

Pupil Premium Statement

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
School name	Hazelbury Primary School
Number of pupils in school	837 (not including Nursery)
Proportion (%) of pupil premium eligible pupils	40.5% (339 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	September 26
Date on which it will be reviewed	July 2027
Statement authorised by	Laura Pearce Headteacher
Pupil Premium Lead	Laura Pearce Headteacher
Governor Lead	Helen Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£525450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£525450

Part A: Pupil Premium Strategy Plan

Statement of intent

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 maintaining high progress for those who are already high attainers. We also consider the specific challenges faced by vulnerable pupils, such as those who have a social worker or are young carers. The activities outlined in this statement are designed to support their needs, regardless of whether they qualify for Pupil Premium funding.

Core Principles

High-Quality Teaching: High-quality teaching is at the heart of our approach, with a focus on areas where disadvantaged pupils require the most support. Evidence consistently demonstrates that high-quality teaching has the greatest impact on closing the attainment gap while simultaneously benefiting non-disadvantaged pupils. Implicit in our strategy is the requirement that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Evidence-Informed & Data-Driven: Our approach is responsive to both common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about disadvantage.

Whole-School Responsibility: We foster a culture where all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations for what every child can achieve.

Key Objectives

To ensure our Pupil Premium strategy is effective, we will:

- **Ensure Challenge:** Provide disadvantaged pupils with appropriate stretch and high expectations in the work they are set, ensuring high attainers reach their full potential.
- **Early Intervention:** Act swiftly to intervene at the exact point a need is identified, preventing attainment gaps from widening.
- **Support Attendance & Wellbeing:** Address non-academic barriers to learning—such as attendance, mental health, and emotional well-being—to ensure pupils are ready and able to learn.
- **Adopt a Whole-School Approach:** Ensure every staff member takes ownership of disadvantaged outcomes, embedding high expectations across the entire curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and significant vocabulary gaps among many disadvantaged pupils. These gaps are evident from Reception through Key Stage 2 and are more prevalent among disadvantaged pupils than their non-disadvantaged peers. This is further compounded by a high level of co-occurring special educational needs: 51% of pupils on the SEN register are disadvantaged, and 67% of those pupils have identified communication and language needs.
2	Reading and Phonics Attainment Gaps: While Hazelbury Pupil Premium (PP) pupils consistently outperform PP pupils nationally, challenges remain in closing the gap with non-disadvantaged pupils nationally, particularly at Greater Depth. Year 1 Phonics: In 2026, disadvantaged pupils perform +6 percentage points above PP pupils nationally (maintaining the same +6 gap from 2025). However, a 7 percentage point gap remains compared to non-disadvantaged pupils nationally (up slightly from 6pp in 2025). KS2 Expected Standard: Disadvantaged pupils perform +10 percentage points above PP nationally (down slightly from +11pp in 2025). Within the school, the internal gap has closed significantly from -8pp in 2025 to -1pp in 2026, bringing PP pupils broadly in line with non-PP peers. Compared to non-disadvantaged pupils nationally, a -8pp gap remains (-7pp in 2025). KS2 Greater Depth: Disadvantaged pupils remain +2 percentage points above PP nationally (+5pp in 2025). However, a notable -16 percentage point gap exists compared to non-disadvantaged pupils nationally (widened from -13pp in 2025), highlighting a need for targeted stretch for higher-attaining PP pupils.
3	Maths Attainment and Mastery: While Hazelbury Pupil Premium (PP) pupils perform strongly compared to PP peers nationally, gaps remain when measured against non-disadvantaged pupils nationally, though positive trends are evident at KS2. Year 4 Multiplication Tables Check (MTC): In 2026, Hazelbury PP pupils achieved an average score +0.4 above non-disadvantaged pupils nationally (+1.1 in 2025) and +2.8 above PP pupils nationally (+3.5 in 2025). The internal gap between Hazelbury PP and non-PP pupils stands at -1.0 (a minor change from -0.9 in 2025), which remains significantly narrower than the national gap between PP and non-PP pupils (-2.4).

