

Pupil premium strategy statement – Normanby Primary School 2025-2028

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	500 (FS1 – Y6) 433 (FS2 – Y6)
Proportion (%) of pupil premium eligible pupils	24% (FS1-Y6 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Kathryn Pentney
Pupil premium lead	Emma Armstrong
Governor / Trustee lead	Denise Bollands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£191,365

Part A: Pupil premium strategy plan

Statement of intent

At Normanby Primary School, all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention.

We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

Close attainment gaps between disadvantaged pupils (PPG) and their peers so that Normanby Primary pupils eligible for pupil premium make as much progress as others and routinely meet national expectations.

Remove non-academic barriers (poverty, low parental engagement, SEMH, challenging behaviour, material barriers) that prevent pupils from attending, engaging and making rapid progress:

Ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school. We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment. We know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met.

Broaden disadvantaged pupils' life experiences and aspirations through enrichment and sustained cultural capital.

We will achieve this through:

Deploying the DfE / EEF three-tier "Menu of Approaches" (High-quality teaching; Targeted academic support; Wider strategies) so that activity is evidence-led, coherent and cumulative. This means investing first in consistent, high-quality classroom teaching and workforce development, and then adding focused targeted support and wider wrap-around strategies that remove barriers to attendance and learning. [DfE: Using pupil premium guidance](#) • [EEF: Attendance interventions \(REA\)](#)

Starting from diagnostic assessment (Reception baseline / GLD, phonics checks, rigorous termly reading/numeracy checks, SEMH screening, behaviour profiling) and match interventions to need. The EEF highlights accurate diagnostic assessment and targeted tuition as high-impact approaches when well implemented. [EEF: Targeted academic support / Small group tuition](#) • [EEF: Targeted academic support guidance](#)

Addressing non-academic barriers to success. Our curriculum and our work offering social and emotional support for our Pupil Premium children and their families will continue to evolve.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Attendance and persistent absence among disadvantaged pupils is below non-disadvantaged peers and constrains progress.
2	Social, Emotional and Mental Health (SEMH): A notable proportion of disadvantaged pupils show SEMH needs that affect behaviour, readiness to learn and attainment.
3	Parental Engagement: Lower parental engagement among many disadvantaged families reduces home support for learning and attendance.
4	Intersection of PPG and SEND: 34 pupils are both PPG and have SEND.
5	Poverty and Material Barriers: Financial constraints and material poverty reduce readiness to learn and limit enrichment access.
6	Early Language and Phonics Gaps: Reception GLD and phonics outcomes show gaps for disadvantaged pupils.
7	Attainment at expected and greater depth (KS1/KS2), including increasing the number achieving higher standard.
8	Challenging Behaviour (particularly among some pupils with SEND): Disruptive behaviour reduces access to learning.

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
Improve whole-school attendance and reduced persistent absence for disadvantaged pupils.	By end of academic year 1: Attendance for disadvantaged pupils increases and persistent absence (PA) for PPG reduces. By end of year 3: disadvantaged attendance within 1% of non-disadvantaged pupils. Monitoring: weekly attendance data, persistent absence tracking, Trust Attendance Officer and school Attendance Officer case outcomes.
Reduce SEMH and challenging behaviour barriers enabling learning.	Pupil wellbeing surveys show a reduction in pupils identifying concerns; reduction in SEMH-related incident reports; improved restorative practice observed. Early Help Intervention Practitioner casework shows improved family engagement and pupil wellbeing.
Increased early language and phonics outcomes (Reception and KS1).	Reception GLD for disadvantaged increases from 53% to at least 60%; Year 1 phonics pass for disadvantaged at least 70%. Monitoring: WellComm, Little Wandle tracking, phonics checks and termly reading fluency assessments.
Improved reading, writing and maths outcomes for disadvantaged pupils (KS1/KS2).	% of disadvantaged pupils achieving EXS in R/W/M to rise; by end of year 3 reduce R/W/M disadvantaged gap vs national other.

