

A Place to Flourish
“I have come that they may have life, and have it to the full” (John 10:10)



BLUNDESTON CEVC PRIMARY SCHOOL

Pupil Premium Strategy

Date of review/adoption	December 2025
Date of next review	December 2026
Notes	Written in accordance with the DfE Pupil Premium Strategy Statement template

Pupil Premium Strategy statement

This statement details our school's use of Pupil Premium funding for the 2025/2026 academic year 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	Blundeston CEVC Primary School
Number of pupils in school	173
Proportion (%) of Pupil Premium eligible pupils	16.2%
Academic year/years that our current Pupil Premium Strategy plan covers (3 year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Chris Edwards (Headteacher)
Pupil Premium Lead	Chris Edwards (Headteacher)
Governor Lead	Natalie Thurston (Pupil Premium Governor)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£39,160
Recovery Premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£39,160

Part A: Pupil Premium Strategy plan

Statement of intent

Our vision is for our school to be “**A Place to Flourish**”. This is based on John 10:10 when Jesus said “***I have come that they may have life, and have it to the full***”. This is what we want for all of our pupils: to reach their potential, as God intended. We see flourishing in its broadest sense, and not just academically, as we understand that flourishing will mean different things, for different pupils, at different times.

We will consider the challenges faced by our pupils and families. These include children who have a social worker, are young carers, have suffered a bereavement or other trauma (this list is not exhaustive). COVID and the cost of living crisis have also had an impact on some of our families. The activity we have outlined in this statement is intended to support our whole school community, regardless of whether the children are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on evidence-based interventions, strategies and support. We recognise that this is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside the progress of our disadvantaged pupils.

Our long-term strategy is to guide our pupils, through an understanding of metacognition, to be conscious of their learning process, their strengths and weaknesses and then combine appropriate planning, monitoring and evaluation skills with the correct subject knowledge and cognitive resources.

Our approach will be responsive to common educational challenges and individual pupils’ needs, rooted in robust diagnostic assessment, not assumptions, about the impact of disadvantage. To ensure they are effective, we will:

- ensure disadvantaged pupils are effectively challenged and supported in the work that they are set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and maintain high expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that some of our children need support with their oral language skills and vocabulary development, particularly in the Early Years. Due to long waiting lists for external speech and language support, the school is working hard to provide this support.
2	Our internal assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the legacy of partial school closures due to the Covid-19 pandemic. These findings are supported by national studies and research where disadvantaged pupils do not always achieve as well as their peers in Reading, Writing and Maths.
3	The mental and emotional well-being of pupils, particularly in light of the after effects of COVID anxiety are reflected from our assessments, observations and discussions with staff and pupils which have identified that children in the school would benefit from showing increased resilience and problem-solving skills in the school. The school aims to integrate a school-wide philosophy of metacognition so that, in any given scenario, pupils feel that they have a range of steps they can take in order to help themselves and take ownership of their own learning.
4	<p>Our attendance data indicates that persistent absence among disadvantaged pupils is proportionately higher than for non-disadvantaged pupils.</p> <p>We recognise that pupils need to be in school to ensure they make good progress.</p>
5	Due to family circumstances, disadvantaged pupils often do not have access to enriching opportunities and experiences.
6	Disadvantaged pupils do not always arrive at school having had breakfast and are therefore not always ready to learn.

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
Effective and timely support in place for pupils' oral language skills and vocabulary development, particularly in the Early Years.	Assessments and observations indicate significantly improved oral language skills and vocabulary development amongst pupils meaning, over time, less pupils require additional support. This will be evident when triangulated with other sources of evidence, including pupils' engagement in lessons, work scrutiny and ongoing formative assessment. Disadvantaged children in the Early Years will meet the expected standard for communication and literacy in their Early Learning Goals.
Disadvantaged Pupils continue to make good progress in their learning. Attainment gaps are targeted and addressed through quality first teaching and focussed intervention.	Internal and external performance information demonstrates good rates of achievement for the large majority of disadvantaged pupils.
To achieve and sustain improved wellbeing and mental health for all pupils in school, to counteract the impact of partial school closures due to the Covid-19 pandemic.	<p>Sustained high levels of wellbeing from 2025/2026 demonstrated by:</p> <ul style="list-style-type: none"> • Pupils receiving the support that will equip them with strategies to deal with issues that could impact on their ability to focus in the classroom, thereby impacting on their progress. • qualitative data from pupil voice, pupil and parent surveys and ELSA data; • a significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils.
To achieve and sustain a conscious and strategy driven approach to pupils' metacognition and problem-solving across the curriculum, including in social situations.	<p>From 2025/2026:</p> <ul style="list-style-type: none"> • pupils are able to articulate a problem they are facing and reference a strategy they can use to tackle that problem; • pupils are able to use consistent whole-school language to articulate how they are trying to deal with problems independently and collaboratively; • pupils indicate through pupil surveys that they can articulate the strategies they would use in a given scenario; • staff surveys demonstrate increased confidence that pupils struggling with a challenge will have the skills to

