

Pupil premium strategy statement – Loxwood Primary

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 | 180 |
| Proportion (%) of pupil premium eligible pupils | 13.8% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2025-2028 |
| Date this statement was published | 17.12.25 |
| Date on which it will be reviewed | 17.12.26 |
| Statement authorised by | Sharon Mellors |
| Pupil premium lead | Daisy Price |
| Governor / Trustee lead | Phill Bellas |

Funding overview

| Detail | Amount |
|--|------------|
| Pupil premium funding allocation this academic year | £37,875.00 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £37,875.00 |

Part A: Pupil premium strategy plan

Statement of intent

Rationale

Loxwood School is a collaborative community that holds a steadfast belief in inspiring every child to uncover their unique talents and recognise their own potential. We nurture curiosity and a love for lifelong learning, equipping our pupils to be resilient and prepared for the challenges of the world beyond our gates. The safety and happiness of every child in our care remain paramount, alongside instilling the significance of kindness in their actions. Inclusivity is integral to our educational philosophy, bolstering all aspects of learning and development. We take great pride in our exceptional outdoor learning environment, extensive sporting opportunities, innovative curriculum, and a committed focus on pastoral care and wellness for each individual.

Values



We want our children to be happy and healthy citizens who value their responsibility to protect their environment (locally and globally) and celebrate the diverse nature of the modern world.

When our children leave us, we want them to have a sense of pride in who they are, a thirst for learning, and the resilience, skills and creativity needed to enable them to thrive in their next stage of education and beyond.

We achieve this through:

- Providing a broad and balanced curriculum.
- Utilising our extensive grounds and local resources.
- Ensuring our school values underpin every aspect of school life.
- Providing experiences outside of the curriculum through our Loxwood Learning for Life List.

High-quality first teaching is at the heart of our approach. 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.

Our approach will be responsive to common challenges and individual needs, rooted in evidence-based research and detailed knowledge of the children, not assumptions.

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 all disadvantaged pupils'

In order to ensure the Pupil Premium funding is spent successfully to improve achievement, the following will be used to ensure maximum outcomes:

- Carefully ring-fenced funding so that it is always spent on the target group of children;
- Never confuse eligibility for the Pupil Premium with low ability;
- Support more all pupil premium children to reach their potential and accelerate progress;
- Thoroughly analyse which children are underachieving, particularly in English and mathematics, and why;

- Use research evidence (evidence from our and other school’s experience as well as OFSTED reports, information from DFE and EEF teaching and learning toolkit) to allocate the funding to the activities that are most likely to have an impact on improving achievement and wellbeing;
- Understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good;
- Use achievement data frequently (through half-termly pupil progress meetings and regular monitoring) to check whether ordinarily available inclusive practice strategies are working;
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping children to achieve;
- Designated senior leaders have a clear overview of how the funding has being allocated and the difference it is making to the outcomes for children;
- Monitoring and evaluation – this is everyone’s responsibility. Pupil Premium children have a high priority across the school. Class teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Well-targeted support to improve attendance and links with families where this is a barrier to a child’s learning;
- Governors are thoroughly involved in the decision making and evaluation process – named governor (Phill Bellas) nominated to have an oversight of the Pupil Premium.
- Leaders are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of spending on the outcomes for children;
- Staff will concentrate on the core areas of English and mathematics to break down the main barriers to accessing the full curriculum – children will have all the help they need to grasp the basics of reading, writing and mathematics right at the start of their education so that they don’t have to catch up later;
- Well trained workforce and integrated team work approach. Ensuring that teaching assistants help to raise standards through understanding their role in helping to improve achievement.
- All Key Stage 2 children have the opportunity to attend a residential in Year 6. Financial support can be given to ensure all children have the same opportunities.
- Educational visits can also be financially supported to enable all children to have equal access.
- Raising aspirations and broadening experiences for all children.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Reduced vocabulary development and oral language confidence, limiting access to the wider curriculum and written outcomes. |
| 2 | Gaps in phonics knowledge and early reading skills, resulting in slower progress and reduced reading fluency and comprehension. |
| 3 | Internal and external assessment data (including end of KS2) indicate that attainment and progress in writing for disadvantaged pupils is below that of non-disadvantaged pupils, with particular weaknesses in transcription, sentence structure and composition. |
| 4 | Social, emotional and mental health (SEMH) needs, including lower self-regulation and resilience, which can affect engagement, behaviour and attendance. |
| 5 | Inconsistent attendance and punctuality for a small number of disadvantaged pupils, leading to missed learning and slower academic progress. |

