Pupil premium strategy statement – Thomas Bullock CE Primary and Nursery Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2025/2026 to 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Shannon O'Sullivan Executive Headteacher
Pupil premium lead	Nick Wade Executive Deputy headteacher
Governor / Trustee lead	Jayne Vertigan lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,420
Pupil premium funding carried forward from previous years	Carry-forward not allowed under MAT finance policy
Total budget for this academic year	£42,420

Part A: Pupil premium strategy plan

Statement of intent

Our Vision and Intent

At Thomas Bullock, our vision is that every pupil, regardless of their background or the barriers they face, makes excellent progress from their starting points and achieves high standards across all areas of the curriculum. Our Pupil Premium strategy is grounded in ambition and equity, with a determination that disadvantaged pupils receive the precise support they need to thrive both academically and emotionally.

We recognise that disadvantaged pupils may also face additional vulnerabilities, such as being a young carer, having a social worker, or experiencing social, emotional or mental health challenges. Therefore, our strategy supports vulnerable pupils regardless of Pupil Premium status, ensuring that funding decisions are needs-led and driven by pupil-level data.

At the heart of our strategy is a relentless focus on high-quality teaching. We believe that the most effective way to close the attainment gap is by investing in teaching excellence. This benefits all learners, especially those who may fall behind without early, effective intervention.

Our work is aligned with the DNEAT Trust Change Plan and integrated into our School Change Plan, supported by research and frameworks such as the EEF Guide to the Pupil Premium, NCETM, PiXL, and our personalised learning checklists. By using a combination of triangulated teacher assessments, transition data, and PiXL national comparisons, we identify gaps and plan targeted responses.

Tiered Model of Support

We apply the EEF's recommended tiered model, balancing investment across three key areas

<u>High-quality teaching</u>

- We invest in high-impact teaching and learning strategies to support all pupils, especially those from disadvantaged backgrounds
- CPD focused on adaptive teaching, assessment for learning, and subject mastery
- NCETM termly priority frameworks for mathematics
- RWI phonics training and embedding of 1 to 1 therapy
- Trained support staff delivering PiXL interventions across all classes
- Access to English and Maths Hubs and MAT-wide CPD opportunities
- Targeted support for early career teachers

- Technology and digital tools to support teaching and close learning gaps

Targeted academic support

- We use evidence-based interventions for pupils identified as needing additional support
- Personalised learning checklists to drive individualised gap teaching
- PiXL therapies across core subjects
- One-to-one and small group tutoring
- RWI phonics pre-teach and post-teach sessions and video interventions
- Speech and language therapy input
- 7Cs plans for pupils with social emotional needs developed by SENCO and staff
- High-quality feedback strategies and pre-teach support in class

Wider strategies

- We address the non-academic barriers that impact disadvantaged pupils
- Pastoral leadership and counselling through our trained team
- ELSA support, lunchtime well-being groups and daily sensory circuits
- Benjamin Foundation mentoring, now internally led
- Guaranteed access to all educational trips, clubs and enrichment activities
- Music lessons and school orchestra opportunities for all pupils
- Close monitoring and rapid intervention for attendance concerns
- Outcomes and Data Narrative: 2025 Cohort
- Our end of Key Stage 2 results demonstrate the exceptional impact of our Pupil Premium strategy

Headline performance (all pupils)

RWM Expected: 96.4 percent (National: 62 percent)
Mathematics Expected: 100 percent (National: 74 percent)
Reading Expected: 96.4 percent
Writing Expected: 96.4 percent
High Standard in Mathematics: 57.1 percent (National: 26 percent)
High Standard in Reading: 60.7 percent (National: 33 percent)
Writing Greater Depth: 21.4 percent (National: 13 percent)

Disadvantaged pupils (14 percent of cohort)

100 percent achieved the expected standard in reading, writing and mathematics
66.7 percent achieved a high standard in reading
33.3 percent achieved a high standard in mathematics
0 percent achieved greater depth in writing
RWM expected: 100 percent, a 53 percent positive gap compared to national

SEND (SEN K) pupils

100 percent achieved expected standard in all subjects
33.3 percent achieved high standard in reading and mathematics