	independently make an effective plan and find a way forward.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • School attendance data shows that the attendance of disadvantaged pupils is moving to be back in line with the attendance of non-disadvantaged pupils.
Ensure an early morning breakfast club is available to support families who live in challenging circumstances, as well as providing opportunities for pupils to develop social and emotional well-being.	<ul style="list-style-type: none"> • Breakfast club provision will have a positive impact on attendance rates and allow children to start their day in a calm and settled manner so that they are ready to learn as soon as the school day begins. • No child in school will go hungry as food and snacks will be available throughout the day to support children starting school on an empty stomach.
Provide pupils with enriching opportunities and experiences	<ul style="list-style-type: none"> • Disadvantaged Pupils will have the opportunity to engage with a wide range of enrichment activities which they would otherwise find it difficult to access. This will enhance their life experiences and contribute to a more well-rounded educational experience.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed dialogic and oracy activities across the school curriculum, through the vehicle of embedding metacognition throughout the school. These skills will support pupils to articulate key ideas, consolidate understanding and extend vocabulary, whilst using these enhanced communication skills to verbalise an approach to problem-solving.</p> <p>We will purchase resources and fund ongoing teacher training, including release time. English reading and writing leads given access to training, planning time together, time to implement direction of subjects etc.</p> <p>Additional phonics training time given to new Y1 teachers.</p> <p>Further support earmarked for Drawing Club and Curious Quests for YR and Y1 teachers.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>This further study on metacognition and self-regulation details the benefits to pupils in terms of becoming aware of specific strategies towards problem-solving across the curriculum and in life at large: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>For those pupils struggling with their speech and language skills in the formative stages of the school, programmes such as NELI and Speech Link will be employed as part of a wider focus on a communication and language approach.</p> <p>Drawing Club and Curious Quests open up the magic world of tales and story to children whilst at the same time enriching their language and vocabulary, developing their fine motor skills, and building upon their application of phonics.</p>	<p>1, 2, 3, 4</p>

<p>Fund opportunities for YR and Y1 staff, plus English leads, to visit outstanding practice in a range of other settings.</p>	<p>These approaches are supported by the following progress evidence: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	
<p>Additional training for new EYFS teachers covering a range of areas to enable children to get off to the best possible start in school</p>	<p>Training to enable teachers to effectively teach is supported by the areas singled out for improvement here, where there is a focus on communication and language approaches: https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	

<p>Enhancement of our teaching of reading, writing and maths in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced, drawing on evidence based approaches: The reading framework – Teaching the foundations of literacy</p>	<p>1, 2, 3</p>
<p>We will fund release time for the English Subject Leaders and teachers to embed key elements of guidance in school and to access CPD, including support and training via Regional Improvements for Standards and Excellence (RISE).</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2</p>	
<p>Try to gain access to work with Diocese of Norwich, Academies Group Executive Principal (AGEP), to support and enhance early years provision and identify suitable outstanding provisions to support English leads and Early Years Team.</p>	<p>Further evidence as to the significance of a robust and consistent approach can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>For Reception and KS1 classes, the school has worked hard to embed the DfE-approved Little Wandle reading/phonics programme. This programme provides</p>	<p>Evidence to back the use of phonics to improve outcomes for disadvantaged children can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	

<p>evidence-based quality and consistency across the school. Building both speech and language skills from a young age, as well as a leading approach to early reading</p> <p>We will continue to fund our Maths Mastery journey, releasing our maths lead and other teachers to ensure they are fully up to speed with the best practice teaching methods in this field.</p>	<p>EEF data rates Maths Mastery in primary schools as a promising programme. https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematics-mastery-primary</p>	
<p>Continue to develop the quality of social and emotional, and mental health, support and provision in school. Our SENCO is now leading ELSA after successful conclusion of her training. From this position she will be able to lead a whole school approach to emotional literacy.</p> <p>Fund ongoing supervisions to ensure ELSA is supporting children in the best way possible.</p> <p>Approaches will be embedded into everyday practice and supported by professional development & training for staff.</p> <p>Fund training of two members of staff to attend Drawing and Talking Therapy.</p>	<p>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 Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Our nurture provision is invaluable to the children and families at our school, with a large majority of disadvantaged children and families having been supported: https://educationendowmentfoundation.org.uk/news/prioritise-social-andemotional-learning https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	<p>3, 4, 5</p>