	Increase number achieving higher standard (GDS) across school by targeted uplift: aim for a rise in GDS for disadvantaged within 3 years.
SEND and PPG pupils make sustained progress.	Number of PPG + SEND pupils (where appropriate) making at least expected progress from their individual targets each year increases.
Increased parental/carer engagement and support at home.	By end of year 1: parental engagement metrics (attendance at parents' evenings, workshops, uptake of school communications and support programmes) for disadvantaged families increase; Early Help Intervention Practitioner caseload outcomes show improved family routines and engagement.
Reduced impact of poverty on school access and enrichment.	By the end of year 1: all eligible disadvantaged pupils have funded access to breakfast provision, trips, uniform support and at least 1 extra-curricular club.
Increased participation in after-school clubs (preferential access for PPG).	By the end of year 1: disadvantaged pupils achieve priority access to after school activities.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school CPD programme (year-long coaching cycle) focused on: systematic synthetic phonics (Little Wandle fidelity), reading comprehension strategies, formative assessment & feedback, classroom behaviour for learning, oracy teaching and positive behaviour management (including trauma-informed approaches). Release time for lesson coaching and peer observation	High-quality teaching and targeted professional development improve outcomes; EEF recommends coaching and curriculum-aligned CPD. Monitoring Little Wandle fidelity central to improving phonics outcomes. DfE: Using pupil premium guidance • EEF: Teaching & Learning Toolkit (Phonics/Reading/Feedback)	6 and 7
2. EYFS & KS1 speech, language and oral-language emphasis: implement WellComm screening in Nursery & Reception; deliver targeted NELI / TalkBoost small groups; staff training in dialogic/focused talk strategies and oracy progression.	Oral language and oracy interventions produce good gains, particularly for disadvantaged pupils. NELI/WellComm evidence supports targeted Reception work. EEF: Oral language interventions (Toolkit)	6

3. Improve reading instruction & transform reading culture: Whole Class Reading approach, improved reading spine, increased high-quality decodable and rich literature across phases, timetabled reading for pleasure sessions, classroom libraries and a structured school library offer. Active pupil reading ambassadors to lead peer reading, book talk and reading events.	Reading comprehension and reading for pleasure initiatives are linked to improved attainment and engagement. Embedding a reading culture increases motivation and wider vocabulary.	6 and 7
4. Curriculum and assessment leaders' time to secure implementation & sustainability of evidence-based approaches	Leadership capacity and curriculum planning are essential for sustained improvement; [EEF: Guide to implementation]	4 and 6
5. Oracy across curriculum: adopt an oracy progression framework, timetabled oracy lessons, teacher modelling of structured talk, regular presentation opportunities and speaking assessment checkpoints.	Oracy development supports vocabulary, comprehension and confidence—key for disadvantaged pupils' access to curriculum and assessment.	6

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

Budgeted cost: £67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
6. Structured small-group tuition programme (2–4 pupils) in reading and maths for disadvantaged pupils below expected standards (10–12 week cycles). Prioritise pupils at risk of not achieving the higher standard for targeted rapid progress cycles.	EEF: Small group tuition shows positive average impact when diagnostic and curriculum-aligned. Targeted cycles can accelerate pupils toward the higher standard when focused on key gaps. EEF: Small group tuition (Toolkit)	4, 6 and 7
7. One-to-one or 1:2 tuition for pupils with substantial gaps, including targeted Time Tables support, Year 6 blocks and GD acceleration sessions for pupils near higher standard.	One-to-one tuition effective for substantial gaps; targeted tuition can support pupils to reach higher standards.	7
8. Structured phonics interventions and catch-up aligned to Little Wandle: daily small groups for pupils not keeping up; rapid catch-up blocks; diagnostic tracking and parental reading support sessions.	Systematic synthetic phonics and daily catch-up improve decoding and early reading accuracy. Monitoring Little Wandle fidelity ensures quality.	6
9. Targeted SEND support: experienced TAs deliver structured interventions; SALT/OT blocks; clear TA role descriptions, training and monitoring; bespoke plans for PPG+SEND pupils.	EEF guidance on effective TA deployment and targeted support for SEND pupils; specialist input increases access. EEF – Teaching assistant interventions (Toolkit)	4 and 6

10. Early years targeted interventions (language screening and targeted small group language support in Reception where indicated).	NELI and WellComm are evidence-based for Reception language support and particularly impactful for disadvantaged pupils.	6
---	--	---

