



# Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium (and recovery 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 effect that last year’s spending of pupil premium had within our school.

## School overview

Detail	Data
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	15 %
Academic year/years that our current pupil premium strategy plan covers	2024/25, <b>2025/26</b> , 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	November 2026
Statement authorised by	Nick Stevens
Pupil premium lead	Cat Howland
Governor / Trustee lead	Russ Shea

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,055
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£89,055</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We have high aspirations for all our pupils and believe every child should be given the same opportunities as their peers, in all aspects of school life. At Stokenchurch Primary School, we want to provide equality of opportunity for all pupils and strive to ensure that disadvantage does not limit horizons: we want all pupils to fulfil their potential. As a school, we want all members of staff to understand how disadvantages and challenges can affect our pupils. This includes vulnerable pupils who have a social worker and young carers. Through the use of evidence-based strategies we aim to reduce the impact of these challenges.

Research indicates that high quality teaching has the most impact on closing the disadvantage attainment gap, and we aim to focus on continually developing the skills of our staff to raise attainment for every child: disadvantaged and non-disadvantaged pupils.

Activities to support the continued education recovery for pupils who have been most affected by the coronavirus pandemic include targeted support and an increase in the provision of wellbeing support.

All pupils in our school are individuals with their own strengths and challenges. Understanding these needs through diagnostic assessments, discussions and collaboration with professionals and carers enables us to target the right support to our pupils at the earliest opportunity.

Through the implementation of a whole school approach, all staff are responsible for the outcomes of our disadvantaged pupils and we work together to raise standards for all. This report outlines how we intend to use our pupil premium funding to address the challenges we have identified for our pupils, and reviews the impact of our spending of the pupil premium grant last year.

## Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged pupils have social and emotional needs which impact on learning through low self-esteem, reduced attendance, poor concentration and the ability to deal with the demands of the school day.
2	Some disadvantaged pupils' average baseline on entry to school is lower in the EYFS than age-related expectations, particularly for Communication and Language; Understanding and Speech; and Literacy and Managing Feelings and Behaviour
3	Some disadvantaged pupils do not have access to books and educational activities at home to support learning: parents and carers are not always able to support with homework due to time, space or confidence in their ability to help.
4	Staff knowledge of how to recognise and address the challenges to achievement in our disadvantaged pupils.
5	Low attendance for some disadvantaged pupils.
6	51% of disadvantaged pupils in our school have attended at least one previous school prior to joining Stokenchurch.

## 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
The speech and language skills of disadvantaged pupils will be at least at age related expectations (ARE) by the end of EYFS	<ul style="list-style-type: none"> <li>Disadvantaged pupils' ELGs are at an expected level for communication and language</li> <li>Language Link and Speech Link scores for disadvantaged pupils are at ARE or above</li> </ul>

Intended outcome	Success criteria
Disadvantaged pupils will make at least expected progress in maths	<ul style="list-style-type: none"> <li>• Attainment of disadvantaged pupils in maths assessments match or exceed those of non-disadvantaged pupils, so that more than 78% achieve at least the expected standard</li> </ul>
Disadvantaged pupils will make at least expected progress in reading	<ul style="list-style-type: none"> <li>• Attainment of disadvantaged pupils in reading assessments match or exceed those of non-disadvantaged pupils, so that more than 80% achieve at least the expected standard</li> </ul>
Disadvantaged pupils will make at least expected progress in writing	<ul style="list-style-type: none"> <li>• 75% of disadvantaged pupils' writing will be at ARE or above</li> </ul>
Disadvantaged pupils' attendance will be over 95%	<ul style="list-style-type: none"> <li>• Census returns show attendance at greater than 95% for all disadvantaged pupils</li> </ul>
Staff confidently use Quality First Teaching strategies to raise attainment for disadvantaged pupils	<ul style="list-style-type: none"> <li>• Evidence of QFT strategies present in all lessons</li> <li>• Evidence of QFT strategies present on teachers' plans</li> <li>• Attainment in reading, writing and maths at ARE or above for disadvantaged pupils</li> </ul>
Disadvantaged pupils will have strategies to support their social and emotional development	<ul style="list-style-type: none"> <li>• Disadvantaged pupils' wellbeing scores are within the typical range</li> <li>• Records of behaviour incidents on the playground are at a level of non-disadvantaged pupils</li> </ul>
Parents and carers will report more confidence in supporting learning at home	<ul style="list-style-type: none"> <li>• Disadvantaged pupils are reading regularly at home with an adult</li> <li>• Disadvantaged pupils' homework is completed</li> <li>• Pupils have access to the resources needed to complete home learning</li> </ul>
Children who have moved to our school from another setting will benefit from an enhanced transition to enable staff to gain a full understanding of their strengths and needs	<ul style="list-style-type: none"> <li>• Enhanced transition in place for disadvantaged pupils moving from another setting</li> <li>• Staff working with disadvantaged pupils joining the school have a clear understanding of pupils' profile</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £4400