33.3 percent achieved greater depth in writing

EAL pupils

100 percent achieved expected standard in all subjects

50 percent or more achieved high standard in reading, mathematics and RWM combined

Gender patterns

Boys: 100 percent at expected standard in all subjects, 75 percent high standard in mathematics

Girls: 93.8 percent at expected standard, with stronger outcomes in writing greater depth (25 percent vs 16.7 percent for boys)

Key Strengths

Exceptionally high attainment across all pupil groups including disadvantaged

No attainment gap at expected standard between disadvantaged and non-disadvantaged pupils

SEND and EAL pupils exceed national performance

Strong performance in mathematics and reading at greater depth for disadvantaged and vulnerable pupils

Identified Challenges

Disadvantaged pupils did not achieve greater depth in writing

Slightly lower proportion of disadvantaged pupils achieved RWM high standard (0 percent) compared to non-disadvantaged pupils (20 percent)

Writing greater depth across the cohort remains lower than outcomes in reading and mathematics and is a focus area for the coming year

Small cohort size for disadvantaged pupils (4) means individual progress tracking remains essential

Monitoring and Review

Our strategy is reviewed termly through pupil progress meetings, senior leadership team monitoring and trust quality assurance visits. Interventions are adjusted based on pre- and post-intervention data and qualitative feedback.

Impact is evaluated using triangulated teacher assessment, test outcomes and pupil voice. All staff take collective responsibility for the success of disadvantaged pupils and are committed to raising outcomes and life chances for all.

Conclusion

At Thomas Bullock, our Pupil Premium strategy is evidence-informed, impact-driven and inclusive. We do not see disadvantage as a barrier, but as a responsibility to ensure equitable opportunity for every child to succeed academically, socially and emotionally.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These needs are evident from Reception through to Key Stage 2 and are generally more prevalent among disadvantaged pupils than their peers. In the current Year R and 2 cohort, all Pupil Premium children are receiving speech and language support. A significant number of children in Year 4 and Year 5 also receive targeted speech and language interventions. To address these gaps, we are placing a greater emphasis on oral rehearsal and dictation across the curriculum. This includes structured opportunities for pupils to practise speaking in full sentences, use subject-specific vocabulary accurately, and rehearse responses orally before writing. These approaches are being integrated into daily teaching routines, particularly in English, early phonics, and across foundation subjects, to support pupils in developing both fluency and confidence in their spoken and written language.
2	Disadvantaged pupils have shown additional difficulties in acquiring early reading skills, particularly in phonics. Despite strong overall phonics outcomes, the proportion of disadvantaged pupils achieving the expected standard was notably lower in 2024, however 100% disadvantaged achieved in 2025. This has informed our decision to continue to strengthen our use of RWI one-to-one tutoring, phonics therapy sessions, and more frequent home-school phonics partnerships for targeted pupils. Regular phonics screenings and fidelity to the phonics scheme ensure any child falling behind is swiftly identified and supported. Impact is evident in outcomes.
3	Internal and external assessments, including the statutory Year 4 Multiplication Tables Check (MTC), indicate that disadvantaged pupils across Years 3, 4 and 5 demonstrate lower attainment in times tables fluency compared to their non-disadvantaged peers. In the 2025 MTC, disadvantaged pupils achieved an average score of 19.4 compared to 20.3 for their peers, reflecting a gap of 0.9 points. Only 27.9% of disadvantaged pupils reached the expected standard, compared to 34% overall, resulting in a six percentage point attainment gap and a pupil gap of one. • This gap highlights a need for increased fluency in multiplication facts, which underpin mathematical understanding across key stages. In response, our strategy includes: • Focused fluency interventions using PiXL and DNEAT multiplication materials