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

Budgeted cost: £46,65

Activity	Evidence that supports this approach	Challenge number(s) addressed
11. Attendance Action Plan: weekly monitoring, development of supporting attendance plans, home visits, EWO referrals and multi-agency work. School is supported by the Trust Attendance Officer for complex cases and strategic coordination.	Responsive, targeted attendance work is effective; case management and parental engagement are central. EEF: Attendance interventions (REA)	1
12. Breakfast provision / funded places + targeted family crisis support (food, uniform, trip subsidies) and prompt removal of material barriers.	Breakfast and material support reduce barriers to attendance and participation. DfE: Using pupil premium guidance	1 and 5
13. SEMH and behaviour provision: Targeted behaviour plans, small SEMH groups, and therapeutic blocks, staff training in trauma-informed practice and restorative approaches; referral pathways to CAMHS and specialist outreach. Early Help Intervention Practitioner provides pastoral support and sustained family casework, linking school interventions with home support. The school also provides a range of internal therapeutic supports: ELSA (Emotional Literacy Support Assistant) sessions, Drawing and Talking therapeutic interventions, and structured small-group therapeutic work. External support is available through a dedicated school Educational Mental Health Practitioner via NHS Inside Out and Time 4 You, providing timely specialist input for pupils with elevated needs.	SEL and targeted behaviour interventions improve wellbeing and reduce exclusions when implemented with fidelity. EEF: Social and emotional learning (Toolkit)	2, 4 and 8
14. Parental engagement programme: targeted communications (texts/letters), parent workshops (stay and play, reading, phonics, Year 6 Maths. PINs SEND Coffee Mornings) family learning, and casework for low-engagement	Parental engagement interventions increase attendance and attainment when personalised and actionable. EEF: Parental engagement (Toolkit)	1 and 3

families delivered in part by the Early Help Intervention Practitioner.		
15. Enrichment & cultural capital: funded trips and residential subsidies, targeted music tuition, and preferential access to extra-curricular clubs for PPG pupils (monitored uptake).	Enrichment increases engagement and aspiration; DfE encourages using PPG to remove barriers to enrichment. DfE: Using pupil premium guidance	5 and 8
16. Pupil leadership development: establish pupil leadership roles (reading ambassadors, digital ambassadors, sports leaders, HeadStarters etc) with planned activities and training; link leaders to monitoring reading culture and peer mentoring.	Pupil leadership fosters ownership, engagement and peer influence on culture; using pupils to lead reading and oracy initiatives supports sustainability of culture change.	1, 2 and 8
17. Reading culture action plan: participation in the 'Transforming School Reading Culture' programme; whole-school reading spine, targeted interventions for reluctant readers, dedicated class reading activities, book replenishment and pupil reading data monitored termly. Reading ambassadors and staff reading CPD to sustain culture led by the school Reading Lead.	A whole-school reading plan increases engagement and attainment; combining curricular improvements with reading-for-pleasure strategies is effective for disadvantaged pupils.	6 and 7
18. Monitoring, evaluation & governance: termly Pupil Premium meeting with identified Governor; named governor with PP lead role; publish updated Pupil Premium Strategy and annual impact statement online (DfE requirement).	DfE requires publication and monitoring; governance oversight ensures accountability and iterative improvement. DfE: Using pupil premium guidance	All

Total budgeted cost: £191,365

Outcomes for disadvantaged pupils

<p>2025 EYFS School Disadvantaged vs National 'Other' (Not Disadvantaged)</p> <p>34% of pupils are Disadvantaged. 53% of Disadvantaged pupils achieved the GLD. This has decreased by 16% from the previous year. The performance of Disadvantaged pupils in school is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally. Three year average is 74% for all pupils, 53% for Pupil Premium pupils and 82% for Non Pupil Premium pupils.</p> <p>Y1 Phonics School Disadvantaged vs National 'Other' (Not Disadvantaged).</p> <p>24% of pupils are Disadvantaged – 15 pupils. 87% of Disadvantaged pupils achieved the standard compared to 83% of 'Other' pupils Nationally. Therefore, there is a positive achievement gap of 4%. National Disadvantaged is 67%. The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally. Three year average is 86% for all pupils, 77% for Pupil Premium pupils and 88% for Non Pupil Premium</p>
--

pupils.

2025 Multiplication Tables Check School Disadvantaged vs National 'Other' (Not Disadvantaged)

The percentage of Disadvantaged pupils achieving full marks (25/25) in the Year 4 Multiplication Tables Test is 36%.

The average score of disadvantaged pupils who took the Year 4 Multiplication Tables Test is 23.6 (out of 25).

2025 KS2 RWM combined (EXP) School Disadvantaged vs National 'Other' (Not Disadvantaged)

29% of pupils are Disadvantaged – 19 pupils.

53% of Disadvantaged pupils achieved the expected standard compared to 70% of 'Other' pupils Nationally.

