

## Pupil Premium Strategy Statement 2024/2027:

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 effect that last year's spending of pupil premium had within our school.

### School Overview:

Detail	Data
<b>School name</b>	Rivers Primary Academy
<b>Number of pupils in school</b>	460 (07.01.2026) (50 nursery aged pupils - 07.01.2026)
<b>Proportion (%) of pupil premium eligible pupils</b>	51% (233)
<b>Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)</b>	2025-2028 (Reviewed annually)
<b>Date this statement was originally published</b>	September 2024
<b>Date this statement was last published</b>	September 2025
<b>Date this statement will be next reviewed</b>	July 2026
<b>Statement authorised by</b>	Rebecca Bailey
<b>Pupil Premium Lead</b>	Kal Kaur

### Funding Overview:

Detail	Amount
<b>Pupil premium funding allocation this academic year</b>	£294,574
<b>Recovery premium funding allocation this academic year</b>	£0
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	£0
<b>Total budget for this academic year</b>	£294,574
<b>(If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year)</b>	

## Part A: Pupil Premium Strategy Plan:

At Rivers Primary Academy, we are committed to raising aspirations, promoting social mobility, and ensuring that every pupil—regardless of background—thrives academically, socially, and personally. Our mission is to equip all children with the knowledge, skills, and confidence they need to become successful, active citizens who are prepared for the future careers of their choice.

We strive to ensure that teaching and learning opportunities meet the needs of all learners. Where needs are identified, additional provision is made for pupils who belong to vulnerable groups. This includes carefully assessing and addressing the needs of socially disadvantaged learners to ensure that they make strong and sustained progress. Pupil Premium funding is allocated following a thorough needs-based analysis, enabling us to prioritise support for specific individuals, groups, or classes.

Rivers Primary Academy is committed to securing maximum progress for all pupils and to closing attainment gaps wherever they exist. We actively promote equality of opportunity for all staff, governors, pupils, and parents/carers, fostering an inclusive community in which everyone can succeed. Our use of Pupil Premium funding is strategic and fully integrated within the school's wider improvement and support systems. Impact is monitored rigorously and reviewed regularly to ensure funding delivers measurable outcomes. Robust analysis enables us to identify the most effective support and strategies, while strong leadership ensures accountability and impact. All decisions regarding Pupil Premium spending are informed by the specific context and challenges of our school and are underpinned by evidence from the Education Endowment Foundation (EEF) to ensure value for money.

## Statement of Intent:

### Barriers to Learning

#### Current barriers within our school community include:

- Limited oral language and vocabulary development, particularly in the early years, affecting
- literacy and communication skills
- Low confidence and self-esteem, leading to reduced engagement and aspirations
- Behavioural challenges and emotional well-being needs impacting learning and personal development
- Poor attendance and punctuality, which hinder academic progress
- Challenges within the home environment, including limited parental capacity to support learning

Addressing these barriers requires a whole-school approach, underpinned by strong partnerships with families and external agencies.

### Our Key Objectives

1. To close the attainment gap between disadvantaged and non-disadvantaged pupils through access to consistently high-quality teaching and learning.
2. To accelerate progress for disadvantaged pupils so they achieve at least expected outcomes, with many exceeding expectations.
3. To support the personal development, well-being, and resilience of disadvantaged pupils, enabling them to flourish academically and socially.

### Approach

#### We aim to achieve these objectives through:

- A rich, broad, and inclusive curriculum
- High-quality teaching in every classroom

- A consistent universal offer that benefits all pupils while being essential for some
- Targeted academic support and timely interventions informed by robust assessment
- Extensive enrichment opportunities beyond the classroom to broaden experiences and aspirations
- A strong focus on attendance, behaviour, and well-being to ensure pupils are ready to learn
- Close collaboration with families to remove barriers and provide tailored support
- Recognising, celebrating, and developing individual strengths, acknowledging that not all pupils in receipt of free school meals are socially disadvantaged

## Achieving These Objectives

To ensure all pupils reach their full potential, we adopt a strategic, evidence-informed approach that combines high-quality teaching, targeted interventions, and wider pastoral support.