	• Daily retrieval and rehearsal through Times Tables Rock Stars and in-class oral rehearsal • Structured small-group support and targeted teaching for disadvantaged pupils • Regular low-stakes testing to track retention and accuracy • Parental engagement to support home learning in multiplication facts • These actions are designed to ensure disadvantaged pupils secure foundational number facts to access the broader maths curriculum with confidence.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been affected not only by partial school closures during the COVID-19 pandemic but also by longer-term challenges such as trauma and the conditions associated with living in disadvantaged households. These factors, supported by national research, have contributed to significant knowledge gaps. As a result, many pupils are falling further behind age-related expectations, particularly in writing and mathematics.
5	Our assessments, including wellbeing surveys, observations, and discussions with pupils and families, have identified social and emotional issues for many pupils. These challenges often stem from home-life situations and a lack of access to extracurricular activities and learning opportunities. Such difficulties particularly affect disadvantaged pupils, including their attainment. SEN accounts for 17.9 per cent of our cohort. Our SEND profile for 2025/2026 shows that 37 children on roll have identified SEND needs. Seven pupils have an EHCP. Among the children on the SEND record, 46 per cent have communication and interaction or speech and language needs, 30 per cent have social, emotional and mental health needs, and 21 per cent have cognition and learning needs.
6	Our attendance data last year indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Our assessments and observations show that absenteeism is negatively impacting disadvantaged pupils' progress. **Overall Absence** The disadvantaged cohort of 28 pupils has an overall absence rate of 5.8%. This is 1.6% higher than the national non-disadvantaged cohort, which stands at 4.2%. The gap to non-disadvantaged pupils nationally has increased from +0.9% in 2023/24 to +1.6% in 2024/25. Overall absence for disadvantaged pupils has increased from 5.4% to 5.8%. Compared to other schools, disadvantaged pupils are in the 23rd percentile for overall absence. **Persistent Absence** 14.3% of disadvantaged pupils are persistently absent (4 out of 28 pupils). This is 5.4% higher than the national non-disadvantaged cohort at 8.9%. The gap to non-disadvantaged pupils nationally has widened from -1.0% in 2023/24 to +5.4% in 2024/25. Persistent absence among

	disadvantaged pupils has increased from 9.4% to 14.3%. They rank in the 19th percentile compared to other schools. **Severe Persistent Absence** 3.6% of disadvantaged pupils are severely persistently absent (1 pupil out of 28). This is 3.0% higher than the national non-disadvantaged cohort at 0.6%. The gap to non-disadvantaged pupils nationally has increased from -0.6% to +3.0%. Severe persistent absence has risen from 0.0% to 3.6%. Disadvantaged pupils are in the 85th percentile compared to other schools. **Authorised Absence** Disadvantaged pupils have an authorised absence rate of 4.9%, which is 1.6% higher than the national non-disadvantaged rate of 3.3%. The gap to non-disadvantaged pupils nationally has increased from +1.0% to +1.6%. Authorised absence has increased slightly from 4.5% to 4.9%. They rank in the 43rd percentile. **Unauthorised Absence** The unauthorised absence rate for disadvantaged pupils is 0.9%, the same as the national non-disadvantaged cohort. The gap has remained stable. Disadvantaged pupils rank in the 18th percentile.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: • the overall unauthorised absence rate for all pupils being no lower than national%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 4% lower than their peers.

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: **£14,020**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of PiXL Assessment System. £3,500 Regular training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3, 4, 5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.- RWI and live training in school for CPD £3,450 yearly	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. £500.00- Whiterose/ TTRS We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). £1200 *Maths Hub, TTRS and CGP Subscriptions*	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved	5,6

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Staff to attend and receive training from Beacon House and PATHS. £4,000	outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	
Homework Resources to be sent home for Years 2-6 and access for Nursery to Year 6 to online systems Homework has shown a 5 month increase in outcomes from EEF- therefore we have CGP books £1280 in CGP books	Homework has +5 months impact from the EEF Teaching and Learning Toolkit. CGP books to be sent home in reading and maths for Years 1-6. Access to TTRS to improve fluency in maths, for access to reading comprehension and online RWI for access on any device to home reading to be invested in for the next 3 years. Homework/ Toolkit Strand/EEF	

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

Budgeted cost: **£15500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of TalkBoost, individualised and WELCOMM to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Speech and Language TA/Support £5500	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 4
1-1 RWI Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective	2

Phonics training and support through RWI. £5250	when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
Engaging with the PIXL therapies for pupils whose education has been most impacted. A significant proportion of the pupils who will attend the therapies will be disadvantaged, including those who are high attainers. £5000	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	4