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Maximising the use of learning support assistants	<ul style="list-style-type: none"> <li>Making Best Use of Teaching Assistants <i>EEF Guidance Report</i></li> <li>Maximising the Impact of Teaching Assistants Project</li> </ul>	1,4
CPD: Using Quality First Teaching to support all pupils in the class	<ul style="list-style-type: none"> <li>Special Educational Needs in Mainstream Schools <i>EEF Guidance Report</i></li> </ul>	4
CPD: Speech and Language training for staff	<ul style="list-style-type: none"> <li>Preparing for Literacy, <i>EEF Guidance report</i></li> <li>Effective Professional Development <i>EEF Guidance Report</i></li> </ul>	2,4
Monitoring and Tracking Progress: Clear monitoring and tracking of progress in maths, gap analyses to be carried out to inform teaching	<ul style="list-style-type: none"> <li>Putting Evidence to Work: A School's Guide +to Implementation Gathering and interpreting data to identify priorities- <i>EEF Guidance Report</i></li> </ul>	4
High quality training for all LSAs delivering interventions	<ul style="list-style-type: none"> <li>Special Educational Needs in Mainstream Schools <i>EEF Guidance Report</i></li> </ul>	4
CPD: Staff training regarding EBSNA (Emotion Based School Non- Attendance)- Bucks Local Offer	<ul style="list-style-type: none"> <li>Lester KJ, Michelson D Perfect storm: emotionally based school avoidance in the post-COVID-19 pandemic context <i>BMJ Ment Health</i> 2024; <b>27</b>:e300944</li> <li>EEF – Supporting School Attendance</li> </ul>	1,5