### 1. High-Quality Teaching and Engagement

- Consistently strong teaching informed by research-based strategies, including scaffolding, retrieval practice, and metacognition
- Effective use of 1:1 iPads to support personalised learning, increase engagement, and provide immediate feedback
- Adaptive teaching approaches to ensure lessons are inclusive, accessible, and responsive to pupil need
- A strong emphasis on oracy-rich teaching from EYFS to KS2 to develop language, vocabulary and communication skills

### 2. Accelerating Progress and Raising Attainment

Targeted academic interventions to support disadvantaged pupils in reaching age-related expectations  
Focused provision for higher-attaining disadvantaged pupils to enable them to achieve greater depth  
Additional learning support through small-group tuition and structured interventions in reading, writing, and mathematics

### 3. Pastoral and Well-Being Support

- A dedicated pastoral team providing support with behaviour, attendance, and family engagement
- Proactive attendance strategies, including early intervention for persistent absence
- Mental health and well-being support, including counselling, mentoring, and social and emotional learning programmes

### 4. Enrichment and Cultural Capital

- Subsidised access to enrichment activities, including educational visits, residential experiences and cultural opportunities
- Commitment to our '11 Before 11' pledge, ensuring all pupils experience a wide range of aspirational opportunities before leaving primary school
- Access to extracurricular activities that develop confidence, resilience, and ambition

Through this strategic approach, Pupil Premium funding is used effectively to maximise impact, remove barriers to learning, and ensure that every child at Rivers Primary Academy has the opportunity to succeed, regardless of background.

## Challenges:

Challenge Number	Detail of challenge
1	<b>Engagement - Strengthening mental well-being to support readiness for learning:</b> Many disadvantaged pupils experience social, emotional, and mental health (SEMH) challenges that can hinder engagement and progress. Developing emotional resilience, self-regulation, and positive well-being is essential to enabling pupils to access learning fully and achieve strong academic and personal outcomes.
2	<b>Teacher and Learner Engagement - Creating a language-rich environment to close vocabulary gaps:</b> Gaps in vocabulary and oral language, particularly from the early years, limit pupils' ability to access the curriculum. A sustained focus on explicit vocabulary instruction, high-quality talk, and oracy across all phases is essential to improving language development and learning outcomes.
3	<b>Attendance - Improving attendance and reducing persistent absence:</b> Disadvantaged pupils are disproportionately affected by poor attendance and punctuality, which has a direct negative impact on attainment. Implementing consistent, proactive, and rigorous attendance strategies is a key priority to ensure pupils are present, engaged, and ready to learn.
4	<b>Engagement and Curriculum - Increasing engagement and motivation through a high-quality, ambitious curriculum:</b> Some pupils, particularly those from disadvantaged backgrounds, experience lower levels of engagement in learning. Delivering a rich, challenging, and enjoyable curriculum that sparks curiosity and promotes achievement will enhance motivation, engagement, and attainment.
5	<b>Personal Potential - Raising aspirations through access to wider opportunities and enrichment:</b> Many disadvantaged pupils have limited access to enrichment activities that build cultural capital, confidence, and ambition. Ensuring equitable access to extracurricular provision, leadership roles, and enriching experiences will support pupils in realising their potential and raising aspirations.

