

# Pupil premium strategy statement – St Peter's Bratton Church of England Academy



Enriching Lives Everyday



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	390 (Census)
Proportion (%) of pupil premium eligible pupils	13.4% (53)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	3 Years (2025 – 2026)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	LAC
Pupil premium lead	Rhonda Welsh
Governor / Trustee lead	Nicholas Andrews

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,709
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£78,709

## Part A: Pupil premium strategy plan

### Statement of intent

St Peter's Bratton serves a community within Telford and Wrekin, located in TF5 0NT. According to the [English Indices of Deprivation 2025](#), the local area falls within the most deprived 30% nationally, with notable challenges in the Education, Skills and Training domain. This includes lower adult qualification levels and barriers to progression, which can influence pupil aspirations and attainment. While the proportion of pupils eligible for Free School Meals (FSM) at St Peter's is around 11–16%, the wider context of deprivation means that some pupils face additional vulnerabilities, including those with social workers and young carers.

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

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

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

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

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<p>A growing number of pupils, including those eligible for Pupil Premium, present with social, emotional, and mental health (SEMH) needs, particularly anxiety. This can impact attendance, engagement in learning, and overall wellbeing. Vulnerable groups such as pupils with a social worker, young carers, and those affected by family instability are at higher risk. These challenges can lead to:</p> <ul style="list-style-type: none"> <li>• Increased school absence or reluctance to attend.</li> <li>• Reduced concentration and participation in lessons.</li> <li>• Lower attainment due to emotional barriers to learning.</li> </ul>
2	<p>Disadvantaged pupils at St Peter's Bratton often enter school with lower starting points in language and literacy, which impacts their ability to develop writing skills. Common barriers include:</p> <ul style="list-style-type: none"> <li>• Limited vocabulary and oral language development.</li> <li>• Reduced exposure to rich texts and writing experiences outside school.</li> <li>• Lower confidence and resilience when tackling extended writing tasks.</li> <li>• Gaps in spelling, grammar, and sentence structure compared to peers.</li> </ul> <p>These factors contribute to slower progress in writing and a persistent attainment gap by the end of Key Stage 2.</p>
3	<p>Disadvantaged pupils at St Peter's Bratton often make good progress but do not consistently achieve the same depth of understanding or mastery as higher attainers in core subjects (reading, writing, and maths). Barriers include:</p> <ul style="list-style-type: none"> <li>• Limited access to enrichment and extension opportunities outside school.</li> <li>• Lower confidence in tackling complex reasoning and problem-solving tasks.</li> <li>• Gaps in academic vocabulary and higher-order thinking skills.</li> <li>• Reduced resilience when faced with challenging work.</li> </ul> <p>This results in fewer disadvantaged pupils achieving greater depth at the end of Key Stage 2 compared to their non-disadvantaged peers.</p>
4	<p>A significant number of disadvantaged pupils enter Early Years with underdeveloped personal, social, and emotional skills, including difficulty managing emotions and forming positive relationships. Barriers include:</p> <ul style="list-style-type: none"> <li>• Limited opportunities for structured play and social interaction before starting school.</li> <li>• Reduced exposure to language for expressing feelings and resolving conflict.</li> <li>• Higher levels of anxiety and attachment issues, sometimes linked to family circumstances.</li> <li>• Difficulty with self-regulation, impacting engagement in learning and readiness for school routines.</li> </ul> <p>These challenges can affect behaviour, peer relationships, and early learning outcomes, making targeted support essential to ensure pupils thrive.</p>
5	<p>Disadvantaged pupils at St Peter's Bratton have lower attendance rates compared to their peers, with a higher proportion of pupils classed as persistently absent (attendance below 90%). Contributing factors include:</p> <ul style="list-style-type: none"> <li>• Social and emotional barriers, such as anxiety and mental health concerns.</li> </ul>

