

Pupil premium strategy statement 2024-27

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	429 (October 2024) 395 (October 2025)
Proportion (%) of pupil premium eligible pupils	53% (October 2024) 54% (October 2025 R-Y6)
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)	2024-2027
Date this statement was published	November 2024 Addendum October 2025
Date on which it will be reviewed	Annual review July 2025, 2026
Statement authorised by	Leanne Todd Headteacher
Pupil premium lead	Hayley Smith Assistant Headteacher Leanne Todd Headteacher
Governor / Trustee lead	Janet Appleby Chair of the Local Academy Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£336,046 (2024-5) £298,255 (2025-26)
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>	£336,046 (2024-5) £298,255 (2025-26)

Part A: Pupil premium strategy plan

Statement of intent

At Rosebrook, we are committed to removing the barriers that prevent some pupils from reaching their full potential. In a context marked by high levels of deprivation and a significant number of pupils with special educational needs, we remain focused on our ambition: that every child leaves us feeling confident, capable, and ready to thrive - academically, socially, and emotionally - both in secondary school and beyond.

Our approach is rooted in the belief that all children deserve equitable opportunities to succeed. We aim to foster ambition, raise aspirations, and ensure that no child is limited by their background.

To achieve this, our strategies focus on:

- *Building cultural capital by providing enriching experiences that broaden horizons and inspire curiosity*
- *Poverty-proofing the school day so that all pupils can participate fully in school life without barriers*
- *Providing high-quality teaching and tailored support to ensure every child can achieve outcomes in line with their peers and feel ready to compete for future opportunities*

These principles guide our work in creating a safe, inclusive, and aspirational learning environment where all pupils can see themselves as successful, valued, and prepared for the future.

Challenges

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

Challenge number	Detail of challenge
1	A significant number of pupils enter nursery below age-related expectations, impacting the proportion of boys achieving a Good Level of Development by the end of Reception (IDACI report: 91% of our pupils live in the top 20% most deprived neighbourhoods in England with poor health and low employment figures).
2	Mixed levels of parental engagement, particularly in the reading development journey, and varying levels of support with attendance and homework.
3	Absence and persistent absence (PA). The number of emotionally based school non-attendance (EBSNA) instances are increasing, mirroring increasing levels of mental health issues in the school community.
4	A lack of cultural capital impacts contextual understanding, language development and reading comprehension.

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 2024-5	Success criteria 2025-26
Reading comprehension improves and is reflected in end of KS2 standards – especially for boys - due to increased parental engagement and support	Reading outcomes at KS2 are in line with national averages Actual outcome: 68.4% NA: 75%	Continue
Pupil premium boys will achieve as well as girls at the end of Reception – GLD	Boys' GLD is within 3% of girls (school) and in line with PP boys nationally GLD 61% (Boys 41% v Girls 75%)	Continue
More KS1 pupils will achieve expected standard in RWM combined	Increase of 15% on July 2024 figures Actual outcome 53% (12% increase from 41% in 2024) NA: 62%	Close gap between school and national RWM for end of KS1 within 4%
More KS2 pupils will achieve expected standard in RWM combined	Increase of 15% on July 2024 figures Actual outcome: 58% (increase of 12% from 48%) NA: 62% 52% PP achieved RWM v PP 2024 National of 45%	Achieve the national average for RWM
Persistent absence of disadvantaged pupils improves to improve academic success	PA at national averages for IDACI groups	PA at national average levels (e.g. 16.2% 2022/23)

Decile	Decile Description	DfE Attendance Data			IDACI Analysis	
		2021/2022 National Averages			June - 2024	
		% Overall Absence	% Attendance	% Persistent Absence	Pupils	IDACI %
1	10% Most Deprived	7.3%	92.7%	24.3%	138	39%
2	10% to 20%	6.9%	93.1%	22.0%	183	52%
3	20% to 30%	6.6%	93.4%	20.3%	5	1%
4	30% to 40%	6.5%	93.5%	19.1%	1	0%
5	40% to 50%	6.3%	93.7%	17.5%	9	3%
6	50% to 60%	6.1%	93.9%	16.2%	1	0%
7	60% to 70%	5.8%	94.2%	14.6%	3	1%
8	70% to 80%	5.6%	94.4%	13.0%	6	2%
9	80% to 90%	5.4%	94.6%	12.1%	4	1%
10	10% Least Deprived	5.1%	94.9%	10.3%	1	0%
PRIMARY NATIONAL		6.3%	93.7%	17.7%	351	

PA for 2024-5: 16.5% which means PA compared to similar IDACI pupils is much better.

