will achieve academic outcomes increasingly in line with their peers, with strong progress across all subjects and significantly reduced gaps in the core curriculum.</p>   |                   |                  |                 |               |                         |      |      |      |                             |       |                  |         |                    |         |      |      |                        |      |      |      |     |        |     |     |     |     |     |     |     |     |     |     |     |     |     |
| <p><b>Improved academic progress for children currently experiencing disadvantage in line with peers.</b><br/>To ensure that children currently experiencing disadvantage achieve in line with their peers across our broad and balanced curriculum.</p> | <p>Children currently experiencing disadvantage will achieve progress scores comparable to peers across all subjects.<br/>The gap in outcomes across faculties will be narrowed at each progress check.<br/>Across KS3 80% of pupils will achieve above or within the expected range.<br/>At KS4 progress will be at least 0.<br/>In 2025 the GCSE A8 gap is 1.5 grades; this will be reduced by half a grade during each year of this plan to be broadly inline with peers by 2027.</p> <table border="1" data-bbox="689 1825 1399 2038"> <thead> <tr> <th colspan="7">2025 Attainment 8</th> </tr> <tr> <th></th> <th>English</th> <th>Maths</th> <th>Combined Science</th> <th>Physics</th> <th>Chemistry</th> <th>Biology</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>4.1</td> <td>3.4</td> <td>3.6</td> <td>3.5</td> <td>3.7</td> <td>3.3</td> </tr> <tr> <td>Non PP</td> <td>5.7</td> <td>5.5</td> <td>3.7</td> <td>5.6</td> <td>5.5</td> <td>5.6</td> </tr> <tr> <td>Gap</td> <td>1.6</td> <td>2.1</td> <td>0.1</td> <td>2.1</td> <td>1.8</td> <td>1.3</td> </tr> </tbody> </table> | 2025 Attainment 8 |                  |                 |               |                         |      |      |      | English                     | Maths | Combined Science | Physics | Chemistry          | Biology | PP   | 4.1  | 3.4                    | 3.6  | 3.5  | 3.7  | 3.3 | Non PP | 5.7 | 5.5 | 3.7 | 5.6 | 5.5 | 5.6 | Gap | 1.6 | 2.1 | 0.1 | 2.1 | 1.8 | 1.3 |
| 2025 Attainment 8  |   |                   |                  |                 |               |                         |      |      |      |                             |       |                  |         |                    |         |      |      |                        |      |      |      |     |        |     |     |     |     |     |     |     |     |     |     |     |     |     |
|  | English   | Maths             | Combined Science | Physics         | Chemistry     | Biology                 |      |      |      |                             |       |                  |         |                    |         |      |      |                        |      |      |      |     |        |     |     |     |     |     |     |     |     |     |     |     |     |     |
| PP   | 4.1   | 3.4               | 3.6              | 3.5             | 3.7           | 3.3                     |      |      |      |                             |       |                  |         |                    |         |      |      |                        |      |      |      |     |        |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Non PP   | 5.7   | 5.5               | 3.7              | 5.6             | 5.5           | 5.6                     |      |      |      |                             |       |                  |         |                    |         |      |      |                        |      |      |      |     |        |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Gap  | 1.6   | 2.1               | 0.1              | 2.1             | 1.8           | 1.3                     |      |      |      |                             |       |                  |         |                    |         |      |      |                        |      |      |      |     |        |     |     |     |     |     |     |     |     |     |     |     |     |     |

|  |  |
|--|--|
| <p><b>Children currently experiencing disadvantage are no longer over represented in the numbers of referrals to the Ready to Learn Room or fixed term suspensions</b></p> | <p>Children currently experiencing disadvantage will not receive more suspensions or RTL referrals than their peers.</p> <p>There will be at least a 30% reduction in referrals to the Ready to Learn Room for children currently experiencing disadvantage.</p> <p>There will be at least a 20% reduction in suspensions for children currently experiencing disadvantage.</p>  |
| <p><b>Improved reading outcomes.</b></p>   | <p>Targeted reading interventions will demonstrate measurable progress in reading assessments.</p> <p>100% of children currently experiencing disadvantage with identified phonics gaps will complete the phonics programme during their first year at St. Katherine's School.</p> <p>100% of children currently experiencing disadvantage with identified phonics gaps will complete the reading fluency programme during their first year at St. Katherine's School.</p> |