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

Budgeted cost: £2,500 – tutoring costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued investment in staff development and training in early speaking, listening, oracy and vocabulary skills. Drawing Club and Curious Quests Training actioned.</p> <p>1:1 tutoring for identified LAC pupils resulting in intensive four-week programme of support</p>	<p>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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2</p>

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

Budgeted cost: £16,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to offer wraparound care for children, including breakfast and after-school provision and sports clubs.</p> <p>Work with Premier to see if there are ways in which we can elongate our wrap around care offer, including funding opportunities via the DfE.</p> <p>Employ after school club staff to ensure smooth running of club, so that the club is not having a detrimental effect on school staffing wellbeing.</p>	<p>DfE guidance cites that wraparound care can have a positive impact on children’s outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>It states that this care can help to improve primary school children’s academic performance and social skills.</p> <p>Also, among disadvantaged children, those who attended after school clubs fared better than their peers who did not take part in such groups (they achieved, on average, a 2-point higher total score in their KS2 assessments in English, maths and science at the end of primary school). Wraparound and holiday childcare</p>	<p>2, 3, 4, 5, 6</p>
<p>Embed principles of good practice set out in the DfE’s recent attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Implement further good practice around improving attendance as a result of school’s participation in the live Academy Attendance Hub pilot for maintained schools in Suffolk. Olive Academy provided</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance</p>	<p>3, 5</p>

<p>support and scrutinised school's approaches to recording, monitoring, acting and reacting to attendance issues, which can now be used to improve attendance further.</p> <p>Use strategies from Olive Academy report to reduce persistent absence for all children in school, including PP children</p> <p>Continue to work alongside the Education Welfare Officer to ensure attendance is being promoted and effectively.</p>		
Continue to subsidise the cost of school trips.	Support in funding trip costs to ensure pupil premium pupils have full access to the curriculum, including external school events and visits.	3, 4, 5
Continue to subsidise the cost of school uniform.	Support with uniform costs to enable pupil premium pupils to meet the uniform expectations set by the school.	4, 5
Subsidise the cost of music lessons	Support with music costs to enable pupil premium pupils to have full access to the curriculum, including accessing lessons with peripatetic music teachers.	3, 4, 5
Contingency fund for acute issues.	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: £39,160

Part B: Review of outcomes in the previous academic year and 3 year strategy

Pupil Premium Strategy outcomes

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

Our internal assessments dating back to 2021/2022 showed that the performance of our disadvantaged pupils in KS1 fluctuated across the core subjects with 33% achieving the expected standard in reading and writing, whilst 66% achieved the expected standard in maths. There has been no published data for KS1 since 2023.

Assessment data continues to show marked improvement in the performance of disadvantaged pupils in KS2.

Key Stage 2

CONTEXT		Blundeston Church of England Voluntary Controlled Primary School (3114)		Local Authority - Suffolk	
Item		Value	Cov.	Value	Gap Cov.
Cohort		10	-	2,082	n/a -
Sex (Male)		30.0%	100.0%	51.5%	-21.5% 100.0%
SEN Support		20.0%	100.0%	25.4%	-5.4% 100.0%
EHCP/Statement		20.0%	100.0%	9.6%	+10.4% 100.0%
Ethnicity (BME)		10.0%	100.0%	12.3%	-2.3% 100.0%
Language (EAL)		10.0%	100.0%	11.7%	-1.7% 100.0%
Disadvantaged		100.0%	100.0%	100.0%	0.0% 100.0%

ATTAINMENT & ASSESSMENTS		Blundeston Church of England Voluntary Controlled Primary School (3114)		Local Authority - Suffolk	
Subject	Level	Value		Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std. GDS/High Score	70.0%		44.1%	+25.9%
Reading	≥Exp.Std. High Score	70.0%		60.4%	+9.6%
Writing (TA)	≥EXS GDS	80.0%		56.7%	+23.3%
Maths (test)	≥Exp.Std. High Score	70.0%		56.7%	+13.3%
		20.0%		11.3%	+8.7%