Provide as many opportunities as possible to develop cultural capital to impact language acquisition and reading comprehension	Reading outcomes across all age ranges are in line with national averages No year groups are currently in line with NA but have all improved on previous years with upward trends	Continue
Pupils will always wear appropriate uniform and PE kits	New uniform in place and adhered to	Every pupil wearing purple (to use recycling bank income to fund uniform for vulnerable families)
Phonics results are in line with national averages		Phonics results in Y1 to exceed 81% Y2 pupils still to pass (33%) make rapid progress and 60% to pass PSC

Activity in this academic year

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

Tier 1 Budgeted cost: £85,000

Tier 2 Budgeted cost: £120,000

Tier 3 Budgeted cost: £150,000

Total budgeted cost: £355,000 (October 2025)

Intended outcome	Tier 1 Teaching	Tier 2 Targeted support	Tier 3 Wider strategies
<p>Reading comprehension improves and is reflected in end of KS2 standards – especially for boys due to increased parental engagement and support</p> <p>Evidence: Reading outcomes at KS2 are in line with national averages</p>	<ul style="list-style-type: none"> • Implement a Structured Reading Programme: Introduce a phonics to fluency-based reading programme that includes regular assessments to identify pupils needing additional support. This aligns with the school's focus on improving reading outcomes. Source: EEF Phonics Guidance. • Train Staff on Parental Engagement Techniques: Provide professional development <p>Make use of phonics intervention programmes in KS2 (Rapid Phonics).</p>	<ul style="list-style-type: none"> • Establish Reading Workshops / Model Lessons for Parents: Organise workshops that teach parents how to support their children's reading at home, including strategies for reading together and discussing books. This can help bridge the gap between school and home learning. Source: EEF Parental Engagement Guidance. • Provide Reading Resources for Home Use: Distribute reading packs that include books and guides for parents on how to 	<ul style="list-style-type: none"> • Develop a Parent-Teacher Communication System: Implement a system (e.g., newsletters, apps, Learning Organisers) that keeps parents informed about their child's reading progress and provides tips for supporting reading at home. This can enhance parental involvement and accountability. • Engage the Community: Partner with local libraries to make use of the local library bus. Liaise with community organisations to host reading events that encourage families

	<p>for teachers on effective strategies to engage parents in their children's reading. This could include workshops on how to communicate the importance of reading at home. Source: EEF Parental Engagement Guidance.</p> <ul style="list-style-type: none"> • Create a Reading Culture in School: Foster a love for reading through school-wide initiatives such as reading challenges, book fairs, reading cafes and author visits. This can motivate both pupils and parents to engage more with reading. Each phase in school to have its own incentive plan. Reading areas in classrooms are engaging and inviting and well-stocked with high quality texts. Y6 reading shed to be utilised in all weathers. Pupils to have a copy of the class text as much as possible. 	<p>read with their children effectively. This can encourage regular reading practice at home.</p> <ul style="list-style-type: none"> • Targeted Support for Vulnerable Families: Identify families who may need additional support and provide tailored interventions, such one-on-one reading sessions with a teaching assistant (especially the lowest 20% of each class). • Targeted Support for Vulnerable Pupils: identify pupils who do not read regularly at home and prioritise these pupils for the Beanstalk Reading Programme and "Every-Reader" initiative. • Targeted Support for Pupils Making Less Than Expected Progress: identify using data and target for daily Lexia Reading Intervention Programme. • Support for Y6 Cohort: Reading Plus used to track reading progress and celebrated in assemblies with certificates. 	<p>to participate in reading activities together. This can help build a community around literacy.</p> <ul style="list-style-type: none"> • Incentivise Reading at Home: Create a reward system for pupils who read regularly at home, which can include recognition in school assemblies or small prizes. This can motivate both pupils and parents to prioritise reading. <p>Introduce a Reader of the Week for each Key Stage to celebrate those who read often at home (praising increased effort).</p>
<p>Pupil premium boys will achieve as well</p>	<ul style="list-style-type: none"> • Implement Evidence-Based Phonics Programmes: Use structured phonics 	<ul style="list-style-type: none"> • Small Group Interventions: Establish small group sessions focusing on literacy and 	<ul style="list-style-type: none"> • Extracurricular Activities: Offer a variety of extracurricular activities that