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

## 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.

Challenge	Success Criteria
<b>Engagement - Strengthening mental well-being to support readiness for learning</b>	<ul style="list-style-type: none"> <li>• Reduction in challenging behaviour ( tracked through Arbor)</li> <li>• Increased engagement in pastoral support and well-being initiatives.</li> <li>• Pupil voice surveys show improved confidence and emotional well-being.</li> <li>• Staff CPD - Trauma Informed and Emotion Coaching.</li> </ul>
<b>Teacher and Learner Engagement - Creating a language-rich environment to close vocabulary gaps</b>	<ul style="list-style-type: none"> <li>• Internal and external data (e.g., phonics screening, Reading) show improved English outcomes.</li> <li>• Teaching and Learning strategies facilitate discussion rich lessons through turn and talks and ABC.</li> <li>• Oracy strategies embedded across all subjects, evidenced in learning walks.</li> <li>• Vocabulary being discretely taught at the beginning of lessons evidence on learning walks.</li> <li>• Early language interventions (e.g., NELI, WellComm) show measurable impact in EYFS/KS1.</li> <li>• Pupil engagement in structured talk activities improves classroom participation.</li> </ul>
<b>Attendance - Improving attendance and reducing persistent absence</b>	<ul style="list-style-type: none"> <li>• PP attendance shows improvements from previous year.</li> <li>• Persistent absence (PA) rates show a year-on-year reduction. Increased parental engagement in attendance strategies and workshops.</li> <li>• Tiered letter and meeting system used effectively to target poor attendees.</li> <li>• Minibus service and subsequent case studies show impact on individual pupil attendance.</li> <li>• Early intervention strategies lead to fewer term-time absences.</li> <li>• Daily attendance tracking enables rapid and effective response to concerns.</li> </ul>
<b>Engagement and Curriculum - Increasing engagement and motivation through a high-quality, ambitious curriculum</b>	<ul style="list-style-type: none"> <li>• Learning walks and lesson observations show high levels of active participation.</li> <li>• Greater depth attainment increases in core subjects for disadvantaged pupils.</li> <li>• Use of retrieval practice and metacognition strategies is evident in lessons.</li> <li>• Pupil surveys reflect increased enjoyment and engagement in learning.</li> <li>• Adaptive teaching strategies are consistently applied to stretch and support all learners.</li> </ul>
<b>Personal Potential - Raising aspirations through access to wider opportunities and enrichment</b>	<ul style="list-style-type: none"> <li>• 100% of pupils achieve the WAT pledge by the end of Year 6.</li> <li>• Extracurricular club participation for disadvantaged pupils increases term on term.</li> <li>• All pupils access curriculum-linked trips, residentials, and cultural experiences.</li> <li>• Leadership and personal development opportunities increase for PP pupils.</li> <li>• Enrichment activities support raised aspirations and exposure to diverse careers.</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 (CPD, Recruitment and Retention):

Budgeted cost: <b>£70,344</b>		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Employing additional staff</b>	<p>We have two additional staff members in post. One delivers high impact intervention for phonics and the other supports reading recovery from Years 3-6.</p> <p>We have an additional teacher who works across Years 5 and 6 to target gaps in learning to ensure they are ready for their next phase of learning.</p>	<b>2</b>
<b>Instructional coaching for all Teachers</b>	<p>We have appointed two strategic coaches to increase our capacity to enhance teaching quality and boost pupil engagement. The Education Endowment Foundation (EEF) identifies instructional coaching as a highly effective form of professional development, emphasising its role in improving teaching practices and pupil outcomes. This approach addresses Challenge 2 by fostering a language-rich environment through refined teaching strategies. Additionally, by enhancing instructional methods, it directly contributes to Challenge 4 by increasing pupil engagement and motivation within a high-quality, enriching curriculum.</p>	<b>2, 4</b>
<b>iPads/Stylus</b>	<p>We have implemented 1:1 iPad and stylus from Y3 to Y6 to enhance self-regulation, attendance, and pupil engagement. The Education Endowment Foundation (EEF) highlights that technology can improve learning when effectively integrated into teaching, particularly by enhancing the quality of explanations and providing opportunities for practice and feedback. This approach supports Challenge 1 by promoting self-regulation and metacognitive skills, as students take ownership of their learning through interactive and personalised tools. Additionally, the use of iPads facilitates engaging and flexible learning experiences, which can improve attendance rates (Challenge 3) and foster a high-quality, enriching curriculum that motivates pupils (Challenge 4). This initiative aligns with our Trust's EmpowerED digital strategy, aiming to unlock academic and personal potential through digital innovation.</p>	<b>1, 3, 4</b>

<b>Quality first teaching</b>	<p>We provide regular CPD sessions to ensure high-quality first teaching, directly supporting Challenges 2 and 4. The Education Endowment Foundation (EEF) highlights that well-designed professional development can have a significant impact on pupil outcomes, with effective CPD adding up to two months of additional progress per year. By focusing on evidence-based strategies, our CPD strengthens teachers' ability to embed a language-rich environment (Challenge 2) and deliver an engaging, high-quality curriculum that fosters pupil motivation (Challenge 4).</p>	<b>2, 4</b>
-------------------------------	---	-------------