Indicator	Cohort	Average of Years	Values (& YoY* vs Self)			Trend Viz.	YoY* vs LA		
			2022	2023	2024		'19 to '22	'22 to '23	'23 to '24
Reading ≥ Exp. Std.	4	85.9%	77.8% -2.2% pts	80.0% +2.2% pts	100.0% +20.0% pts		-3.2% pts	+3.0% pts	+17.4% pts
Writing TA ≥ EXS	4	67.2%	66.7% -13.3% pts	60.0% -6.7% pts	75.0% +15.0% pts		+0.9% pts	-10.1% pts	+13.0% pts
Maths ≥ Exp. Std.	4	82.2%	66.7% -13.3% pts	80.0% +13.3% pts	100.0% +20.0% pts		-1.3% pts	+11.5% pts	+18.7% pts
RWM ≥ Exp. Std.	4	63.5%	55.6% -24.4% pts	60.0% +4.4% pts	75.0% +15.0% pts		-14.5% pts	+2.0% pts	+11.9% pts

Indicator	Cohort	Average of Years	Values (& YoY* vs Self)			Trend Viz.	YoY* vs LA		
			2023	2024	2025		'22 to '23	'23 to '24	'24 to '25
Reading ≥ Exp. Std.	10	81.7%	75.0% +3.6% pts	100.0% +25.0% pts	70.0% -30.0% pts		+4.5% pts	+21.3% pts	-29.5% pts
Writing TA ≥ EXS	10	68.3%	50.0% -7.1% pts	75.0% +25.0% pts	80.0% +5.0% pts		-11.2% pts	+22.5% pts	+4.1% pts
Maths ≥ Exp. Std.	10	81.7%	75.0% +17.9% pts	100.0% +25.0% pts	70.0% -30.0% pts		+15.8% pts	+23.1% pts	-31.9% pts
RWM ≥ Exp. Std.	10	65.0%	50.0% +7.1% pts	75.0% +25.0% pts	70.0% -5.0% pts		+3.8% pts	+21.4% pts	-6.5% pts
Reading Avg. SS	8	107.4	110.3 +3.5pts	104.0 -6.3pts	107.8 +3.8pts		+2.7pts	-6.7pts	+4.0pts
Maths Avg. SS	8	101.9	96.8 -10.5pts	105.0 +8.3pts	104.0 -1.0pts		-11.0pts	+7.8pts	-1.1pts

Such small numbers must be treated carefully. The long-term trends over the course of the previous Pupil Premium strategy show upward trends in writing, maths and reading, writing & maths combined, even though the 2025 cohort of children's results did not match the results of the four children from the previous year.

The four disadvantaged children that took KS2 tests could only score one of five results: 0%, 25%, 50%, 75% or 100%, hence the big increases in recorded values. The national average for all pupils in 2025 was 75% and for disadvantaged pupils, the figure was 63%. The school still outperformed the national picture in terms of outcomes for disadvantaged children.

In 2022 RWM combined for disadvantaged pupils stood at 56%, in 2023 it went up to 60%, in 2024 it reached 75% before a slight fall back to 70% in 2025. Nationally, in 2025, only 45% of disadvantaged children attained the expected standard in RWM and only 62% of all pupils nationally reached the expected standard in all three subjects. This represents a very positive picture.

These outcomes represent a significant upward trajectory in standards of trying to close the attainment gap between non-disadvantaged children and disadvantaged children.

Our assessment data points to the disruption and impact of Covid-19, with writing being particularly affected due to the nature of remote learning). As evidenced in schools across the country, school closure was most detrimental to disadvantaged pupils, as

they were not able to benefit from our Pupil Premium funded improvements to teaching and targeted interventions to the degree we had intended.

Over the three-year period, our KS2 pupils responded effectively to tutoring measures and additional support designed to help them close the statistical gap on their peers. Many of the pupils in this cohort, some of whom had joined from other schools since KS1, demonstrated the value of feeling secure and confident in their school environment.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted the year before last, primarily due to the ongoing legacy of Covid-19 issues. We used Pupil Premium funding to maintain and continue to develop our nurture and pastoral support, as well as provide wellbeing and financial support for pupils and families, and targeted interventions where required.

Persistent Absence

29.6% of your school's Disadvantaged cohort are **persistently absent**, 8 pupils out of 27.

This is **18.1%** higher than the **national Non-Disadvantaged** cohort at **11.5%**.