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 attainment and progress in writing for disadvantaged pupils, particularly by the end of KS2. | <ul style="list-style-type: none"> Internal and external assessment data show improved progress and attainment in writing for disadvantaged pupils Reduced gap between disadvantaged and non-disadvantaged pupils in KS2 writing outcomes Increased proportion of disadvantaged pupils achieving age-related expectations and greater depth in writing |
| Improved phonics attainment and early reading outcomes | <ul style="list-style-type: none"> Phonics screening outcomes for disadvantaged pupils are at or above national disadvantaged averages Reduced gap between disadvantaged and non-disadvantaged pupils in phonics and early reading |
| Increased reading fluency, comprehension and vocabulary across the school | <ul style="list-style-type: none"> Improved reading attainment for disadvantaged pupils in internal and statutory assessments Book band progression and reading age data show accelerated progress Increased engagement in regular reading at home and school |
| Improved emotional regulation, wellbeing and engagement in learning | <ul style="list-style-type: none"> Reduction in behaviour incidents and learning disruption for disadvantaged pupils Improved pupil voice outcomes and engagement measures Positive feedback from staff, pupils and parents. |
| Improved attendance and punctuality for disadvantaged | <ul style="list-style-type: none"> Attendance for disadvantaged pupils moves closer to or exceeds, national disadvantaged averages. |

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: £ 13,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Regular high-quality story time in all classes, using carefully chosen texts to develop language, comprehension and enjoyment of reading | Oral language and exposure to high-quality texts have a positive impact on reading comprehension and vocabulary, which underpin writing: <ul style="list-style-type: none"> Oral language interventions – EEF | 2 & 3 |
| Author visits (virtual and in person) to raise engagement, | Enrichment and arts participation can improve engagement and attitudes to learning for disadvantaged pupils: <ul style="list-style-type: none"> Arts participation – EEF Toolkit | 1 & 2 |

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|---|--|----------|
| motivation and aspiration in reading and writing | | |
| Use of Clicker 8 and assistive technology to support writing, spelling and independence for disadvantaged pupils Cost: £3,270 | The EEF recognises that targeted scaffolding and supportive tools can reduce barriers to writing and improve access to learning: <ul style="list-style-type: none"> • Improving Literacy in KS2 – EEF | 1 |
| High-quality first teaching (QFT): staff meeting time to develop a shared understanding of Ordinarily Inclusive Practice and adaptive teaching | The EEF identifies high-quality teaching as the most important factor in improving outcomes for disadvantaged pupils: <ul style="list-style-type: none"> • EEF Pupil Premium Guide | 1, 2 & 3 |
| Inclusive classroom practice embedded through IPALM training (Inclusive Practice Award Literacy and Mathematics) | Inclusive, evidence-based classroom strategies improve access to learning for pupils with literacy difficulties: <ul style="list-style-type: none"> • Special Educational Needs in Mainstream Schools – EEF | 1 & 3 |
| Explicit teaching of self-regulation strategies at the start of every term in all classes, with strategies actively revisited and encouraged throughout the year. This is supported by the use of 'Level Up' tools, including the Masking Regulator, to help pupils recognise emotions, manage responses and regulate their behaviour independently within the classroom. Cost: £10,000 | The EEF highlights that social and emotional learning (SEL) and behaviour interventions are most effective when skills are taught explicitly, revisited regularly and embedded into everyday classroom practice. Approaches that promote self-regulation support improved engagement, behaviour and learning outcomes for disadvantaged pupils. <ul style="list-style-type: none"> • Social and Emotional Learning – EEF Toolkit • Behaviour interventions – EEF Toolkit • Improving Behaviour in Schools – EEF Guidance | 4 & 5 |