## Targeted academic support

Budgeted cost: £ 73,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocated staff hours to identify and address social and emotional barriers to learning.</p> <p>This includes delivering SEMH (social, emotional and mental health) interventions, working with families and children to understand EBSNA, providing supported lunchtime clubs and other emotional support.</p> <p>Staff delivering this include a play therapist, SENCOs, Designated Safeguarding Lead, ELSA and therapy trained staff.</p>	<ul style="list-style-type: none"> <li>• There is a strong evidence base for many of the SEMH interventions delivered. These include Talk About, the Incredible Five Scale, Zones of regulation.</li> <li>• EBSNA toolkits from the local authority advise a personalised approach to understanding the barriers to attendance. A pastoral support lead is able to dedicate the time to analyse and support these.</li> <li>• Cowie, H. (2022). Pastoral care in education today: its continuing role in promoting mental health in children and young people. <i>Pastoral Care in Education</i>, 40(3), 321–327. <a href="https://doi.org/10.1080/02643944.2022.2093955">https://doi.org/10.1080/02643944.2022.2093955</a></li> </ul>	1,3,5,6
<p>ELSA – Emotional Literacy Support Assistant intervention</p>	<ul style="list-style-type: none"> <li>• Natasha Krause, Laura Blackwell &amp; Simon Claridge (2020) An exploration of the impact of the Emotional Literacy Support Assistant (ELSA) programme on wellbeing from the perspective of pupils, <i>Educational Psychology in Practice</i>, 36:1, 17-31, DOI: 10.1080/02667363.2019.1657801</li> <li>• Improving Social and Emotional Learning in Primary Schools <i>EEF Guidance Report</i></li> </ul>	1
<p>High teacher to pupil staffing ratio in KS2. This enables teachers to work with groups of children to catch up and provide practical adaptive learning opportunities.</p>	<ul style="list-style-type: none"> <li>• <i>Improving mathematics in Key Stage 2, EEF Guidance Report</i></li> <li>• Preparing for Literacy, <i>EEF Guidance report</i></li> </ul>	1,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional LSA hours provided to ensure smaller adult to child ratio across EYFS	<ul style="list-style-type: none"> <li>Preparing for Literacy, <i>EEF Guidance report</i></li> <li>Making Best Use of Teaching Assistants <i>EEF Guidance Report</i></li> </ul>	1,2,4
Speech Link Screening and Intervention	<ul style="list-style-type: none"> <li>Preparing for Literacy, <i>EEF Guidance report</i></li> </ul>	2,4
Language Link Screening and Intervention	<ul style="list-style-type: none"> <li>Preparing for Literacy, <i>EEF Guidance report</i></li> </ul>	2
Wellcomm speech and language intervention in nursery	<ul style="list-style-type: none"> <li>Preparing for Literacy, <i>EEF Guidance report</i></li> </ul>	2,3
Reading Intervention delivered by teacher or HLTA	<ul style="list-style-type: none"> <li>EEF Teaching and Learning Toolkit: '<i>Teach reading comprehension strategies through modelling and supported practice</i>'</li> </ul>	2
Maths Intervention delivered by teacher or HLTA	<ul style="list-style-type: none"> <li><i>Improving mathematics in Key Stage 2, EEF Guidance Report</i></li> </ul>	2
1:1 Tutoring	<ul style="list-style-type: none"> <li>EEF Teaching and Learning Toolkit evidence '<i>1:1 Tutoring</i>'</li> </ul>	2
1:1 Dialogic reading with an LSA x 3 per week	<ul style="list-style-type: none"> <li>Watkins, P. (2018). <i>Extensive reading for primary in ELT Cambridge: Cambridge University Press.</i></li> </ul>	2,3

## Wider strategies

Budgeted cost: £ 11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of homework tasks, information sheets and signposting of resources to parents to help support pupils learning at home	<ul style="list-style-type: none"> <li>Working with Parents to Support Children's learning <i>EEF Guidance Report</i></li> </ul>	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clinical Psychology Advice Clinic- 2 hours per term. Staff training, advice or direct pupil support for children with social, emotional and behavioural needs	<ul style="list-style-type: none"> <li>Improving Social and Emotional Learning in Primary Schools <i>EEF Guidance Report</i></li> </ul>	1,5
Funding for staff supported playground activities for pupils who find unstructured play challenging	<ul style="list-style-type: none"> <li>Improving Behaviour in Schools <i>EEF Guidance</i></li> </ul>	1,5
Priority and partial funding for disadvantaged pupils to attend school-run extra-curricular clubs	<ul style="list-style-type: none"> <li>Feedback from pupils and parents indicate that the opportunity to participate in extracurricular activities increased the amount of physical activity accessed, raised confidence and builds new skills.</li> </ul>	3
Funding for free school uniform for disadvantaged pupils	<ul style="list-style-type: none"> <li>Although the EEF Toolkit finds that there is little evidence of impact, parents of our pupils have informed us that their children feel more confident about coming to school when wearing the same uniform as their peers.</li> </ul>	1,3
Funding for educational visits and curriculum enhancement activities	<ul style="list-style-type: none"> <li>Our year 5 and 6 outdoor activity trips occur at the end of the year and are incentives for good attendance and behaviour.</li> </ul>	3
Mindfulness and the use of the 'Stokie Second', used in class several times a day to manage self-regulation	<ul style="list-style-type: none"> <li>Improving Social and Emotional Learning in Primary Schools <i>EEF Guidance Report</i></li> </ul>	1
Access to the Rainbow Room: a dedicated room with resources to support pupils' additional needs	<ul style="list-style-type: none"> <li>Improving Social and Emotional Learning in Primary Schools <i>EEF Guidance Report</i></li> </ul>	1,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced transition support for disadvantaged pupils joining the school	<ul style="list-style-type: none"> <li>• Complete information about a pupils' challenges and strengths enables us to provide tailored support for the pupil and family and minimises loss of learning.</li> </ul>	3,4,5,6
Designation of Pupil Premium Lead to co-ordinate, plan and support delivery of the strategy's aims	<ul style="list-style-type: none"> <li>• In a large school, it is necessary to have a central point of contact for staff, pupils and parents to ensure consistency in approach and efficiency.</li> </ul>	1,2,3,4,5,6
Creation of the Attendance Team in school to look carefully at attendance patterns and address concerns quickly. School, local and national expertise accessed to support.	<ul style="list-style-type: none"> <li>• Bucks Educational Psychology Service EBSA (emotional based school avoidance) resources</li> <li>• Working Together to Improve School Attendance <i>DfE report</i></li> <li>• Rapid Evidence Review into Attendance <i>EEF</i></li> <li>• Securing good attendance and tackling persistent absence <i>Ofsted evidence report.</i></li> </ul>	5