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

Budgeted cost: **£12,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Behaviour buddy, magical lunchtime, STEPs £600	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training, attendance service subscription and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. £1200.00 Attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. We have joined the Attendance service for Breckland and attend monthly sessions with our AEO to support improvements in attendance. We also work with the Breckland Collaboration team and discuss attendance.	6

	Parental Engagement/ Toolkit Strand/EEF	
Sensory Circuits- The aim is to focus concentration on readiness for the day's learning. £6,600 This will involve training, staffing before school and resources.	The circuit also encourages the development of the child's sensory processing skills. Many children can benefit from attending a Sensory Circuit, even for a short period of time. Attendance should also improve based if disadvantaged children enter for sensory circuits at 8:15 who are regularly late. Physical Education/ Teaching and Learning Toolkit/ EEF	4,5,6
Pastoral Support HLTA – the aim is to offer SEMH wellbeing and pastoral support at lunchtimes £4500 (£1500 per/term)	One FT and one PT HLTA and Learning Support to work with children that need mentoring, coaching and support. PT LSA- in 3 hours per day 9-10:30 and 1:30-3 to pick up children at risk of falling behind further as they are late in, hungry, tired, or dysregulated due to home-life and disadvantage needs. This will support our behaviour and attendance targets as we are picking up pupils who are late without disturbing the learning of all. Oral Language Interventions/ Learning Toolkit/ EEF Metacognition and Self-Regulation/ Teaching and Learning Toolkit/ EEF	4,5,6
Contingency fund for acute issues. £0	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £42,420

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, using a combination of national assessment data, local comparisons, and our own internal summative and formative assessments. The analysis reflects our commitment to understanding both academic outcomes and the wider barriers faced by our disadvantaged pupils.

The data shows that disadvantaged pupils at Thomas Bullock Primary Academy achieved outcomes that in many areas were above national and local averages for both disadvantaged and non-disadvantaged pupils. For example, in Key Stage 2 in 2024/25:

100% of disadvantaged pupils met the expected standard in reading, writing and maths combined, outperforming national disadvantaged and non-disadvantaged averages.

High proportions achieved greater depth in reading and maths, with **66.7% achieving the higher standard in reading** and **33.3% in maths**, significantly above national disadvantaged averages.

In phonics, **50% of disadvantaged pupils passed the Year 1 screening**, a key area for continued focus and intervention.

In the Multiplication Tables Check (MTC), **disadvantaged pupils in Years 3, 4 and 5 had lower attainment** than their non-disadvantaged peers, indicating a need for greater targeted support in mental maths fluency.

Internal assessments and observations also identified that underdeveloped oral language and vocabulary continue to impact learning, particularly in Early Years and Key Stage 1. A high percentage of disadvantaged pupils in Reception and Year 1 are receiving speech and language support.

We have further drawn on wellbeing surveys, attendance data, and behavioural records to assess the wider challenges affecting performance. Disadvantaged pupils at our school had:

An overall absence rate of 5.8%, which is **2.5% higher** than their non-disadvantaged peers in school, and **1.6% higher** than national non-disadvantaged pupils.

Persistent absence at 14.3%, with 1 pupil recorded as **severely persistently absent** (3.6%).

A disproportionate number of suspensions: **37.5% of all suspension days were for disadvantaged pupils**, despite them being a smaller proportion of the cohort.

Our assessments confirm that absenteeism and wider socio-emotional needs are impacting disadvantaged pupils' academic progress, particularly in maths, which remains an area where disadvantaged pupils nationally and locally face challenges.

Based on this comprehensive analysis, we believe the performance of our disadvantaged pupils **met** expectations in terms of attainment and progress in most areas, and we are **on course** to meet the outcomes we have set out to achieve by 2027/28, as detailed in our Intended Outcomes section.

Our evaluation of last year's strategy shows that:

PiXL therapies, RWI interventions, and targeted tutoring were particularly effective in accelerating progress in reading and writing.

Our focus on **early identification of gaps** through summer transition data, personalised learning checklists and agile teaching has led to early intervention and improved outcomes.