## 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: £120,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Incremental coaching for all teachers</b> to improve quality of classroom practice with a strong focus on supporting academic outcomes for children currently experiencing disadvantage. Specifically, the use of well worn paths, reducing cognitive load and checking for understanding.</p> | <p><a href="#">The EEF Guidance report on Effective Professional Development</a> highlights that high-quality teaching has the greatest impact on children currently experiencing disadvantage. To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo. Kraft, Blazar and Hogan (2017) found ‘large positive effects of coaching on teachers’ instructional practice.’</p> | <p>2,3,4</p>                  |
| <p><b>SLT and middle leader lesson drop-ins and faculty monitoring for children experiencing disadvantage</b><br/>These are conducted with a focus on our school’s Culture of Excellence and teaching and learning strategies</p>  | <p>Ongoing monitoring ensures accountability and supports consistent quality across faculties. <a href="#">EEF research shows checking for understanding</a>, <a href="#">explicit instruction</a> and</p>  | <p>2,3,4</p>                  |

|  |   |     |
|--|---|-----|
| including the use of well worn paths, reducing cognitive load and checking for understanding.  | scaffolding are effective strategies that support children currently experiencing disadvantage.   |     |
| <b>Whole school approach to improving literacy</b> through protected time to read in tutor time, library lessons in the KS3 curriculum, explicit teaching of vocabulary in all lessons. These universal strategies are delivered alongside targeted reading interventions that include phonics intervention and the reading fluency programme. Data-driven identification ensures effective targeting. | EEF stresses the importance of literacy and therefore, by implication, reading as a foundation for learning across the curriculum. <a href="#">EEF states that teaching phonics has a positive impact on average (+5 months).</a> | 2,4 |

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

Budgeted cost: £91,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <b>Small-group interventions in English, maths, and science.</b><br>At KS4, students are identified who are not making expected progress. Expert teachers are deployed to give additional tuition focussing individual gaps in knowledge and understanding. | <a href="#">EEF evidence shows small-group tuition can accelerate progress by up to 4 months.</a><br>2024/25 English intervention group made on average 2.0 GCSE grades progress from November to their final exam.<br>2024/25 math intervention group made on average 1.3 GCSE grades progress from November to their final exam. | 2                             |

|   |  |   |
|---|--|---|
|   | 2024/25 science intervention group made on average 2.5 GCSE grades progress from November to their final exam.   |   |
| <p><b>Targeted reading interventions including the phonics programme and reading fluency programme</b></p> <p>Students with identified phonics gaps are given small group phonics interventions using the Read Write Inc. program.</p> <p>Students identified as ‘dependent readers’ are included in small group reading fluency intervention that uses echo reading to develop prosody and fluency. Data-driven identification ensures effective targeting and approaches are carefully tailored to students’ reading capabilities</p> | <p><a href="#">EEF stresses that reading comprehension strategies are high impact strategies that add on average 7 months to students’ reading progress.</a> Alongside phonics this is a crucial part of early reading instruction. The EEF also highlights the importance of literacy as a foundation for learning across the curriculum.</p> | 4 |

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

Budgeted cost: £37,839

| Activity  | Evidence that supports this approach   | Challenge number (s) addressed |
|---|--|--------------------------------|
| <p><b>Whole school CPD</b></p> <p>Ensure staff understand the challenges faced by children currently experiencing disadvantage and how to support them in their role.</p> | <p>Evidence from the EEF <a href="#">Implementation Guidance Report</a> highlights the importance of uniting values and beliefs to improve implementation.</p> | 1,2,3,4                        |