	<ul style="list-style-type: none"> <li>• Family circumstances, including economic hardship and caring responsibilities.</li> <li>• Reduced engagement with school routines, leading to gaps in learning and progress.</li> </ul> <p>Poor attendance impacts academic attainment, particularly in core subjects, and limits access to enrichment opportunities.</p>
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## 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>1. Disadvantaged pupils with social, emotional, and mental health needs will experience improved emotional wellbeing, enabling them to:</p> <ul style="list-style-type: none"> <li>• Engage positively in learning and participate fully in school life.</li> <li>• Develop strategies to manage anxiety and regulate emotions.</li> <li>• Reduce barriers to attendance and attainment caused by SEMH challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in persistent absence among disadvantaged pupils with SEMH needs.</li> <li>• Improved engagement in lessons, evidenced through teacher observations and behaviour logs.</li> <li>• Pupil voice surveys show increased confidence and emotional resilience.</li> <li>• Fewer incidents of emotional dysregulation recorded in behaviour tracking systems.</li> <li>• Attainment data demonstrates accelerated progress for pupils previously impacted by SEMH barriers.</li> </ul>
<p>2. Disadvantaged pupils will make accelerated progress in writing, closing the attainment gap with their peers by the end of Key Stage 2. Pupils will:</p> <ul style="list-style-type: none"> <li>• Develop rich vocabulary and oral language skills to support writing.</li> <li>• Gain confidence and resilience in producing extended, high-quality written work.</li> <li>• Improve spelling, grammar, and sentence structure, meeting age-related expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• The proportion of disadvantaged pupils achieving expected standard in writing at KS2 is at least in line with national averages.</li> <li>• The gap between disadvantaged and non-disadvantaged pupils achieving expected standard is reduced to less than 5%.</li> <li>• Internal assessment data shows accelerated progress for disadvantaged pupils in writing across all year groups.</li> <li>• Pupil voice and work scrutiny evidence improved confidence and independence in extended writing tasks.</li> <li>• Increased use of rich vocabulary and accurate grammar in written work, demonstrated through moderation and teacher assessment.</li> </ul>
<p>3. Disadvantaged pupils will achieve greater depth in core subjects (reading, writing, and maths) at the end of Key Stage 2, closing the gap with non-disadvantaged higher attainers. Pupils will develop:</p> <ul style="list-style-type: none"> <li>• Confidence and resilience when tackling complex tasks.</li> <li>• Higher-order thinking and reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>• The proportion of disadvantaged pupils achieving greater depth in reading, writing, and maths increases year-on-year and is in line with or above national averages.</li> <li>• Internal assessment data shows accelerated progress for disadvantaged pupils in reasoning and problem-solving tasks.</li> <li>• Pupil voice and work scrutiny evidence improved confidence and independence in challenging tasks.</li> </ul>

<ul style="list-style-type: none"> <li>Rich academic vocabulary to support mastery-level understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Gap between disadvantaged and non-disadvantaged pupils achieving greater depth is reduced to less than 5% by the end of KS2.</li> </ul>
<p>4. Disadvantaged pupils in Early Years will develop secure personal, social, and emotional skills, enabling them to:</p> <ul style="list-style-type: none"> <li>Manage emotions effectively, using appropriate strategies and language.</li> <li>Form positive relationships with peers and adults.</li> <li>Demonstrate self-regulation and resilience, supporting engagement in learning and readiness for school routines.</li> <li>Achieve age-related expectations in PSED by the end of EYFS, narrowing the gap with non-disadvantaged peers.</li> </ul>	<p>Baseline to End-of-Year Progress: At least 90% of disadvantaged pupils make expected or better progress in PSED from their starting points.</p> <ul style="list-style-type: none"> <li><b>EYFS Profile:</b> Disadvantaged pupils achieve GLD (Good Level of Development) in PSED at rates comparable to non-disadvantaged peers.</li> <li><b>Behaviour and Engagement:</b> Reduction in incidents of emotional dysregulation recorded in behaviour logs; pupils demonstrate improved self-regulation during observations.</li> <li><b>Pupil Voice:</b> Pupils can articulate feelings and use strategies to manage emotions confidently during structured activities.</li> <li><b>Parental Engagement:</b> Increased participation in Early Years workshops and positive feedback on home strategies for emotional development.</li> </ul>
<p>5. Disadvantaged pupils will have improved attendance, reducing persistent absence and ensuring they access the full curriculum and enrichment opportunities. Attendance for disadvantaged pupils will move closer to or exceed the national average, supporting improved attainment and wellbeing.</p>	<ul style="list-style-type: none"> <li>Overall attendance for disadvantaged pupils is at least 95% by the end of the academic year.</li> <li>Persistent absence (below 90%) for disadvantaged pupils is reduced by 50% compared to the previous year.</li> <li>Attendance gap between disadvantaged and non-disadvantaged pupils is narrowed to less than 2%.</li> <li>Families of persistently absent pupils engage with support plans and interventions, evidenced through attendance meetings and follow-up actions.</li> </ul>