	KS2 Expected Standard: Disadvantaged pupils performed +10 percentage points above PP pupils nationally in 2026 (improving from +8pp in 2025). The gap compared to national non-disadvantaged pupils narrowed to -10 percentage points (an improvement from -12pp in previous tracking). KS2 Greater Depth: Disadvantaged pupils achieved +8 percentage points above PP pupils nationally in 2026, marking a significant improvement from -1pp in 2025. Furthermore, the gap to national non-disadvantaged pupils at Greater Depth was halved, improving from -18 percentage points in 2025 to -9 percentage points in 2026.
4	KS2 Writing/SPaG Attainment Gaps: Hazelbury Pupil Premium (PP) pupils continue to perform above PP pupils nationally, though performance at Expected Standard has seen a widening gap compared to non-disadvantaged pupils nationally. KS2 Expected Standard: In 2026, disadvantaged pupils performed +11 percentage points above PP pupils nationally (down from +16pp in 2025). However, compared to non-disadvantaged pupils nationally, the gap widened to -8 percentage points (up from -2pp in 2025). KS2 Greater Depth: Disadvantaged pupils outperformed PP pupils nationally by +1 percentage point in 2026, improving from -1pp in 2025. Additionally, the gap to non-disadvantaged pupils nationally at Greater Depth narrowed to -8 percentage points (improving from -10pp in 2025).
5	KS2 Combined Outcomes – Reading, Writing and Maths Disadvantaged pupils achieve exceptionally strong overall outcomes, consistently outperforming national Pupil Premium (PP) benchmarks and performing broadly in line with non-disadvantaged pupils nationally and internally. Combined Expected Standard (RWM): Disadvantaged pupils perform significantly above PP pupils nationally at +21 percentage points (+22pp in 2025). Furthermore, attainment is broadly in line with national non-disadvantaged pupils (-1 percentage point, deemed not statistically significant), continuing a strong multi-year trend (in line in 2025; +5pp in 2024). Combined Greater Depth (RWM): Disadvantaged pupils outperform PP pupils nationally by +3 percentage points (up from +2pp in 2025). The gap compared to national non-disadvantaged pupils at Greater Depth has steadily narrowed over three years (-4 percentage points in 2026, down from -5pp in 2025 and -6pp in 2024). Internally, PP performance at Greater Depth remains broadly in line with Hazelbury non-PP peers at -2 percentage points (+1pp in 2025; 0pp in 2024).
6	EYFS Baseline and Early Development Gaps: On-entry baseline assessments indicate lower starting points for many disadvantaged pupils across key areas of the EYFS Framework. Weaknesses are particularly evident in communication and language skills, as well as fine and gross motor control, impacting early writing readiness and physical development.

7	Social, Emotional Needs and Cultural Capital: Internal assessments (including well-being surveys), pastoral observations, and family liaison discussions highlight social, emotional, and mental health (SEMH) challenges for a notable proportion of pupils. These barriers disproportionately affect disadvantaged pupils, impacting their emotional readiness to learn and academic progress. Furthermore, contextual analysis shows that many disadvantaged pupils have limited access to enrichment opportunities, life experiences, and foundational background knowledge outside of school. Addressing this gap in cultural capital is essential to ensuring equitable access to the broader curriculum, raising aspirations, and closing attainment gaps across all subjects.
8	Attendance and Persistent Absence: Attendance is a key area of strength at Hazelbury. Attendance data indicates that disadvantaged pupils attend school significantly more regularly than their peers nationally, placing Hazelbury in the top 10–20% of schools nationwide for Free School Meals (FSM) attendance. Furthermore, persistent absence rates among disadvantaged pupils remain notably lower than national averages, with Hazelbury placing in the top 10–20% of schools nationally for lowest persistent absence rates among FSM pupils. Maintaining these high attendance standards remains a core strategy priority to ensure consistent access to high-quality classroom instruction.