## Targeted academic support (individualised support and structured teaching plus strategies):

Budgeted cost: <b>£66,203</b>		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Accelerated Reading targeted teaching plus strategies for our most disadvantaged learners</b>	<p>EEF lists Accelerated Reader as a promising programme for use during the transition between primary and secondary school.</p> <p>With a well trained deliverance from an experienced AR advocate, we deliver the AR programme to all children with a targeted provision for our bottom 20% children.</p> <p>This programme helps develop vocabulary acquisition and comprehension skills by providing personalised reading recommendations and regular progress tracking. By fostering a culture of independent reading and ensuring pupils access appropriately challenging texts, Accelerated Reader contributes to a language-rich environment and enhances literacy outcomes for all learners.</p>	<b>2</b>
<b>Phonics &amp; Reading Booster Sessions</b>	<p>We have employed additional staff to deliver same-day catch-up sessions and targeted phonics lessons, supporting Challenge 2. The Education Endowment Foundation (EEF) highlights that immediate, targeted interventions—such as same-day catch-up—are highly effective in addressing learning gaps, particularly in early literacy. Phonics interventions have been shown to provide, on average, five months of additional progress. By ensuring rapid response to gaps in phonics knowledge, this approach reinforces a language-rich environment, accelerates progress, and ensures all pupils receive the support they need to develop strong reading skills.</p> <p>In addition we have a staff member dedicated to reading recovery from years 3- 6.</p>	<b>2, 4</b>
<b>Phonics lead teacher - coaching all</b>	<p>We have appointed a Phonics Lead Teacher to coach all staff delivering the Little Wandle phonics programme, addressing Challenge 2. The Education Endowment Foundation (EEF) emphasises</p>	<b>2</b>

<p><b>teachers delivering Little Wandle phonics.</b></p>	<p>that systematic phonics instruction significantly enhances early reading skills, particularly for disadvantaged pupils, leading to an average of five additional months' progress. By providing targeted coaching, our Phonics Lead ensures consistent, high-quality phonics teaching across the school, fostering a language-rich environment and improving vocabulary acquisition. This approach equips teachers with effective strategies to support all learners in developing essential literacy skills.</p>	
--	--	--

## Wider strategies (Attendance, Behaviour, Wellbeing):

Budgeted cost: <b>£158,027</b>		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Promote attendance within our community</b> <b>Breakfast Club</b></p>	<p>We have introduced a whole school breakfast club to promote attendance and support pupil well-being, addressing Challenge 3. This initiative aligns with the UK government's recent commitment to provide free breakfast clubs in all state-funded primary schools, aiming to remove barriers to learning and tackle child poverty. Research indicates that breakfast clubs can enhance attendance, behaviour, and academic performance by ensuring pupils start their day nourished and ready to learn. By offering a nutritious morning meal and a supportive environment, this encourages punctuality and consistent attendance.</p>	<p><b>1,3,5</b></p>
<p><b>Minibus Service</b></p>	<p>Minibus service introduced for children who are persistently absent, when the tiered approach has seen no positive outcome.</p> <p>Research shows that persistent absence has a significant negative impact on pupils' academic progress, particularly for disadvantaged pupils. The Department for Education highlights a strong link between poor attendance and underachievement. Improving attendance is therefore a key priority in reducing the attainment gap and ensuring pupils can fully access learning.</p> <p>The Education Endowment Foundation identifies targeted attendance support as most effective when it removes practical barriers to school attendance. For a small number of pupils, transport difficulties continue despite earlier interventions. Introducing a minibus service as a final, targeted strategy helps remove this barrier, leading to improved attendance, engagement, and access to high-quality teaching and wider school support.</p>	<p><b>3</b></p>
<p><b>Pastoral Team providing</b></p>	<p>We provide early help for families to ensure timely and tailored support, allowing them to thrive. Our Pastoral Team delivers targeted</p>	<p><b>1, 3, 5</b></p>