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

Budgeted cost: £ 20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional targeted TA provision to deliver structured one-to-one and small-group academic support for disadvantaged pupils. Support is carefully planned and monitored to address identified gaps in learning, reinforce key concepts and promote independence rather than reliance on adult support. Cost: £4,000 | The EEF highlights that tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils who are falling behind. Both one-to-one and small-group tuition show positive impacts when sessions are structured and closely aligned to classroom teaching. <ul style="list-style-type: none"> • One-to-one tuition – EEF • Small group tuition – EEF | 1, 2 & 3 |
| Additional phonics sessions targeted at disadvantaged pupils who require | Phonics approaches have a strong evidence base, particularly for pupils from disadvantaged backgrounds. | 2 |

| | | |
|--|---|------|
| <p>further phonics support, delivered in small groups and reviewed regularly to ensure accelerated progress.</p> | <p>The EEF notes that targeted phonics interventions are most effective when delivered as regular, time-limited sessions (up to 12 weeks) and closely linked to high-quality classroom phonics teaching.</p> <ul style="list-style-type: none"> • Phonics – EEF Toolkit | |
| <p>Learning by Questions (LBQ) – adaptive mathematics platform used to provide high-quality, targeted maths practice and intervention for disadvantaged pupils. The platform provides immediate feedback, identifies misconceptions in real time and enables teachers to target support effectively. It is used within lessons, interventions and independent practice to strengthen fluency, reasoning and problem-solving skills.</p> <p>Cost: £5,815</p> | <p>The EEF highlights that effective use of technology can support learning when it is used to supplement high-quality teaching. Immediate feedback and adaptive questioning can help pupils secure mathematical understanding, address misconceptions and improve attainment. Regular retrieval and practice opportunities are particularly beneficial for disadvantaged pupils when closely aligned with classroom teaching.</p> <ul style="list-style-type: none"> • Digital Technology – EEF Toolkit • Feedback – EEF Toolkit • Improving Mathematics in Key Stages 2 and 3 – EEF Guidance | 3 |
| <p>ELSA and Learning Mentor sessions delivered as structured one-to-one or small-group interventions for disadvantaged pupils with identified SEMH needs. Provision focuses on emotional regulation, resilience, social communication and readiness to learn, enabling pupils to engage more effectively with academic learning. Support is informed by assessment (e.g. Boxall Profile) and reviewed regularly to ensure impact.</p> <p>Cost: £10,000</p> | <p>The EEF highlights that targeted social and emotional learning (SEL) and behaviour interventions can improve pupils’ engagement, behaviour and attitudes to learning, which in turn supports academic progress. Structured, needs-led pastoral interventions are most effective when time-limited and closely monitored.</p> <ul style="list-style-type: none"> • Social and Emotional Learning – EEF Toolkit • Behaviour interventions – EEF Toolkit | 4, 5 |

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

Budgeted cost: £ 4,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Embedding the principles of good practice set out in the DfE’s Improving School Attendance guidance, supported through release time for a named member of staff to implement, review and refine attendance procedures. This includes daily monitoring, attendance letters, structured discussions with parents, class attendance awards each week, and targeted pastoral support where attendance concerns persist. Attendance is monitored by the Headteacher and shared with</p> | <p>The DfE attendance guidance is informed by evidence and engagement with schools that have successfully reduced absence and persistent absence. It emphasises the importance of strong leadership, consistent systems, early intervention, family engagement and governor oversight. Improving attendance is critical to improving outcomes for disadvantaged pupils.</p> <ul style="list-style-type: none"> • Improving School Attendance – DfE Guidance • Improving School Attendance – EEF | 5 |