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 communication and language skills amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language skills and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Supporting disadvantaged children to make accelerated progress in phonics and reading , towards end of year expectations, reducing the gap between disadvantaged and non-disadvantaged children in all year groups.	Year 1 (and Year 2) phonics screen results above local and national averages for disadvantaged pupils. Systematic Synthetic Phonics scheme (Monster Phonics) effectively embedded throughout the school and shows impact in reading and writing. Interventions of Phonics in a Bag show significant impact and all staff are all confident and competent in the teaching of phonics. End of KS2 reading results show that pupil premium children achieve in line with national other at both expected and greater depth in- thus closing the gap.

Improved writing attainment for disadvantaged pupils.	End of KS2 writing results show that pupil premium children achieve in line with national other at both expected and greater depth- thus closing the gap.
Improved maths attainment for disadvantaged pupils.	Continuation of pupil premium children achieving better than national other in the Year 4 multiplication test. End of KS2 maths results show that pupil premium children achieve in line with national other at both expected and greater depth in- thus closing the gap.
To develop early language and vocabulary acquisition as well as motor skills to improve attainment for disadvantaged pupils at the end of EYFS.	GLD for disadvantaged pupils at the end of Reception is in line with national and local averages. Communication and Language assessment for the GLD shows a reduced disadvantage gap. Impact of high-quality oracy teaching and carefully planned interventions shows rapid progress for identified disadvantaged pupils.
To achieve and sustain improved attendance for our disadvantaged pupils.	Sustained high attendance by: • 95% attendance target achieved for disadvantaged pupils. • Inclusion/Pastoral team meet regularly to track and identify families and children requiring support with attendance, led by the Child and Family Support Worker. • Identification of barriers to attendance and signposting of services to identified families/groups is clear and consistent, using Early Help. • The percentage of disadvantaged pupils who are persistently absent being below or in line with national other.
To achieve and sustain improved wellbeing and personal development and enriched cultural capital for our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, supported financially and actively encouraged by the school. • Identified families benefiting from early help; impacting attendance, social and emotional and learning behaviours. • Pupils are able to articulate high aspirations for themselves and their futures, having knowledge of the wider world around them.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching

Budgeted cost: **£330,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summative Assessment Implementation of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered accurately. Formative Assessment Continue to implement and train teachers in the use of effective assessment and classroom feedback strategies.	Standardised tests provide reliable insights into specific pupil strengths and weaknesses, ensuring targeted intervention and instruction: EEF: Standardised Tests / Diagnostic Assessment There is extensive evidence that gathering live learning evidence and providing high-quality, actionable feedback significantly improves outcomes: EEF Toolkit: Feedback (+6 months progress)	1-7
Oracy and Spoken Language Continuing and developing a dialogic classroom across the whole curriculum to support pupils in articulating key ideas, consolidating understanding, and extending vocabulary. Embed effective oracy strategies and framework with a key focus on vocabulary development with funded leader and teacher training, resources, and cover release time.	Explicit oral language and dialogic teaching approaches have a high impact on pupil progress, vocabulary acquisition, and reading comprehension: EEF Toolkit: Oral Language Interventions (+6 months progress)	1,6,7
Reading: Phonics Purchase further Monster Phonics resources (systematic synthetic phonics) to secure high-quality phonics teaching and early reading consistency for all pupils. Reading: Comprehension Explicit teaching of reading comprehension strategies (reciprocal reading, vocabulary pre-	Systematic phonics approaches have a strong evidence base showing a positive impact on early word reading accuracy, particularly for disadvantaged pupils: EEF Toolkit: Phonics (+5 months progress) Explicit teaching of reading comprehension strategies helps pupils independently monitor and understand complex texts: EEF Toolkit: Reading Comprehension Strategies (+6 to +7 months progress)	1, 2, 4,6