**Total budgeted cost: £89,055**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

The performance of our school’s disadvantaged pupils during the 2024/25 academic year has been analysed. The data we have considered includes the EYFS profile, key stage 1 and 2 performance data, phonics check results and our own internal standardised assessments. In addition to this, we have also looked at attendance data, any records of behaviour incidents, feedback from children, parents and carers, other professionals and staff. Some of our cohorts of disadvantaged pupils are small (less than four pupils), and some have a higher proportion of children with additional needs. Therefore, we intend to consider individual progress in addition to the overall percentages of pupils achieving the expected level or above. Each disadvantaged child is an individual, and quantitative data often benefits from further narrative.

Due to the differing needs in each cohort, we understand the need to adapt and review our activity to ensure it matches the needs. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Intended outcome and Success criteria	Review
<p><i>The speech and language skills of disadvantaged pupils will be at least at age related expectations (ARE) by the end of EYFS</i></p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>Disadvantaged pupils’ ELGs are at an expected level for communication and language</li> </ul>	<p><b>2024/5</b></p> <ul style="list-style-type: none"> <li>As there are fewer than five eligible children, this data will not be shared externally.</li> <li>Next steps: The strategies in place will be continued and the frequency of intervention will be increased.</li> </ul>

Intended outcome and Success criteria	Review
<ul style="list-style-type: none"> <li>Language Link and Speech Link scores for disadvantaged pupils are at ARE or above</li> </ul>	
<p><i>Disadvantaged pupils will make at least expected progress in maths</i></p> <p>Success Criteria</p> <ul style="list-style-type: none"> <li>Attainment of disadvantaged pupils in maths assessments match or exceed those of non-disadvantaged pupils, so that more than 78% achieve at least the expected standard</li> </ul>	<p><b>2024/5</b></p> <ul style="list-style-type: none"> <li>51% of disadvantaged children across the school achieved the expected standard or above in maths at the end of 2024/25, compared to 73% of other pupils.</li> <li>In the end of KS2 maths statutory assessments the children meeting expected standard or above in maths was 57% for our disadvantaged pupils (69% others).</li> <li><b>Next steps: underperforming pupils to be identified clearly and targeted strategies to be employed.</b></li> </ul>
<p><i>Disadvantaged pupils will make at least expected progress in reading</i></p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>Attainment of disadvantaged pupils in reading assessments match or exceed those of non-disadvantaged pupils, so that more than 80% achieve at least the expected standard</li> </ul>	<p><b>2024/5</b></p> <ul style="list-style-type: none"> <li>59% of disadvantaged children across the school achieved the expected standard or above in reading at the end of 2024/25, compared to 74% non-disadvantaged.</li> <li>In the end of KS2 statutory reading assessments, the proportion of children meeting expected standard or above was 86% for our disadvantaged pupils (69% non-disadvantaged).</li> <li><b>Next steps: Although the end of KS2 data is strong, there needs to be some further focus on children lower down to school to ensure that the gap is closed more quickly. The pupils who are under performing will be identified and strategies will be put in place.</b></li> </ul>
<p><i>Disadvantaged pupils will make at least expected progress in writing</i></p> <ul style="list-style-type: none"> <li>75% of disadvantaged pupils' writing will be at ARE or above</li> </ul>	<p><b>2024/25</b></p> <ul style="list-style-type: none"> <li>59% of disadvantaged children across the school achieved the expected standard or above in writing at the end of 2024/25, compared to 69% of other pupils.</li> </ul>