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|---|--|-------------|
| Governors at every Full Governing Body meeting to ensure accountability and oversight | | |
| Curriculum leader release time to monitor provision for disadvantaged pupils, capture pupil voice and evaluate impact | Effective leadership and implementation are critical to ensuring strategies are embedded and responsive to need: <ul style="list-style-type: none"> • EEF Implementation Guidance | 1-5 |
| Use of Boxall Profile Online to assess the social, emotional and developmental needs of disadvantaged pupils. The profile is used to identify specific barriers to learning, inform targeted interventions, and track progress over time. Findings are reviewed regularly and shared with staff to ensure consistent, informed support across the school. | The EEF highlights that targeted social and emotional learning (SEL) and behaviour interventions are most effective when they are informed by high-quality assessment and used to tailor provision to individual need. Diagnostic tools support early identification, effective intervention planning and monitoring of impact. <ul style="list-style-type: none"> • Social and Emotional Learning – EEF Toolkit • Behaviour interventions – EEF Toolkit • Improving Behaviour in Schools – EEF Guidance | 4 & 5 |
| Implementation of When the Adults Change to support behaviour and emotional regulation. Staff are trained to reflect on and adapt adult responses, routines and expectations in order to reduce dysregulation, improve engagement and create consistent, predictable learning environments for disadvantaged pupils. This approach complements whole-school therapeutic and inclusive practice. Cost: £1,600 | The EEF highlights that behaviour interventions and social and emotional learning (SEL) approaches are most effective when they focus on adult practice, consistency and proactive strategies rather than reactive sanctions. Improving adult responses supports better pupil behaviour, engagement and learning outcomes. <ul style="list-style-type: none"> • Behaviour interventions – EEF Toolkit • Social and Emotional Learning – EEF Toolkit • Improving Behaviour in Schools – EEF Guidance | 4 & 5 |
| Whole-school reading assessment and monitoring approach: <ul style="list-style-type: none"> • Read Write Inc. termly assessments in Reception–Year 2 to track phonics progress • Accelerated Reader from Year 2 onwards to monitor reading engagement, comprehension and progression • NFER termly assessments in Years 3–6 to identify attainment gaps, inform teaching and target support for disadvantaged pupils. <p>Assessment information is analysed in pupil progress meetings to ensure timely intervention and consistent progression across the school. Cost: £2,115.00</p> | The EEF identifies systematic phonics, reading comprehension strategies, and effective use of assessment and feedback as key to improving reading outcomes for disadvantaged pupils. Regular, purposeful assessment supports early identification of need and responsive teaching. <ul style="list-style-type: none"> • Phonics – EEF Toolkit • Reading comprehension strategies – EEF Toolkit • Assessment and feedback – EEF Toolkit | 2, 3 & 5 |
| “Maximising the Impact of Teaching Assistants (MITA)” training for all support staff, with a focus on effective deployment, scaffolding learning, promoting independence | The EEF highlights that the effective deployment and training of teaching assistants is critical to improving outcomes for disadvantaged pupils. Structured training and clear role definition enable TAs to have a positive impact on learning when used to supplement, not | 1, 2, 3 & 4 |