<p><b>family support and nurture groups</b></p>	<p>interventions to strengthen family-school partnerships and improve pupil well-being.</p> <ul style="list-style-type: none"> <li>• Pastoral staff provide emotional and social support, helping families navigate challenges and build resilience.</li> <li>• Parenting courses, such as Understanding Your Child, equip families with strategies to establish positive routines at home.</li> <li>• Home visits offer direct support with finance, well-being, parenting, basic needs, and housing, ensuring a holistic approach to family support.</li> <li>• Smooth school transitions are facilitated to ensure continuity in learning and well-being.</li> <li>• Safeguarding remains a priority, with best practices embedded to protect and support vulnerable families.</li> </ul> <p>This aligns with Ofsted’s continued focus on improving cultural capital for disadvantaged pupils and reflects the latest national priorities on early intervention and family engagement.</p>	
<p><b>Provide varied opportunities for children to before and attend after school clubs, both academic and in sports provision.</b></p> <p><b>Breakfast staff provision/ breakfasts</b></p> <p><b>Sports coaches</b></p> <p><b>Lunch and after school provision for both academic</b></p>	<p>We ensure that all pupils, particularly disadvantaged pupils, have access to a wide range of before and after-school clubs, supporting both academic progress and personal development. ASPIRE After Hours provides structured academic and pastoral support, while sports clubs enhance physical well-being and teamwork. Evidence from the Education Endowment Foundation (EEF) suggests that participation in extracurricular activities leads to increased engagement and improved academic outcomes. By fostering enjoyment and challenge in learning, these opportunities help pupils develop essential skills, raise aspirations, and improve motivation.</p> <p>Through our whole school breakfast club we provide a nutritious and structured start to the day, ensuring pupils arrive at school ready to learn. This initiative aligns with the government’s expanded breakfast provision strategy, aiming to reduce hunger, improve concentration, and enhance attendance rates. Research highlights that breakfast clubs contribute to improved behaviour, punctuality, and engagement in lessons, particularly for disadvantaged pupils. Staffed by trained mentors, the sessions also offer emotional support, helping pupils build positive relationships and develop a sense of belonging.</p> <p>We employ specialist sports coaches to deliver high-quality after-school clubs, increasing participation in physical activity and team-based sports. The EEF notes that structured physical activities can boost cognitive function, self-regulation, and academic progress. By ensuring that disadvantaged pupils have equal access to extracurricular sports, we help develop resilience, discipline, and confidence, which contribute to improved attitudes towards learning. These activities also support the development of cultural capital, providing experiences that pupils may not otherwise access.</p> <p>Our after school club programme and wraparound care offers structured academic support and pastoral care beyond the school day. Lunchtime and after-school sessions provide targeted interventions, homework support, and social-emotional learning activities. The EEF</p>	<p><b>2, 4</b></p>

<p><b>and pastoral clubs.</b></p>	<p>emphasises that extended school provision can have a positive impact on attainment, particularly when linked to the school curriculum. These sessions help bridge gaps in learning, develop independence, and foster a sense of routine and responsibility. Pastoral elements focus on well-being, resilience, and positive behaviour, ensuring that all pupils feel supported in both their academic and personal growth.</p>	
<p><b>Pastoral Team deployed including:</b></p> <p><b>Family support Worker/DDSL</b></p> <p><b>Attendance Officer</b></p> <p><b>Behaviour Mentor</b></p> <p><b>Trauma Informed Sc</b></p>	<p>Our Pastoral Team provides comprehensive support for pupils and families, ensuring well-being, attendance, and behaviour interventions are embedded across the school.</p> <p>This team includes:</p> <ul style="list-style-type: none"> <li>• Family Support Worker/DDSL – Strengthens home-school relationships, providing early intervention and support for vulnerable families.</li> <li>• Attendance Officer – Works proactively to reduce persistent absence, engaging with families to improve attendance and punctuality.</li> <li>• Behaviour Mentor – Supports pupils in self-regulation, resilience, and positive behaviour management through targeted interventions.</li> <li>• Trauma-Informed School – All staff have taken part in trauma informed CPD and Emotion Coaching CPD.</li> <li>• The Education Endowment Foundation (EEF) highlights that social and emotional learning (SEL) interventions lead to an average of four additional months’ progress, particularly for disadvantaged pupils. These interventions help pupils develop self-management skills, emotional resilience, and positive relationships, which directly impact behaviour and learning outcomes.</li> <li>• ELSA - two staff have been assigned to complete ELSA training in 2026</li> </ul>	<p><b>4</b></p>
<p><b>Cultural capital</b></p> <p><b>Experiences promoted in the curriculum.</b></p> <p><b>(Subsidised trips and residential)</b></p>	<p>We are committed to providing all pupils, particularly those from disadvantaged backgrounds, with rich, meaningful experiences that build cultural capital and broaden their horizons.</p> <p><b>These opportunities include:</b></p> <ul style="list-style-type: none"> <li>• Subsidised trips and residential – Ensuring all pupils access high-quality enrichment activities that enhance learning beyond the classroom.</li> <li>• Minibus provision – Removing logistical barriers by enabling pupils to participate in experiences across the borough and beyond.</li> <li>• Forest School and Sports Coaching – Offering outdoor learning and physical education to develop resilience, teamwork, and self-regulation.</li> </ul> <p>The Education Endowment Foundation (EEF) highlights that outdoor adventure learning supports collaborative problem-solving, metacognition, and self-regulation, leading to improved engagement and attainment. Additionally, Ofsted research (2019) emphasises the role of cultural capital in closing the opportunity gap for disadvantaged pupils.</p>	<p><b>4</b></p>