|   |  |                |
|---|--|----------------|
| <p>All staff will receive training so that they better understand the barriers children currently experiencing disadvantage face and how the school's strategy aims to address this.</p>  |  |                |
| <p><b>Whole-school culture of attendance (“attendance is everyone’s business”).</b><br/> Effective use of our holistic approach to improving attendance through fostering a strong sense of belonging through our House System and nurturing and inclusive ethos. Alongside this having robust systems that monitor, track and challenge poor attendance and address specific, individual barriers to attending school every day. Specific new activity this academic year includes a weekly tutor-time, and anEBSA pathway to support vulnerable children addressing emotional barriers improves attendance and belonging.</p> | <p>DfE <a href="#">evidence</a> highlights whole-school approaches as most effective for reducing absence.<br/> DfE have published a <a href="#">toolkit</a> for schools with guidance about how to communicate with schools about attendance</p>  | <p>1,2,3,4</p> |
| <p><b>Trauma Informed Schools UK -led development of least invasive interventions in classrooms.</b><br/> Whole staff CPD focussing on deescalation, least invasive intervention and behaviour interventions that support positive engagement reduce lost learning.</p>   | <p><a href="#">Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</a><br/> Universal approaches to classroom management can help prevent disruption - but often require professional development to administer effectively. Therefore, the pastoral team have had training from Trauma Informed UK, ELSA and have additional mental health qualifications. Targeted approaches that are tailored to pupils’ needs such as regular report cards or functional behaviour assessments may be appropriate where pupils are struggling with behaviour.</p> | <p>1,4</p>     |

|  |   |              |
|--|---|--------------|
| <p><b>Homework</b></p> <p>Ensuring that children currently experiencing disadvantage are able to reap the benefits that additional retrieval practice conveys by providing students with a device on which to complete homework and additional spaces in school to complete homework.</p>    | <p><a href="#">Children currently experiencing disadvantage typically receive additional benefits from homework.</a> However, surveys in England suggest that pupils experiencing disadvantage are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for children experiencing disadvantage. Studies involving digital technology typically have greater impact (+ 6 months).</p> | <p>2,3</p>   |
| <p><b>Parental Engagement</b></p> <p>Engagement with families and raising awareness linked to improved attendance, parental accountability for attendance to progress evenings and other school events as well as targeted support for parents to support their child's reading at home.</p> | <p><a href="#">Parental engagement has a positive impact on average of 4 months' additional progress.</a> It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>   | <p>1,2,3</p> |
| <p><b>Music Lessons</b></p> <p>Music is at the core of the ethos of our trust of schools and the school supports children currently facing disadvantage with a 50% discount on the cost of peripatetic music lessons including the Trailblazers program.</p>                                 | <p><a href="#">The EEF summarises the average impact of arts participation on other areas of academic learning as positive.</a> Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum and arts engagement is valuable in and of itself. The value of arts participation should be considered beyond maths or English outcomes. Arts-based approaches may offer a route to re-engage older pupils in learning, though this does not always</p>  | <p>2,3</p>   |

|   |  |         |
|---|--|---------|
|   | translate into better attainment. It is important to consider how you will use increased engagement to improve teaching and learning for these pupils. |         |
| <p><b>Transport</b></p> <p>For the majority of our students, our school is not their local school and therefore there is a cost of transport incurred with getting to and from school every day.</p> <p>To support excellent attendance and punctuality, children currently experiencing disadvantage receive a reduced cost to travelling on the school coaches.</p> |  | 1,2,3,4 |
| <p><b>Uniform</b></p> <p>Belonging and our culture of excellence are important elements to school life and we hold high standards of personal presentation. Children currently experiencing disadvantage are provided with branded items of uniform.</p>  | <p><u>Children currently experiencing disadvantage are less likely to be able to afford the cost of school uniforms.</u></p>                           | 1,4     |

**Total budgeted cost: £247,839**

## Part B: Review of the previous academic year

### Outcomes for children experiencing disadvantage

#### Overall attainment

We have analysed the performance of our children currently experiencing disadvantage during the previous academic year. The attainment gap remains persistent and stubborn. Overall attainment is above national data.

| 2025 Attainment 8 |     | National |
|-------------------|-----|----------|
| All (173)         | 5   | 4.59     |
| PP (32)           | 3.5 | 3.49     |
| NON PP (140)      | 5.4 | 5.03     |