Maths continues to require sustained attention, especially in securing rapid recall and addressing fluency gaps.

Wider pastoral support, including ELSA and Benjamin Foundation sessions, has had a positive impact on emotional wellbeing, although attendance remains an area for further strategic focus.

Following this review, we have adapted our strategy and reallocated parts of our budget to strengthen attendance interventions, extend access to tutoring and therapeutic support in maths, and enhance speech and language provision in Early Years and Key Stage 1.

Details of our ongoing implementation and evaluation processes can be found in the Further Information section.

Externally provided programmes

Programme	Provider
Pastoral	Beacon House, STEPS
Spelling and EYFS	VNET

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Counselling has been provided to support the emotional needs of service children and their families. In addition, tailored induction programmes have been developed to ensure a smooth transition for service children joining the school, helping to address any learning gaps and support academic continuity. Regular communication with deployed parents has been maintained to strengthen the home-school partnership and provide reassurance during periods of separation. Targeted pastoral support, including sensory circuits and ELSA sessions, has also been offered to meet the social and emotional needs of service pupils.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Further information (optional)

Additional activity

Our pupil premium strategy is supplemented by additional activity that is not funded through pupil premium or recovery premium. This includes:

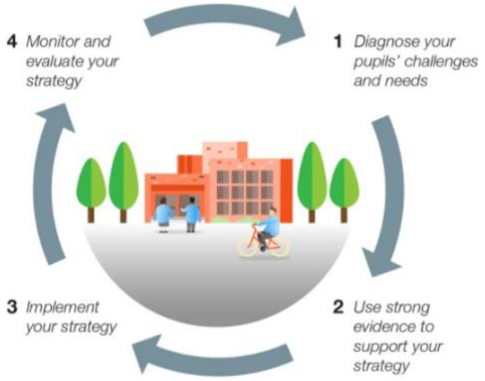
- Embedding more effective feedback practices through CPD for teaching assistants, delivered during INSET, staff meetings, and regular briefings led by the SENCO. EEF evidence highlights the significant benefits of high-quality feedback, particularly for disadvantaged pupils.
- Utilising a DfE grant to train a senior mental health lead. The selected programme focuses on the training needs identified through the DfE's online tool, aiming to improve understanding of pupil needs, strengthen pupil voice around wellbeing, and enhance collaboration with parents. Governors have also engaged in pupil voice activities this year to inform our wellbeing priorities.
- Offering a wide range of high-quality extracurricular free enrichment activities to promote wellbeing, improve attendance and behaviour, and raise aspiration. Activities focus on developing life skills such as confidence, resilience, and social communication. Weekly clubs, led by school staff, cover academic, sporting, and creative interests. In addition, the school will fund a choir for one year to support mental health and wellbeing.
- All pupils attend free curriculum trips. We offer these so that the importance of cultural capital is developed and our curriculum is strong.
- Continuing to build leadership capacity around inclusion and SEND: members of the senior leadership team have undertaken the NPQ in Leading SEND, the Level 7 Postgraduate Diploma in SEND, and the MBA, further strengthening the school's ability to lead strategic, evidence-informed improvements for all pupils, especially those facing disadvantage.

Planning, implementation, and evaluation

In planning our current pupil premium strategy, we evaluated the impact of previous years' activities to identify what had the greatest effect on outcomes. The senior leadership team analysed triangulated data, gathered insights from pupil and parent voice, and consulted with governors.

We used the EEF's Families of Schools database to benchmark the performance of disadvantaged pupils in schools with similar contexts and engaged with high-performing schools in our trust and region to understand successful approaches to supporting disadvantaged learners.

We also considered wider research, including studies on the long-term impact of the pandemic on disadvantaged pupils, to inform our strategy design.

The EEF's guidance on implementation has supported our approach, particularly in the 'Explore' phase, helping us to identify pupil needs and match them with evidence-informed strategies suited to our setting. This will continue to inform delivery and evaluation across the life of the plan.

A robust evaluation framework is in place to monitor progress across our three-year strategy. We will continue to use the EEF's *Developing an Effective Strategy* framework to assess, plan, do, and review annually, ensuring that our approach is responsive and impact-driven.