<p>as girls at the end of Reception – GLD</p> <p>Boys' GLD is within 3% of girls (school) and in line with PP boys nationally</p>	<p>programmes that are proven to enhance early reading skills, particularly for boys who may struggle with literacy. The EEF highlights the importance of phonics in early education.</p> <ul style="list-style-type: none"> • Engaging and Relevant Curriculum: Tailor the curriculum to include themes and topics that resonate with boys, incorporating more hands-on and practical activities that can stimulate interest and engagement in learning. • Focused Teacher Training on Gender Differences: Provide professional development for teachers on understanding and addressing the different learning styles and needs of boys, ensuring that teaching strategies are inclusive and effective for all pupils. • Use of Oracy and Language Development: Integrate oracy into daily routines to enhance boys' communication skills. 	<p>numeracy for boys who are at risk of falling behind. These sessions can provide tailored support and allow for more individualised attention.</p> <ul style="list-style-type: none"> • Mentoring Programmes: Pair boys with mentors (older pupils or staff) who can provide guidance, encouragement, and support, helping them to build confidence in their abilities and aspirations. • Parental Engagement Initiatives: Develop workshops for parents to support their children's learning at home, particularly in reading and writing. This can help bridge the gap for boys who may not receive as much support outside of school. • Targeted Reading Sessions: Organise additional reading sessions where boys can choose books that interest them, fostering a love for reading and improving literacy skills. 	<p>appeal to boys, such as sports, coding clubs, or creative arts, to promote engagement and build confidence outside of the classroom.</p> <ul style="list-style-type: none"> • Community Partnerships: Collaborate with local organisations to provide workshops and events that focus on boys' development, including life skills and emotional well-being. • Focus on Well-being and Mental Health: Implement programmes that promote emotional literacy and resilience, helping boys to manage their feelings and develop a positive mindset towards learning. • Regular Monitoring and Feedback: Establish a system for tracking progress specifically for boys in GLD, using data to inform teaching practises and interventions. Regular feedback loops can
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	<p>This can include structured talk time, storytelling sessions, and role-play activities that encourage verbal expression – linked to the new writing scheme: Ready Steady Write.</p>	<ul style="list-style-type: none"> • Targeted Oracy and Language Development: Train staff to deliver Talk Boost (Stockton Initiative for 10 schools) with a small intervention group. Deliver Talking Tots in 2-year-old nursery to give vulnerable pupils a head start. 	<p>help adjust strategies as needed.</p> <ul style="list-style-type: none"> • Attendance Monitoring and Support: Enhance attendance strategies by closely monitoring attendance patterns and providing support for families facing challenges that affect school attendance. This can include home visits and collaboration with local services.
<p>More KS1 pupils will achieve expected standard in RWM combined</p> <p>Increase of 15% on July 2024 figures</p>	<ul style="list-style-type: none"> • Implement a Structured Phonics Programme: Ensure that all pupils receive high-quality phonics instruction, tailored to their needs, to improve early reading skills. This aligns with the EEF's recommendation for systematic phonics teaching. • Use Formative Assessment: Regularly assess pupils' understanding and progress in RWM to inform teaching and provide immediate feedback. 	<ul style="list-style-type: none"> • Small Group Interventions: Provide targeted support through small group interventions focusing on RWM skills for pupils who are falling behind. This can be facilitated by trained teaching assistants or specialist teachers. • One-to-One Tutoring: Implement one-to-one tutoring sessions for CIOC (LAC) pupils who require additional support, particularly in reading and 	<ul style="list-style-type: none"> • Social and Emotional Support: Establish a robust support system for pupils facing social and emotional challenges, which can impact their academic performance. This could include counselling services or mentoring programmes. • Extracurricular Activities: Offer extracurricular activities that promote literacy and numeracy in engaging ways, such as storytelling clubs or