teaching, and inference) across KS1 and KS2. Staff CPD on whole-class reading approaches and text selection. English Hub Partnership & Early Reading Support Partner with the local DfE English Hub to receive specialist consultancy, expert audit, and tailored leadership guidance. Access targeted staff training to strengthen early reading provision, systematic synthetic phonics, and language development.	Department for Education (DfE) English Hubs have a proven track record of improving early literacy outcomes, particularly for disadvantaged pupils, by establishing strong phonics fidelity and promoting a love of reading. Collaborative professional development and expert mentoring accelerate teacher effectiveness in early reading instruction: EEF Toolkit: Phonics (+5 months progress)	
Writing Provide targeted staff CPD on modelling explicitly the five stages of the writing process: planning, drafting, revising, editing, and publishing. Integrate explicit instruction in written transcription (spelling rules, handwriting fluency, and sentence construction) directly aligned with EEF KS1 Literacy Guidance and EEF KS2 Literacy Guidance.	Structured writing composition strategies—supported by explicit teacher modelling, sentence-level instruction, and scaffolded practice—demonstrate high impact on pupil writing outcomes, particularly for disadvantaged learners: EEF Toolkit: Writing Composition Strategies (+5 months progress) Promoting fluent written transcription (spelling and handwriting) alongside metacognitive planning and editing strategies helps pupils manage cognitive load during complex writing tasks: EEF Guidance: Improving Literacy in KS1 & KS2	1,2,4,6
Mathematics Curriculum & Teaching for Mastery Alignment Enhancement of our mathematics teaching and curriculum planning aligned with DfE non-statutory guidance and EEF recommendations.	The DfE non-statutory guidance (produced in conjunction with NCETM) draws on evidence-based practices to secure core mathematical concepts: DfE KS1 & KS2 Mathematics Guidance The EEF guidance indicates that mastery learning approaches—focused on problem-solving strategies, visual representations, and metacognitive talk—deliver high impact:	3,5

Fund teacher release time to embed key elements of the guidance, engage with local Maths Hub programmes, and participate in Teaching for Mastery professional development. Focus on core Ready-to-Progress criteria, concrete-pictorial-abstract (CPA) representations, structured mathematical talk, and arithmetic fluency.	EEF Toolkit: Mastery Learning (+5 months progress) EEF Guidance: Improving Mathematics in KS2 & KS3	
Wellbeing and Personal Development Improve the quality of whole-school Social and Emotional Learning (SEL) across all key stages. Embed SEL approaches directly into routine educational practices, PSHE curriculum delivery, and daily classroom routines. Provide dedicated professional development and staff training to support teachers and support staff in explicitly teaching emotional regulation, self-awareness, and relationship skills.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, positive attitudes, improved behaviour, and healthier peer relationships): EEF Toolkit: Social and Emotional Learning (+4 months progress) EEF Guidance: Improving Social and Emotional Learning in Primary Schools	7,8
Knowledge-Rich Curriculum and Cultural Capital Development Continue to implement and embed a coherent, knowledge-rich curriculum across all foundation and core subjects to enhance cultural capital and promote social justice. Purchase high-quality, specialist-created subject schemes of work and adapt them to meet the specific learning needs and context of our pupils.	Ofsted's curriculum research reviews highlight the critical importance of a progressive, sequentially planned, knowledge-rich curriculum for all pupils as a key driver to reduce economic and social inequality: Ofsted Guidance: Research and Analysis into the Curriculum Acquiring a deep body of domain-specific knowledge and rich vocabulary enables disadvantaged pupils to build essential background knowledge, directly improving reading comprehension and critical thinking:	1,6,7

Provide subject leadership CPD to ensure key knowledge, vocabulary, and concepts are sequentially mapped and systematically revisited across Key Stages 1 and 2.	EEF Toolkit: Teaching and Learning Toolkit (+2 to +3 months progress)	
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Targeted academic support