Intended outcome and Success criteria	Review
	<ul style="list-style-type: none"> <li>- In the end of KS2 statutory writing assessments, the proportion of children meeting expected standard or above was 86% for our disadvantaged pupils (76% non-disadvantaged).</li> <li>- <b>Next steps: Although the end of KS2 data is strong, there needs to be some further focus on children lower down to school to ensure that the gap is closed more quickly. The pupils who are under performing will be identified and strategies will be put in place.</b></li> </ul>
<p><i>Disadvantaged pupils' attendance will be over 95%</i> Success criteria</p> <ul style="list-style-type: none"> <li>• Census returns show attendance at greater than 95% for all disadvantaged pupils</li> </ul>	<p><b>2024/25</b></p> <ul style="list-style-type: none"> <li>- Average attendance for all disadvantaged pupils was 87.5%, compared to 94.3% of others.</li> <li>- Persistent absence for disadvantaged pupils was 28% of pupils, compared to 6.6% of others.</li> <li>- Some of the persistent absence was related to SEND provision and resourcing from the local authority.</li> <li>- <b>Next steps: The attendance team have a clear strategy to improve the persistent absence rate, and will consider the barriers for each child that need to be addressed.</b></li> </ul>
<p><i>Staff confidently use Quality First Teaching strategies to raise attainment for disadvantaged pupils</i> Success criteria</p> <ul style="list-style-type: none"> <li>• Evidence of QFT strategies present in all lessons</li> <li>• Evidence of QFT strategies present on teachers' plans</li> <li>• Attainment in reading, writing and maths at</li> </ul>	<p><b>2024/25</b></p> <ul style="list-style-type: none"> <li>- Learning walks and planning reviews demonstrated that QFT strategies are present in all lessons. There is variance across the school in the implementation of these.</li> <li>- Staff are aware of their disadvantaged pupils, and there is evidence that they are employing targeted approaches, however this needs further development.</li> <li>- <b>Next steps: Subject leads and SLT to work with staff to identify CPD needs and</b></li> </ul>