	<p>This helps to identify gaps in knowledge and adjust instruction accordingly.</p> <ul style="list-style-type: none"> • Differentiated Instruction: Employ differentiated teaching strategies to cater to the varying abilities of pupils, ensuring that all pupils are engaged and challenged appropriately. • Collaborative Learning: Foster a collaborative classroom environment where pupils can work together on RWM tasks, promoting peer support and enhancing learning through discussion and shared problem-solving (considering the careful pairing of talk-partners to ensure maximum impact e.g. novice/expert). 	<p>writing, to help them catch up with their peers (using TAs).</p> <ul style="list-style-type: none"> • Parental Engagement Initiatives: Develop workshops for parents to equip them with strategies to support their children's learning at home, particularly in reading and writing. This can enhance the home learning environment. • Use of Technology: Integrate educational technology tools that provide personalised learning experiences in RWM, allowing pupils to progress at their own pace. • Targeted Oracy and Language Development: Train staff to deliver Talk Boost (Stockton Initiative for 10 schools) with a small intervention group. 	<p>maths games, to foster a love for learning outside the classroom.</p> <ul style="list-style-type: none"> • Community Partnerships: Collaborate with local organisations to provide additional resources and support for disadvantaged pupils, such as after-school clubs or holiday learning programmes. • Monitoring and Evaluation: Regularly monitor the impact of implemented strategies on pupil outcomes and adjust approaches as necessary to ensure continuous improvement. • Attendance Monitoring and Support: Enhance attendance strategies by closely monitoring attendance patterns and providing support for families facing challenges that affect school attendance. This can include home visits
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			and collaboration with local services.
<p>More KS2 pupils will achieve expected standard in RWM combined</p> <p>Increase of 15% on July 2024 figures</p> <p>Reading outcomes at KS2 are in line with national averages</p>	<ul style="list-style-type: none"> • Implement Evidence-Based Literacy Strategies: Utilise the Education Endowment Foundation's (EEF) guidance on improving literacy in Key Stage 2, focusing on structured phonics instruction and vocabulary development. • Professional Development for Teachers: Invest in ongoing training for teachers to enhance their pedagogical skills, particularly in delivering high-quality writing instruction (through RSW programme) and effective feedback. This aligns with the EEF's emphasis on the importance of great teaching. • Differentiated Instruction: Tailor teaching methods to meet the diverse needs of pupils, ensuring that all pupils, especially those eligible for Pupil Premium, receive 	<ul style="list-style-type: none"> • Group Interventions: Implement targeted small group interventions (including “booster”) for pupils who are not meeting age-related expectations in RWM. This approach has been shown to be effective in improving outcomes for disadvantaged pupils. • One-to-One Tutoring: Provide one-to-one tutoring sessions focusing on literacy and numeracy skills for pupils who require additional support, particularly those eligible for Pupil Premium funding. • Peer Tutoring Programmes: Establish peer tutoring initiatives where older pupils support younger pupils in reading and writing, fostering a collaborative learning environment. 	<ul style="list-style-type: none"> • Parental Engagement Initiatives: Develop programmes to engage parents in their children's learning, such as workshops on supporting reading at home. This can help reinforce skills learned in school and improve overall pupil outcomes. • Social and Emotional Support: Implement social and emotional learning programmes to support pupils' wellbeing, which is crucial for academic success. Addressing emotional barriers can enhance focus and engagement in learning. More on wider strategies. • Enhanced Extracurricular Activities: Offer after-school clubs focused on literacy and numeracy, providing a fun and engaging way for pupils to

	<p>appropriate support and challenge in their learning.</p> <ul style="list-style-type: none"> • Regular Assessment and Feedback: Implement formative assessments to monitor pupil progress and provide timely feedback. This helps identify areas for improvement and allows for targeted interventions. • Collaborative Learning: Foster a classroom environment where pupils work together in pairs or small groups, encouraging peer support and enhancing understanding through discussion and collaboration. • Small Class Sizes: Teach RWM lessons in smaller classes utilising members of SLT and specialist English teacher. 		<p>develop their skills outside the classroom.</p> <ul style="list-style-type: none"> • Mental Health and Wellbeing Support: Implement programmes that support the emotional and social wellbeing of pupils, recognising that a positive mindset can significantly impact academic performance. • Attendance Monitoring and Support: Enhance attendance strategies by closely monitoring attendance patterns and providing support for families facing challenges that affect school attendance. This can include home visits and collaboration with local services.
<p>Persistent absence of disadvantaged pupils improves to improve</p>	<ul style="list-style-type: none"> • Create a Welcoming Environment: Foster a positive school culture where all pupils feel valued and included, encouraging regular 	<ul style="list-style-type: none"> • Mentorship Programmes & Nurture Groups: Establish school-based mentorship schemes where staff or older pupils support those at risk of 	<ul style="list-style-type: none"> • Community Partnerships: Collaborate with local organisations and agencies to provide comprehensive support for families facing

academic success

PA close to national averages for IDACI groups

attendance. This aligns with the school's core values of Respect and Determination.