Budgeted cost: **£147,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral Language Interventions Purchase and implement the NELI (Nuffield Early Language Intervention) programmes. Target small-group and individual support to improve listening, narrative, and vocabulary skills for disadvantaged pupils identified with lower spoken language baselines.	Oral language interventions consistently demonstrate a high positive impact on pupils' language skills, vocabulary, and subsequent reading comprehension. Approaches focusing on spoken language, active listening, and structured dialogue show strong gains: EEF Toolkit: Oral Language Interventions (+6 months progress)	1, 4
Targeted Phonics Catch-Up Sessions Deliver additional, high-frequency phonics sessions targeted at disadvantaged pupils requiring further phonics support. Ensure all targeted catch-up sessions are delivered directly by qualified teachers in regular intervals over a structured period.	Phonics approaches have a robust evidence base showing strong positive outcomes, particularly for pupils from disadvantaged backgrounds. Targeted small-group or 1:1 phonics interventions are most effective when delivered regularly by well-trained staff: EEF Toolkit: Phonics (+5 months progress)	2

School-Led Small Group & 1:1 Tutoring Provide school-led targeted tuition for identified pupils, ensuring a significant proportion of participants are disadvantaged (including high attainers). Tailor tuition sessions to address specific diagnostic knowledge gaps and address missed learning in core subjects.	Tuition targeted at specific academic needs and knowledge gaps is an effective method to support low-attaining pupils or those falling behind trajectory. Evidence shows high impact across both delivery modes: EEF Toolkit: One to One Tuition (+5 months progress) EEF Toolkit: Small Group Tuition (+4 months progress)	3, 4
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Wider strategies

Budgeted cost: **£48,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional Learning (SEL) & Wellbeing Improve the quality of social and emotional learning (SEL) linked to wellbeing and personal development. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff, by: Embedding Rights Respecting and Global Goals ethos and practice. Extending the range of after-school clubs to boost wellbeing, behaviour, attendance, and aspiration (focusing on life skills such as confidence, resilience, and socialising, with proactive support for disadvantaged pupil participation). Developing pupil self-regulation and metacognition skills across the curriculum.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers): EEF Guidance: Social and Emotional Learning (+4 months progress) Both targeted interventions and universal approaches can have positive overall effects on learning readiness: EEF Toolkit: Behaviour Interventions (+4 months progress)	6

Attendance Strategy & DfE Alignment Embedding principles of good practice set out in the DfE's <i>Working Together to Improve School Attendance</i> advice. This will involve providing training and release time for staff to develop and implement new procedures, as well as supporting attendance/support officers to monitor attendance patterns and intervene early.	DfE attendance guidance has been informed by direct engagement with schools that have significantly reduced overall levels of absence and persistent absence: DfE Guidance: Working together to improve school attendance Sustaining high attendance and reducing persistent absence is an essential prerequisite for academic progress and closing the attainment gap.	7
Additional Non-Pupil Premium Supported Activity Our Pupil Premium strategy will be supplemented by additional whole-school activity and wider pastoral provision that is not directly funded by Pupil Premium or recovery premium (e.g., core school pastoral team deployment, external agency links, and community initiatives).	Research states that a child's emotional health and wellbeing significantly influences their cognitive development and learning outcomes, as well as their physical, social, and mental health in adulthood.	6

Total budgeted cost: £525450

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 2024/25 and 2025/26 academic year.

Our external assessments during 2024/25 and 2025/26 indicate that the attainment of disadvantaged pupils at Hazelbury was only marginally lower than that of non-disadvantaged pupils within the school. Furthermore, disadvantaged pupils at Hazelbury consistently outperform disadvantaged pupils nationally across key measures.

End of KS2 Evaluation

The three-year trend demonstrates that disadvantaged pupils at Hazelbury perform significantly above national disadvantaged benchmarks in achieving the combined Expected Standard in reading, writing, and mathematics. When compared to national non-disadvantaged outcomes ("national other"), the three-year data shows a positive trend with no significant gap.