Intended outcome and Success criteria	Review
<p>ARE or above for disadvantaged pupils</p>	<p><b>to develop clear evidence based pedagogic approaches.</b></p>
<p><i>Disadvantaged pupils will have strategies to support their social and emotional development</i></p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils' wellbeing scores are within the typical range</li> <li>• Attendance of disadvantaged pupils will show sustained improvement</li> <li>• There will be a reduction of behavioural incidents on the playground</li> </ul>	<p><b>2024/25</b></p> <ul style="list-style-type: none"> <li>- We do not have a wellbeing measure in place at this point in time to use as a benchmark. This is in development.</li> <li>- There is no comparable data for 2023/24 to use as a baseline due to changes in how incidents were recorded. There were 462 behavioural incidents in 2024/25, but many of these were related to a small group of individuals.</li> <li>- A pastoral support lead was in place for three months, and during this time several disadvantaged pupils benefitted from the support. The pupil premium grant was not able to cover the entirety of the cost, and due to falling pupil rolls, this role was not able to continue.</li> <li>- An increasing number of our disadvantaged pupils have the support of multiple agencies. Co-ordination of this, and the attendance of meetings is necessary.</li> <li>- <b>Next steps: The pastoral lead responsibilities have continued, with these being allocated to appropriately trained staff, such as DSL, SENCOs and a play therapist.</b></li> </ul>
<p><i>Parents and carers will report more confidence in supporting learning at home</i></p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils are reading regularly at home with an adult</li> <li>• Disadvantaged pupils' homework is completed</li> </ul>	<p><b>2024/25</b></p> <ul style="list-style-type: none"> <li>- A parent whole school parent survey is due to be conducted. As part of this parents can be asked about their confidence in supporting pupils.</li> <li>- In the EYFS and KS1, sessions for parents explaining how to support have been well received.</li> <li>- <b>Next steps: Staff to review which children are not receiving help at home with reading. LSA hours to be available</b></li> </ul>

Intended outcome and Success criteria	Review
<ul style="list-style-type: none"> <li>Pupils have access to the resources needed to complete home learning</li> </ul>	<p><b>for regular reading, and homework support.</b></p>
<p><i>Children who have moved to our school from another setting will benefit from an enhanced transition to enable staff to gain a full understanding of their strengths and needs</i></p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>Enhanced transition in place for disadvantaged pupils moving from another setting</li> <li>Staff working with disadvantaged pupils joining the school have a clear understanding of pupils' profiles</li> </ul>	<p><b>2024/25</b></p> <ul style="list-style-type: none"> <li>Where pupils have moved from another setting, staff have initiated conversations with previous settings, have reviewed data and paperwork that has been provided and if there are any safeguarding or SEND conversations, these have been carried out.</li> <li>Staff have also raised any concerns about attainment early, and additional assessments have been available to gain further information about the pupils' profile.</li> <li><b>Next steps: staff to continue with these strategies.</b></li> </ul>

## Externally provided programmes

Programme	Provider
SNAP- Maths	Hodder
SNAP- SpLD	Hodder
Twinkl Phonics	Twinkl
Wellcomm	GL Assessment
Infant Speech Link	SpeechLink Multimedia
Infant Language Link	SpeechLink Multimedia
Junior Language Link	SpeechLink Multimedia
Literacy Gold	Dyslexia Gold
IDL Literacy and Numeracy	IDL



## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by the pupil premium. This includes:

- Accessing Buckinghamshire's local offer fully, including training from the Virtual School, CAMHs, and family support to ensure all stakeholders are aware of best practice and the support that is available locally.
- Promoting the HAF programme, including identifying families who do not qualify under the FSM criteria, but who would benefit from the offer.
- Continuing to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. This includes developing lunch time club and activities. Disadvantaged pupils will be encouraged and supported to participate.
- Fully using communication and review processes in school to ensure that all staff are aware of any challenges or changes in circumstances that may have an impact on a pupils' wellbeing or ability to learn and engage. This wider support network fosters a greater feeling of belonging.
- Working closely with parents and carers to address any concerns or challenges that may have an impact on our pupils, providing or signposting to other support if needed.

### **Planning, implementation, and evaluation**

Some of the activities in our strategy have been well implemented over time, and some are new and responsive to the needs of a particular cohort. When annually reviewing the impact of the activities, we aim to be critical when considering whether to keep, adapt or remove a particular strategy.

Performance data, attendance data, observations, meetings and conversations have assisted our decisions, and it is important that our Pupil Premium Statement aims reflect those of our School Development Plan. Our continued engagement in the

Buckinghamshire Challenge, a local authority initiative aimed at addressing disadvantage in the County, has provided the opportunity to learn about evidence based practice in action in schools across England.

Implementation to some of the strategies in the Statement has been slightly altered due to staff changes, and better than expected progress by some pupil groups. By adopting a clear plan with regular opportunities to review progress and reflect, we hope to see continued progress by the end of 2026.