| | | |
|---|--|-------|
| and supporting disadvantaged pupils in the classroom rather than over-reliance on adult support. | replace, high-quality teaching. <ul style="list-style-type: none"> • Making Best Use of Teaching Assistants – EEF Guidance • Using Pupil Premium – EEF | |
| Outdoor learning, PE, woodland learning and residential visits (Years 4–6) to support wellbeing and engagement | Outdoor and adventure learning can have positive impacts on engagement, teamwork and wellbeing: <ul style="list-style-type: none"> • Outdoor adventure learning – EEF | 4 |
| Whole-school focus on improving writing outcomes as part of the <i>Write Way Forward</i> West Sussex initiative. Staff work collaboratively with other West Sussex schools to share good practice, with a particular focus on editing, spelling and writing stamina. Strategies include the introduction of editing packs across KS2, consistent use of CUPS for editing across the school, and implementation of the Grammasaurus Spelling Scheme to ensure a coherent and progressive approach to spelling. | The EEF highlights that structured, explicit approaches to writing—particularly those that focus on planning, drafting, editing and revising—have a strong evidence base for improving outcomes for disadvantaged pupils. Collaborative professional development also supports improved classroom practice. <ul style="list-style-type: none"> • Writing approaches (Years 3-13) EEF • Improving Literacy in KS2 – EEF • Collaborative learning approaches – EEF | 1 & 3 |

Total budgeted cost: £37500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Comparison to national averages (2024–2025)

When compared with national outcomes for disadvantaged pupils, the performance of disadvantaged pupils at the school in 2024–2025 **was broadly in line with national figures in some areas, and below in others**, with outcomes influenced by very small cohort sizes.

- **KS2 combined reading, writing and mathematics:**
50% of disadvantaged pupils at the school (2 pupils) met the expected standard. This is slightly above the national average for disadvantaged pupils, which stood at 47.456% in 2024–2025. While this indicates that outcomes for this cohort were broadly in line with, and marginally above, national disadvantaged outcomes, caution is required due to the extremely small cohort size, where individual pupil outcomes have a significant impact on percentages. Internal data shows that writing remains the weakest area, reinforcing the strategic focus on writing, editing and spelling.
- **Phonics Screening Check (End of Year 1):**
57% of disadvantaged pupils (7 pupils) achieved the expected standard, which is below the national disadvantaged average of 67%. This highlights the need for continued and strengthened phonics support for some pupils beyond Year 1. Internal assessment evidence shows that targeted phonics interventions are supporting progress for these pupils and remain a key priority within the current strategy.

Across key stages, outcomes for disadvantaged pupils were consistently below those of non-disadvantaged pupils within the school, particularly in writing. This reflects national trends but also underlines the importance of sustained, targeted action.

Progress towards achieving intended outcomes

Based on analysis of statutory outcomes, internal assessment data, attendance information and school monitoring, the school is partially on track to achieve the intended outcomes set out in the current Pupil Premium Strategy.

Aspects of the strategy that are working well

- **Reading and phonics provision**
Systematic phonics teaching, supported by Read Write Inc. assessments and targeted interventions, is having a positive impact for many disadvantaged pupils. Internal data shows improved decoding confidence and reading engagement, particularly where interventions are delivered regularly and closely aligned to classroom teaching. Accelerated Reader data indicates improved reading engagement and comprehension for some pupils from Year 2 onwards.
- **Targeted academic support**
Additional TA-led one-to-one and small-group interventions are effectively addressing specific gaps in learning when provision is time-limited, well planned and reviewed regularly. Pupils receiving targeted phonics and reading support are making progress, even where attainment remains below age-related expectations.
- **SEMH and pastoral support**
ELSA and Learning Mentor provision, alongside explicit teaching of self-regulation strategies, has improved engagement, behaviour and readiness to learn for a number of disadvantaged pupils. Boxall Profile assessments show progress in emotional development for pupils receiving targeted support, supporting improved access to learning.
- **Attendance systems and leadership oversight**

Attendance monitoring has strengthened, with clearer procedures, earlier intervention and improved accountability through regular review by the Headteacher and Governors. While attendance for disadvantaged pupils remains below desired levels, systems are now in place to support sustained improvement.

Aspects of the strategy requiring further development

- **Writing outcomes, particularly at KS2**

Writing remains the weakest area for disadvantaged pupils. Although some improvement is evident, outcomes are not yet consistently strong. In particular, transcription, spelling accuracy and editing skills continue to limit pupils' ability to demonstrate their knowledge. The impact of newer strategies (Write Way Forward, CUPS, editing packs, Grammasaurus) is still embedding and has not yet been fully realised in outcomes.