## 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: £39,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed growth mindset principles across the curriculum through staff CPD, classroom strategies, and pupil workshops. Focus on resilience, effort, and positive feedback.	EEF: <a href="#">Metacognition and Self-Regulation</a> shows improved attainment and resilience. Research by Dweck supports growth mindset for motivation and reduced anxiety.	1, 2, 3,4 and 5
Train staff in emotion coaching and wellbeing strategies to integrate into daily teaching practice.	EEF: <a href="#">Social and Emotional Learning</a> improves behaviour, wellbeing, and academic outcomes.	1
Embed high-quality teaching of writing through CPD focused on structured writing frameworks, modelling, and scaffolding techniques.	EEF: <a href="#">Improving Literacy in Key Stage 2</a> recommends explicit teaching of writing strategies and modelling.	2 and 3
Explicit vocabulary instruction integrated across the curriculum	EEF: <a href="#">Oral language interventions</a> and <a href="#">vocabulary-focused</a> approaches have strong evidence for improving literacy outcomes.	2 and 3
CPD for staff on mastery teaching and metacognitive strategies to ensure disadvantaged pupils access high-level reasoning and problem-solving tasks.	EEF: <a href="#">Metacognition and Self-Regulation</a> improves resilience and higher-order thinking. <a href="#">The Teaching and Learning Playbook by Michael Feely and Be Karlin</a> <a href="#">John Hattie</a> (Visible Learning – effect sizes for strategies). <a href="#">Barak Rosenshine</a> (Principles of Instruction). <a href="#">Doug Lemov</a> ( <i>Teach Like a Champion</i> ). <a href="#">Tom Sherrington &amp; Oliver Caviglioli</a> (instructional coaching and cognitive load theory).	1 and 3
Staff CPD on Early Years PSED and emotion coaching, focusing on strategies	EEF: <a href="#">Early Years Toolkit – Social Emotional Learning</a> shows strong impact on readiness for learning.	4

for self-regulation and positive relationships.		
Embed language for feelings and conflict resolution into daily routines and classroom dialogue.	EEF: <a href="#">Oral language interventions</a> improve communication and emotional expression.	4
Staff CPD on attendance strategies and early intervention to ensure all staff understand their role in promoting attendance and building positive relationships with families.	DfE: <a href="#">Working Together to Improve School Attendance</a> highlights the importance of whole-school responsibility.	5

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

Budgeted cost: £27,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group sessions to develop resilience and problem-solving skills for pupils struggling with anxiety or confidence in learning.	EEF: <a href="#">Small group tuition</a> combined with <a href="#">metacognitive strategies</a> enhances engagement.	1
Targeted writing interventions that incorporate growth mindset language and strategies to build confidence in extended writing tasks.	EEF: <a href="#">Improving Literacy in Key Stage 2</a> recommends structured approaches and scaffolding for writing.	1 and 2
Small-group writing interventions focusing on sentence structure, grammar	EEF: <a href="#">Small Group Tuition</a> combined with <a href="#">structured writing approaches</a> accelerates progress.	2 and 3
One-to-one tutoring for pupils with significant gaps in spelling and grammar, linked to classroom learning.	EEF: <a href="#">One-to-One Tuition</a> shows strong impact when targeted at specific needs.	2
Small-group extension sessions for disadvantaged pupils to develop	EEF: <a href="#">Small Group Tuition</a> combined with <a href="#">mastery approaches</a> accelerates progress.	3

reasoning and problem-solving skills in maths and reading comprehension.		
One-to-one mentoring for pupils identified as capable of achieving greater depth, focusing on resilience and challenge tasks.	EEF: <a href="#">Targeted support for high attainers</a> improves outcomes when linked to classroom learning.	3
Small-group nurture sessions	EEF: <a href="#">Social Emotional Learning</a> interventions improve behaviour and engagement.	1
Targeted play-based interventions to develop cooperation, turn-taking, and self-regulation skills, helping pupils manage emotions and engage positively in structured activities.	EEF: <a href="#">Structured play</a> supports <a href="#">social and emotional development in early years</a> .	4
Catch-up tutoring for pupils with significant gaps due to absence	EEF: <a href="#">Small Group Tuition</a> and <a href="#">One-to-One Tuition</a> show strong impact when targeted at gaps.	5
Mentoring for persistently absent pupils to build confidence and re-engage them with learning.	EEF: <a href="#">Mentoring</a> approaches can improve engagement and attendance when combined with academic support.	5