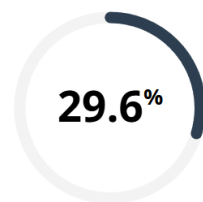
Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 4.6%** from +22.7% in 2022/23, to +18.1% in 2023/24.

Your Disadvantaged cohort's **persistent absence** has **decreased by 9.7%** from 39.3% in 2022/23, to 29.6% in 2023/24.

GAP TO:

National: Non-Disadvantaged	+18.1%
National: Disadvantaged	+4.1%
School: Non-Disadvantaged	+18.1%

SCHOOL: VALUE



We have recorded case studies across the school of specific work with disadvantaged children, showing the impact of the entire strategy and the positive effects this has had on them in a range of ways. In some cases, this has meant improving children's attendance so that they can actually participate in learning. Others have needed nurturing to meet their basic needs so they can function in a school setting. Our determination to be inclusive has seen a range of children with exceptionally challenging needs settle into the school well, after transfers from other establishments. One child has been brought back from the brink of exclusion because of the range of measures we put in. Another has made exceptional progress within a very short space of time since arriving.

See Appendix 1 to see the full impact of the work carried out in the Year 2024/2025 compared to the National picture, as praised by the DfE and Education Secretary, Bridgette Phillipson.

Externally provided programmes

Programme	Provider
Numbots	Maths Circle
Table Rock Stars	Maths Circle
Primary Quiz	Primary Quiz

Further information

Additional activity

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by the Pupil Premium or Recovery Premium. This will include:

- ensuring we have a qualified Emotional Literacy Support Assistant (ELSA) in school. Our Nurture and Pastoral Support Lead left at Easter 2024 so we identified our SENCO as the person best placed to take on the mantle of ELSA lead in school. Whilst she has completed ELSA training with Educational Psychologists from Suffolk County Council, funding is being earmarked to support supervisions. This training will enable the ELSA to support children in school. The programme includes supervision for the ELSA by fully qualified Educational Psychologists.
- providing training for all staff on emotional literacy so they are able to support pupils across the school, and the work of the school ELSA.
- providing nurture training by an educational psychologist.
- providing trauma and attachment aware practitioner training, in order to better understand the needs of some of our most difficult children and how we can establish meaningful relationships with them so that they can succeed in school.
- Providing behaviour and the law support training for all staff to manage the needs and longer-term issues that present challenges across school
- offering a wide range of high-quality extracurricular activities to boost wellbeing, attendance and aspiration. These will include the planning of visits and visitors to support the school curriculum. Disadvantaged pupils will be encouraged and supported financially to participate.

Planning, implementation and evaluation

We are working closely with identified families to improve the attendance of those who are within the category of persistent absenteeism. Work with the Olive Academy attendance Hub has vindicated our approaches and helped to fine tune the way we provide support to challenging families.

We triangulated evidence from multiple sources of data including assessments, engagement in class work scrutiny, conversations with pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at reports and studies about effective use of Pupil Premium. We also looked at studies about the impact of the Covid-19 pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and to start on our journey towards embedding metacognition and self-regulated learning to improve outcomes for all groups of learners.

We have put a robust monitoring framework in place for the duration of our 3 year approach and will continually evaluate the strategy and adjust our plan over time as required.

This plan marks a new three-year strategy.

The results we achieved with our 2024/2025 cohort are best described by the email received, shown in Appendix 1 on the next page.

A message from Bridget Phillipson



Dear Chris,

Congratulations to you and your team on the excellent outcomes the disadvantaged pupils at Blundeston Church of England Voluntary Controlled Primary School achieved at the end of the 2024/25 academic year. Your school's performance places it among the very best nationally, and this is a significant achievement.

This success reflects the dedication of your staff and the hard work of your pupils. It shows what can be achieved when ambition and commitment come together. Thank you for everything you do to give children the best possible opportunities to succeed.

Your school's achievements demonstrate what is possible, and I hope you will continue to share your experience and best practice with others. Even the strongest schools can go further. We encourage you to lead the way as a system leader - sharing effective practice, championing networks, supporting collaboration, and helping raise standards across the sector.

There are real opportunities available for you to support improvement for a wider group of pupils including through:

- engaging actively with [your region's RISE networks](#) and partnering with nearby schools and trusts;
- contributing to regional roundtables and professional communities to spread the approaches that are working in your context; and
- sustaining excellence by continuing to focus on disadvantaged pupils

Please pass on my thanks and **congratulations** to your staff and pupils. I look forward to working with you as we strive together to raise standards for all.

Your sincerely,
Bridget