- **Consistency of practice across classes**

While inclusive and high-quality teaching is increasingly consistent, some approaches—particularly around writing and independent application—require further embedding to ensure all disadvantaged pupils benefit equally.

- **Attendance for a small group of pupils**

A small number of disadvantaged pupils continue to experience persistent absence, which remains a barrier to accelerated progress. Although support systems are stronger, sustained improvement will take time and continued engagement with families.

Overall evaluation

The strategy is appropriately focused and evidence-informed, and early signs indicate that key elements—particularly in reading, phonics, SEMH support and attendance systems—are beginning to have a positive impact. However, the school recognises that writing outcomes and attendance require sustained, long-term focus. The current strategy reflects a realistic understanding that some initiatives need time to embed before measurable impact is seen, particularly given small cohort sizes and the ongoing effects of earlier disruption to learning.

Further information (optional)

Additional activity

Our pupil premium strategy is supplemented by a range of additional activity that is not funded by pupil premium or recovery premium, but which plays an important role in supporting disadvantaged pupils.

This includes:

- Offering a wide range of high-quality extracurricular and enrichment activities to support wellbeing, behaviour, attendance and aspiration. These opportunities are designed to build key life skills such as confidence, resilience, independence and positive social interaction.
- Targeted encouragement and practical support to ensure disadvantaged pupils are able to access clubs, trips and enrichment opportunities.
- Opportunities that promote regulation, readiness to learn and positive engagement, including sensory-based activities, outdoor learning, woodland sessions and structured play.
- Strong relationships with families, supported through regular communication and a focus on partnership working, to reduce barriers to engagement and attendance.

These approaches complement pupil premium-funded provision and support a whole-school culture of inclusion.

Strategy planning

In planning the current pupil premium strategy, we undertook a thorough review of previous provision, considering why some approaches had not achieved the impact anticipated and where adjustments were needed.

We triangulated evidence from a range of sources, including:

- Statutory outcomes and internal summative assessment data
- Formative assessment, book scrutiny and lesson observations
- Attendance, behaviour and wellbeing data
- Pupil voice and conversations with parents and staff

This enabled us to identify both academic barriers (particularly in writing and phonics) and wider factors affecting disadvantaged pupils' outcomes, such as attendance, emotional regulation and engagement.

We also considered how our outcomes compared to national disadvantaged averages and used this analysis to sharpen the focus of our strategy.

Evidence-informed approach

The strategy has been shaped by a strong evidence base. We reviewed:

- Research on the effective use of pupil premium funding
- Evidence relating to writing, phonics, attendance, behaviour and social and emotional learning
- Research on the impact of socio-economic disadvantage and the long-term effects of the pandemic on learning, wellbeing and attendance

We have drawn particularly on guidance and evidence from the Education Endowment Foundation (EEF) and the DfE, ensuring that chosen approaches are both evidence-informed and appropriate for our school context.

We also engaged with local authority initiatives and collaboration with other schools, enabling us to learn from effective practice elsewhere and adapt it to meet the needs of our pupils.

Implementation and evaluation

The strategy has been developed using the EEF's implementation guidance, with particular emphasis on the explore and prepare phases to ensure that approaches selected address clearly identified needs.

Implementation is supported by:

- Clear leadership oversight and defined responsibilities
- Staff training and ongoing professional development
- Regular monitoring through pupil progress meetings, attendance reviews and SEMH assessments
- Use of assessment tools to evaluate impact and inform next steps

A robust evaluation framework is in place for the duration of the strategy, allowing leaders to review progress, assess impact and make adjustments where necessary. Given small cohort sizes, evaluation considers both quantitative data and qualitative evidence to ensure a rounded understanding of impact. The strategy is treated as a living document, reviewed regularly to ensure that it continues to meet the needs of disadvantaged pupils and secures sustained improvement over time.