Therefore, there is an achievement gap of 17%. National Disadvantaged is 51%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Over the last three years, 59% of Disadvantaged pupils have achieved the expected standard or above.

2025 KS2 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

29% of pupils are Disadvantaged – 19 pupils.

63% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils Nationally.

Therefore, there is an achievement gap of 17%. National Disadvantaged is 64%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Over the last three years, 69% of disadvantaged pupils have achieved the expected standard or above.

2025 KS2 Writing School Disadvantaged vs National 'Other' (Not Disadvantaged)

29% of pupils are Disadvantaged – 19 pupils.

74% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally.

Therefore, there is an achievement gap of 9%. National Disadvantaged is 67%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Over the last three years, 69% of disadvantaged pupils have achieved the expected standard or above.

2025 KS2 SPaG School Disadvantaged vs National 'Other' (Not Disadvantaged)

29% of pupils are Disadvantaged – 19 pupils.

58% of Disadvantaged pupils achieved the expected standard compared to 82% of 'Other' pupils Nationally.

Therefore, there is an achievement gap of 24%. National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally.

Over the last three years, 62% of Disadvantaged pupils have achieved the expected standard or above.

2025 KS2 Maths School Disadvantaged vs National 'Other' (Not Disadvantaged)

29% of pupils are Disadvantaged – 19 pupils.

68% of Disadvantaged pupils achieved the expected standard compared to 81% of 'Other' pupils Nationally.

Therefore, there is an achievement gap of 13%. National Disadvantaged is 64%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Over the last three years, 65% of Disadvantaged pupils have achieved the expected standard or above.

Attendance

Attendance: PP attendance for 2024 – 2025 was 91.56% for Non-PP attendance was 93.32%. Therefore, a gap of 1.76%.

Wider Curriculum

All children in school have been eligible to attend clubs run after school or during a lunchtime. Our sports coach dedicates a specific intervention club in the summer term for PPG pupils which is always attended well.

PP Wellbeing

All PPG children are eligible to attend any after school club ran on various night with various activities throughout the year. The PP lead in school collates data relating to the after school clubs and what percentage of pupil premium pupils attend.

PPG Pupils - Attendance at consultation evenings

FS1 (1 child) – 0% attendance Autumn; 100% attendance Spring
 FS2 (14 children) – 86% attendance Autumn; (18 children) 61% attendance Spring
 Year 1 (14 children) – 71% attendance Autumn; (13 children) 92% attendance Spring
 Year 2 (18 children) – 78% attendance Autumn; (18 children) 83% attendance Spring
 Year 3 (16 children) – 63% attendance Autumn; (16 children) 88% attendance Spring
 Year 4 (12 children) – 75% attendance Autumn; (11 children) 82% attendance Spring
 Year 5 (16 children) – 75% attendance Autumn; (18 children) 89% attendance Spring
 Year 6 (20 children) – 80% attendance Autumn; (20 children) 80% attendance Spring

Residentials

Year 4 Residential

I liked when we made the dens outside because it was really fun as we had to find four trees and we made a campfire and we made a kitchen.

I liked the low ropes challenge. I kept on falling off but I was encouraged to try again. I also liked going down the waterfall with challenges.

The food was nice because you could choose what you wanted to eat and we had hot chocolate and marshmallows.

To sum it up in one word: *fantastic; incredible; brilliant*

Year 5 Residential

I really enjoyed going to Harry Potter World because it was really cool and we got to see lots of things.

It was fun on the London Eye and we saw somebody propose to his girlfriend and we all clapped and cheered and showed them a heart with our hands.

The food was good because we could choose our own breakfast and eat as much as we wanted.

The Natural History Museum was amazing!

To sum it up in one word: *amazing; outstanding; exciting*

Therapeutic Support

Therapeutic care in Normanby Primary School provides children with a safe, nurturing environment where their emotional and social needs are supported alongside their academic learning. For pupils who receive the Pupil Premium Grant, this approach can be especially beneficial, as it helps address barriers that may stem from trauma, anxiety, or challenging home circumstances. Through strategies such as play therapy, nurture groups, mentoring, and consistent, trusted adult relationships, therapeutic care helps children develop resilience, emotional regulation, and confidence. These improvements often translate into better engagement in class, stronger relationships with peers, and increased readiness to learn. By investing Pupil Premium funding in therapeutic provision, we can support the whole child —boosting wellbeing, improving behaviour, and ultimately creating the conditions for sustained academic progress.