#### Attainment in English, maths and science

| 2025 Attainment 8 |         |       |                  |         |           |         |
|-------------------|---------|-------|------------------|---------|-----------|---------|
|                   | English | Maths | Combined Science | Physics | Chemistry | Biology |
| PP                | 4.1     | 3.4   | 3.6              | 3.5     | 3.7       | 3.3     |
| Non PP            | 5.7     | 5.5   | 3.7              | 5.6     | 5.5       | 5.6     |
| Gap               | 1.6     | 2.1   | 0.1              | 2.1     | 1.8       | 1.3     |

Attainment is stronger in English. Targeted intervention to secure strong passes in both English and maths is a priority to secure both and therefore improving access to aspirational post 16 study pathways.

Attainment in science should be viewed in context of the high proportion of students being supported to study triple science compared to other schools. Within science there is a support structure for physics which is the poorest performing subject for children currently experiencing disadvantage within triple science and chemistry within combined science prioritising accessibility of the curriculum and pedagogical approaches relating to explanations, checking for understanding and modelling of threshold concepts that support student understanding.

## Focus on Quality First Teaching

Prioritising improving pedagogy across classrooms with strong leadership and a clearly communicated T&L strategy, CPD and incremental coaching programme.

### Attendance

Securing excellent attendance continues to be a priority. Attendance for children experiencing disadvantage was below their peers and below the national average. A rigorous review and further tightening of our attendance procedures will strengthen our stages and formal interventions. Attendance remains a golden thread through the pastoral system.

| 2024/25 | Attendance % | National Average % |
|---------|--------------|--------------------|
| PP      | 83.5         | 90.2               |
| Non PP  | 89.3         | 95.6               |
| Gap     | 5.8          | 3.4                |

### Lost learning

|                    | 2023-24 | 2024-25 |
|--------------------|---------|---------|
| Suspension rate    | 23.40%  | 19.03%  |
| PP suspension rate | 53.21%  | 50.20%  |

Over representation of lost learning continues to reduce through improved efficacy of modified stages and interventions. We continue to invest in building strong relationships with children experiencing disadvantage through CPD work with Trauma Informed Schools UK to support resilience.

Operational changes to arrangements that mitigate the impact of teacher absence and remove the need for agency staff have further reduced the amount of lost learning.

## Phonics and reading interventions

|                                  | 2023-2024 | 2024-25 |
|----------------------------------|-----------|---------|
| No. with identified phonics gaps | 18        | 34      |
| No. on reading phonics programme | 7         | 24      |
| No. of disfluent readers on RFP  | 85        | 74      |

Reading remains a strength and we work alongside the Secondary English Hub for the South West region. Additional support and CPD associated with this will further strengthen our provision.

Reading fluency is tested on arrival and necessary intervention allocated. Reading data is used by all staff to support reading in their lessons. Parental engagements with these interventions are strong and led by our school's Lead on reading and our phonics lead who delivers the small group teaching.

### Summary

- Previous outcomes showed children experiencing disadvantage were not consistently making progress in line with their peers.
- Variation across faculties persisted, with stronger outcomes in some departments and weaker in others.
- Attendance for children currently experiencing disadvantage remained below peers and below national average.
- Literacy gaps limited access to the curriculum for some children currently experiencing disadvantage.

Analysis of outcomes and attendance data indicates that while some interventions had positive impact, the strategy required stronger whole-school focus, earlier intervention, and more intensive monitoring.

## 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.*

| <b>Programme</b>   | <b>Provider</b>             |
|--|-----------------------------|
| NGRT   | GL Assessment               |
| NGST   | GL Assessment               |
| Phonics teaching   | Read Write Inc. Fresh Start |
| Accelerated Reader   | Renaissance                 |
| TISUK Interventions  | Trauma Informed Schools UK  |
| North Somerset targeted support meeting attendance support | Local Authority             |
| Engagement with DfE South West RISE and attendance network | Department for Education    |

## Service pupil premium funding (optional)

| <b>How our service pupil premium allocation was spent last academic year</b>  |
|---|
| We have a small cohort of children in receipt of the service pupil premium allocation. They benefit from funding allocated to specifically meet their needs. Examples include subsidised school travel, Chromebooks to complete homework. |