Where progress scores were applicable, disadvantaged pupils achieved positive progress scores across all core subjects, performing significantly above the national average.

Multiplication Tables Check (MTC)

Disadvantaged pupils achieved an average score above the national non-disadvantaged average, continuing a positive three-year trend. They significantly outperform disadvantaged pupils nationally. Nationally, the attainment gap stands at 2.4 points, whereas at Hazelbury, this gap was narrowed to just 0.9 points in 2025 and 1.0 point in 2026.

Phonics

In 2026, disadvantaged pupils performed 7 percentage points below national non-disadvantaged pupils (a slight widening from -6 percentage points in 2025). However, Hazelbury's disadvantaged pupils continue to outperform disadvantaged pupils nationally by +6 percentage points in both 2025 and 2026. While the national attainment gap stands at 17 percentage points, Hazelbury's internal gap is significantly narrower at 7 percentage points.

End of EYFS Evaluation

At the end of 2026, EYFS profile data indicated that in most learning areas, our disadvantaged pupils performed better than non-disadvantaged peers within the school. The percentage of disadvantaged children achieving a Good Level of Development (GLD) was +2 percentage points above national non-disadvantaged pupils and +23 percentage points above disadvantaged children nationally. This continues a sustained positive trend, building on a +10 percentage point gap above national disadvantaged benchmarks in 2025.

Attendance

Absence rates have improved, placing Hazelbury in the top 10–20% of schools nationally for Free School Meal (FSM) pupil attendance, characterized by strong overall at-

tendance and low persistent absence rates. This demonstrates that Hazelbury's disadvantaged pupils attend school more regularly and are persistently absent less often than their peers nationally.

Pupil Wellbeing

Our internal assessments indicate a strong, positive trajectory in pupil wellbeing over the evaluation period. Through the strategic use of Pupil Premium funding, disadvantaged pupils have received comprehensive support, ranging from dedicated pastoral interventions to fully funded access to extra-curricular clubs. This holistic approach has fostered greater emotional resilience and improved self-regulation. Teachers report that these pupils are highly engaged, socially confident, and well-equipped to manage challenges in their daily learning.

Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation Funded Academics
Voice21 (Oracy and Spoken Language Development)	Voice21
Maths Hub Programmes	National Centre for Excellence in the Teaching of Mathematics (NCETM) / Local Maths Hub
Monster Phonics	Monster Phonics
Rights Respecting Schools Award (RRSA)	UNICEF
MYME (Mental Health & Wellbeing Programme)	CAHMS
Education Welfare Officer (EWO) Support	Local Authority
Magic Breakfast (School Breakfast Provision & Hunger Relief)	Magic Breakfast Charity

Planning, implementation, and evaluation

In planning our Pupil Premium strategy, we evaluated a range of evidence sources, including academic research (such as the Education Endowment Foundation Toolkit and DfE guidance reports), diagnostic internal assessment data, and lesson observations. This multi-year strategy is embedded within our wider School Improvement Plan and is subject to termly reviews by senior leadership and the Governing Body.

Wider School & Community Initiatives Our Pupil Premium strategy is supported by wider whole-school initiatives that are funded through core budget allocations and community partnerships, ensuring a holistic approach to pupil welfare:

- **Community & Family Support:** We work closely with local family hubs, Early Help services, and community food banks to provide wrap-around care for families facing acute hardship.
- **Digital Inclusion:** Disadvantaged pupils have full access to online learning platforms (e.g., Google Classroom) with school-provided hardware where required, ensuring seamless learning continuity at home.
- **Pupil Voice & Equity of Opportunity:** Pupil voice surveys are conducted regularly to ensure extra-curricular offerings reflect pupil interest, and financial support is provided discreetly to ensure no child misses out on trips, residential, or enrichment opportunities due to cost.