	By embedding these experiences into the curriculum, we ensure that all pupils benefit from real-world learning, enabling them to develop the confidence, resilience, and curiosity needed to thrive academically and personally.	
--	--	--

Total budgeted cost
£294,574

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

### Pupil Premium Strategy Outcomes:

This details the impact that our pupil premium activity had on pupils in the 2024/2025 academic year.

#### Key Stage 2 Outcomes:

	Reading % EXS	Writing % EXS	Maths % EXS	RWM % EXS
<b>Rivers Disadvantaged</b>	<b>72%</b>	<b>69%</b>	<b>55%</b>	<b>47%</b>
<b>National Disadvantaged</b>	<b>63%</b>	<b>59%</b>	<b>61%</b>	<b>47%</b>
<b>Difference</b>	<b>+9%</b>	<b>+10%</b>	<b>-6%</b>	<b>0%</b>

#### EYFS and Key Stage 1 Outcomes:

##### EYFS GLD:

RPA Disadvantaged	60%
National Disadvantaged	51.3%
Difference	+8.7%

##### Phonics Screening Check:

RPA Disadvantaged	63.2%
National Disadvantaged	67%
Difference	+3.8%

##### Multiplication Tables Check:

# Rivers Primary Academy

Part of Windsor Academy Trust



RPA Disadvantaged	17.9
National Disadvantaged	18.3 out of 25 (compared to 21/25 for non-disadvantaged)
Difference	-0.4

## Cultural Capital and Enrichment

- Pupils accessed a range of external trips and in-school workshops, designed to enhance real-world learning and expand cultural capital. These experiences provided enriching opportunities that broadened pupils' understanding of the world.

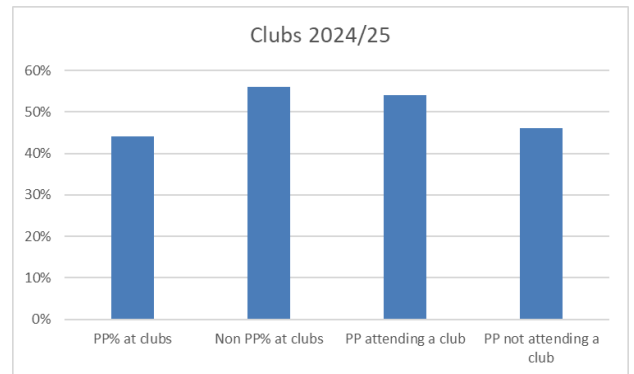
## After-School Clubs and Extra-Curricular Engagement

Participation in extracurricular activities has increased, with:

- 54% of disadvantaged pupils attend a club
- 44% of children attending clubs are disadvantaged

Careful monitoring and targeted encouragement have ensured that disadvantaged pupils access opportunities they might not otherwise experience at home.

The uptake of attendance at after school clubs and in school academic clubs has been monitored carefully to ensure that disadvantaged students get access to opportunities they would not otherwise get at home. This has increased since last academic year to 54% of pp children now attending an after school club.



## Trauma-Informed School Approach

- We are currently taking part in a Local Authority Project whereby all staff have been trained in the trauma informed approach and emotion coaching.
- The introduction of additional Behaviour Mentors including an Assistant Headteacher who leads behaviour has led to positive changes in pupil behaviour and well-being.
- Our Oasis Room has been established as a dedicated nurture space, where children receive targeted support in a calm, structured environment designed to meet their individual needs.

This review highlights the positive impact of our strategic approach to supporting disadvantaged pupils, ensuring they receive the academic, emotional, and enrichment opportunities needed to thrive and succeed.