Pupil voice

- I quite enjoy PE and spending time outside.
- I enjoy all the fun activities we do at school like going out on school trips and doing practical investigations in Science.
- Science is my favourite, especially cutting up a heart.
- I have keyboard lessons every week which I really enjoy and I get time to learn new things. It will help me in the future with my careers if I wanted to be a music teacher.
- Sing Squad is great fun and I always join in with all the songs. I like learning new ways of singing and having fun.
- I am really good at French because I always listen carefully to my teacher and try hard to pronounce the words correctly.
- I really like Science and it is my favourite subject. We get to learn lots of new facts and we get to talk about what we have already learnt from when we were younger.
- We all feel safe at school and we know who to talk to as a trusted adult.

Externally provided programmes

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

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Implementation notes (how we will run and monitor)

- Diagnostic first: use Reception baseline, WellComm, phonics checks, termly reading & maths assessments and behaviour profiling to identify cohorts for targeted support. Include oracy and pupil leadership baselines.
- Behavioural plans: individual Positive Behaviour Plans for pupils with challenging behaviour, set measurable targets, involve families and external specialists, review termly.
- Pupil leadership: recruit and train reading ambassadors, oracy leaders and attendance champions; provide timetabled duties and link to monitoring metrics (library loans, reading engagement, attendance promotion activities).
- Little Wandle: termly fidelity audits, coaching and immediate action where fidelity <90%; link parents to phonics home practice packs.
- Attendance Action Plan: weekly attendance monitoring, rapid response to emerging absence, personalised family support and EWO escalation where needed. The school Attendance lead will manage day-to-day casework and co-ordinate closely with the Trust Attendance Officer for complex or multi-school cases.
- Early Help and pastoral support: the school's Early Help Intervention Practitioner provides ongoing pastoral support to pupils and parents, leads family casework, runs home-school liaison, supports attendance and SEMH programmes, and ensures school interventions are joined up with early help plans and external agencies.
- Therapeutic offer: internal therapeutic provision includes ELSA sessions, Drawing & Talking therapeutic interventions and structured small-group therapeutic programmes delivered by trained staff. External specialist provision is accessed through our dedicated school Educational Mental Health Practitioner via NHS Inside Out and Time 4 You, ensuring timely clinical support, stepped care and clear referral pathways for pupils with elevated mental health needs.
- Oracy: implement oracy progression and assessment points; integrate oracy into lesson design and reading activities.
- Monitoring cadence: SLT reviews every half-term; governors receive termly reports; Attendance Officer produces weekly updates; impact reviews after each 10–12 week intervention cycle (small group tuition); termly fidelity checks for Little Wandle.
- Evaluation metrics: progress (termly assessment), attainment (end-of-year outcomes and number achieving higher standard), attendance/PA rates, behaviour incident reductions, uptake of enrichment and after-school clubs, reading engagement (library loans, reading logs), oracy assessment outcomes, Little Wandle fidelity scores.
- Timescales: Term 1: WellComm screening, CPD launch, pupil leadership recruitment, Little Wandle fidelity baseline; Term 1–2 – targeted tuition cycles start, oracy rollout and reading culture actions; termly reviews for adjustments.

Targeting, Resources and Budgeting (summary)

- All activity is focused on Normanby Primary's defined priorities: attendance, early language/phonics, RWM attainment, SEMH, challenging behaviour, PPG+SEND overlap, reading culture, pupil leadership and oracy development.
- Funding will prioritise staffing (Attendance Officer, Learning Mentor, Early Help Intervention Practitioner, targeted TA hours, tuition and SALT blocks), curriculum resources (phonics decodable books, reading spine, library resources), pupil leadership training and small budgets for pupil-led projects, preferential and subsidised extracurricular provision (after-school club funded slots) and removal of material barriers (breakfast club, subsidised trips and residential visits).
- We will retain robust records of spend linked to pupil outcomes and report impact to governors and on the school website as required by DfE.

Evaluation and Success-measurement (how we will decide what to keep)

- We will use an outcomes framework (attendance, PA, phonics pass rates, termly RWM progress, number achieving higher standard, behaviour incident reductions, uptake of clubs and residentials, reading engagement, oracy assessment and Little Wandle fidelity) with pre-specified success criteria (see Intended Outcomes table).
- Interventions that do not show impact at agreed review points (e.g. two cycles / academic year) will be adapted or decommissioned.
- We will publish an annual Pupil Premium impact statement and updated strategy on the school website in line with DfE guidance. [DfE: Using pupil premium guidance](#)