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

Budgeted cost: £11,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce structured wellbeing sessions (mindfulness, resilience-building activities) to help pupils manage anxiety and resilience	EEF: <a href="#">Social Emotional Learning</a> approaches improve emotional regulation and engagement.	1
Parental engagement workshops to reinforce growth mindset strategies at home.	EEF: <a href="#">Parental Engagement</a> improves outcomes when parents support learning approaches.	1 and 5

Parental engagement workshops to promote reading and writing at home, including strategies for supporting vocabulary development.	EEF: <a href="#">Parental Engagement</a> improves literacy outcomes when parents are involved.	2 and 3
Pastoral support (ELSA, counselling, art therapy) to build confidence and resilience for pupils who struggle with extended writing tasks due to anxiety or low self-esteem.	EEF: <a href="#">Social Emotional Learning</a> approaches improve engagement and attainment.	1
Growth mindset workshops to build confidence and persistence when tackling challenging work.	EEF: <a href="#">Metacognition and Self-Regulation</a> strategies and resilience-building improve engagement and attainment.	1 and 5
Appoint an Attendance Champion and implement DfE guidance on attendance monitoring and family engagement.	DfE: <a href="#">Working Together to Improve School Attendance</a>	5
Family engagement workshops to support routines, resilience, and positive attitudes toward school.	EEF: <a href="#">Parental Engagement</a> improves attendance and attainment.	1, 2, 3 and 5

**Total budgeted cost:** £78,709

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have evaluated the performance of our school's disadvantaged pupils over the last academic year using both national assessment data and our own internal summative and formative assessments.

#### Pastoral Support and Wellbeing

Our pastoral team continues to provide effective support through counselling, talk time, and emotional care. The PSHE curriculum remains a strong aspect of our provision. Our recent SIAMs inspection highlighted:

*“Pupils are treated equitably and benefit from the pastoral care and nurture provided by the academy. The needs of disadvantaged pupils are addressed with kindness and compassion.”*

#### Academic Performance

Due to COVID-related disruptions, progress data for this cohort is unavailable. However:

**Reading:** Attainment among disadvantaged pupils exceeds that of non-disadvantaged peers.

**Actions:** A comprehensive review of the reading curriculum will begin in January 2026, following the recent review of writing and the writing framework. New NFER standardised reading tests will be introduced in Autumn 2025.

English planning has been updated to place greater emphasis on spoken language, embedded across English and other areas, including whole-school worship, worship council, and school council.

**Writing:** Framework reviewed; adjustments underway.

**Mathematics:** Attainment for both disadvantaged and non-disadvantaged pupils is above the national average. Adjustments include enhancing practical maths activities and manipulatives.

#### Attendance

Attendance for the 2024–2025 academic year was **96.2%**, surpassing the national average of **94.8%**. The primary concern remains term-time holidays, which we are addressing through:

Regular communication about national and school attendance expectations via our website and weekly newsletters.

Individual family discussions.

Full implementation of new government attendance recommendations.

#### Evaluation of Approaches

Our evaluation indicates that:

- **Effective strategies:** Pastoral care, PSHE curriculum, reading interventions.
- **Areas for development:** Greater emphasis on spoken language and practical maths activities.

## Multi-year average

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all progress measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Reading progress cohort	Writing progress cohort	Maths progress cohort
2023, 2022	16	16	16



Year	Key stage 2 (Year 6)				Context
	Reading progress cohort	Writing progress cohort	Maths progress cohort	Context	
2023	11	11	11	-	-
2022	5	5	5	-	-



## All pupils - Reading, writing and mathematics higher standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	179	3%	8%	Below (sig-)	Not applicable	Not applicable
2025	58	7%	8%	Close to average (non-sig)	No sig change	-
2024	62	2%	8%	Below (non-sig)	No sig change	-
2023	59	2%	8%	Below (non-sig)	Not available	-

#### FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	44	93.8%	92.6%	Close to average	Relative decline	-
2023/24	38	94.8%	92.0%	Above	Relative improvement	-
2022/23	38	94.2%	91.6%	Above	Not available	-

#### FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	44	20.5%	24.4%	Close to average (non-sig)	No sig change	-
2023/24	38	13.2%	27.1%	Below (non-sig)	No sig change	-
2022/23	38	15.8%	29.3%	Below (non-sig)	Not available	-

#### 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

#### Service pupil premium funding (optional)

*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***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

### Additional Activities and Support

- **Digital learning support:** Access to Doodle Learning provides personalised practice, allowing pupils to revisit key concepts and build confidence through adaptive technology tailored to individual needs.
- **Raised aspirations:** Exploring spiritual values such as hope, perseverance, and gratitude can inspire disadvantaged pupils to set higher goals and believe in their potential. This aligns with the Education Endowment Foundation's emphasis on holistic approaches to closing the attainment gap.
- **Extra-curricular enrichment:** A wide range of clubs, activities, and residential experiences are offered, ensuring pupils benefit from cultural, sporting, and creative opportunities beyond the classroom.
- **Future-focused skills:** Embedding sustainability projects (e.g., eco-clubs, recycling schemes, energy-saving initiatives) gives pupils practical experience in problem-solving and teamwork, skills that are transferable to learning and employment.
- **Sense of responsibility:** Sustainability work fosters pride and ownership, helping pupils themselves as agents of change in their school and community.
- **Cultural capital:** Sustainability projects connect pupils to wider issues such as climate change, biodiversity, and global citizenship. This broadens horizons and builds cultural capital.
- **Moral and social development:** Spiritual education encourages empathy, respect, and responsibility. These qualities help pupils engage positively with peers and the wider community, reinforcing leadership and citizenship opportunities that Pupil Premium funding often supports.
- **Leadership and community representation:** Pupils are encouraged to take on leadership roles within school and to represent the school in the wider community. These opportunities foster responsibility, resilience, and pride, while strengthening pupils' sense of belonging and contribution.

Through a carefully planned programme of support, Pupil Premium funding provides disadvantaged pupils with opportunities that extend far beyond the classroom. Digital learning tools such as Doodle Learning build confidence and reinforce key concepts, while spiritual education nurtures values of hope, perseverance, empathy, and respect. Enrichment activities and residential experiences broaden horizons, and sustainability projects develop future-focused skills, cultural capital, and a strong sense of responsibility. Pupils are empowered to take on leadership roles and represent the school within the wider community, fostering resilience, pride, and belonging. Collectively, these initiatives raise aspirations, strengthen academic progress, and equip pupils with the character and skills needed to thrive in education and life.

### Planning, Implementation and Evaluation of Pupil Premium

Planning for the effective use of Pupil Premium funding is rooted in collaborative consultation. Staff at all levels across the school are actively involved in identifying barriers to learning and shaping strategies that will have the greatest impact. This collective approach ensures that provision is both inclusive and responsive to the needs of disadvantaged pupils.

Regular assessment and pupil progress meetings provide a structured framework for monitoring outcomes. These meetings allow leaders and teachers to evaluate the effectiveness of interventions, ensuring that support remains targeted and adaptable to pupils' changing needs.

Evaluation is further strengthened through triangulated evidence. Book looks, pupil voice, and parent feedback are captured through surveys, meetings, and Early/Earliest Help processes. This multi-layered approach ensures that decisions are informed by a wide range of perspectives and experiences.

The school's contextual awareness is central to planning. Located in Telford and Wrekin (TF5 0NT), the community faces significant challenges as highlighted by the *English Indices of Deprivation 2025*. These contextual factors are carefully considered when allocating Pupil Premium funding, ensuring that resources are directed where they are most needed.

Implementation is guided by research-informed practice, drawing on both national and local studies. Particular emphasis is placed on the Education Endowment Foundation (EEF) implementation guidance, which provides a robust evidence base for strategies that are sustainable and effective in raising attainment.

Finally, ongoing evaluation ensures that impact is regularly reviewed against agreed success criteria. Monitoring includes pupil progress data, attendance, engagement in enrichment opportunities, and feedback from stakeholders. Findings are used to refine provision continuously, ensuring that Pupil Premium funding is deployed efficiently and delivers lasting improvements for pupils.