- **Engage Families:** Develop strong communication channels with families using expertise from newly appointed attendance officer and PSA to highlight the importance of attendance and involve them in school activities. Regular newsletters and invitations to school events can strengthen these ties.
- **Attendance Awareness Campaigns:** Implement school-wide initiatives that celebrate good attendance, such as assemblies or reward systems, to motivate pupils and reinforce the message of the importance of being present.
- **Personalised Learning:** Tailor lessons to meet the diverse needs of pupils, ensuring that all pupils, especially those at risk of absence, find the

absenteeism, helping them to feel more connected to the school community.

- **Data Monitoring:** Use attendance data to identify pupils who are frequently absent and provide targeted interventions, such as additional academic support or counselling services.
- **Flexible Learning Options:** Offer alternative learning opportunities, such as online resources or catch-up sessions, for pupils who may struggle to attend regularly due to personal circumstances.
- **Health and Wellbeing Support:** Provide access to mental health resources and counselling for pupils facing emotional or psychological barriers to attendance.
- **Transport Support:** Inclusion Team to implement minibus intervention for families who require short, medium and longer-term support to get their children to school. Monitor the

challenges that impact attendance, such as housing or financial issues.

- **Specialist Services:** refer to Early Help, Alliance, School Support.
- **Safeguarding Services:** work in partnership with safeguarding services when attendance patterns become a concern (the Law states below 50%).
- **Home Visits:** Implement a system for home visits by staff for pupils with high absence rates to understand their circumstances better and encourage their return to school.
- **Attendance Workshops:** Organise workshops for parents and guardians to educate them about the importance of regular attendance and how they can support their children.
- **Incentives for Improvement:** Develop incentive

	curriculum engaging and relevant.	impact this has on pupils' wellbeing and academic success.	programmes that reward both pupils and families for improved attendance, fostering a collective effort towards better attendance rates.
<p>Provide as many opportunities as possible to develop cultural capital to impact language acquisition and reading comprehension</p> <p>Reading outcomes across all age ranges are in line with national averages</p>	<ul style="list-style-type: none"> • Integrate Cultural Capital into the Curriculum: Ensure that the Personal Development, PSHCE and RE curriculums include diverse cultural references and experiences, allowing pupils to connect their learning to the wider world. This can involve thematic units that explore different cultures, histories, and perspectives. Pupils complete 50 Things to do Before They Leave Rosebrook as a cultural capital passport. • Use of Local Resources: Collaborate with local museums, galleries, and cultural institutions to provide pupils with opportunities to 	<ul style="list-style-type: none"> • Cultural Enrichment Workshops: Organise workshops that focus on arts, music, and drama, specifically targeting disadvantaged pupils. These workshops can provide hands-on experiences that build cultural knowledge and skills. • Mentorship and Leadership Opportunities: Create mentorship programmes where older pupils or community leaders guide disadvantaged pupils in developing their interests in cultural activities, fostering self-confidence and ambition. • After-School Clubs Focused on Cultural Activities: Establish after-school clubs that 	<ul style="list-style-type: none"> • Partnerships with Local Arts Organisations: Develop partnerships with local arts organisations to provide access to cultural events, performances, and workshops for disadvantaged pupils and their families. This can help to build a sense of community and shared experience. • Family Engagement Initiatives: Implement initiatives that encourage family participation in cultural activities, such as family art nights or cultural festivals at school. This can help to strengthen the home-school connection and promote cultural learning at home.

	<p>engage with their community's cultural heritage. This can include field trips and guest speakers from various cultural backgrounds.</p> <ul style="list-style-type: none"> • Promote Oracy and Vocabulary Development: Focus on developing pupils' speaking and listening skills through structured oracy programmes that encourage discussion of cultural topics, enhancing their confidence and communication skills. 	<p>focus on arts, music, and cultural studies, providing pupils with additional opportunities to explore their interests outside the classroom.</p>	<ul style="list-style-type: none"> • Funding for Cultural Experiences: Allocate a portion of the Pupil Premium funding specifically for cultural experiences, such as theatre trips, museum visits, or workshops, ensuring that all pupils can participate regardless of their financial situation.
<p>Pupils will always wear appropriate uniform and PE kits</p> <p>New uniform in place and adhered to</p>	<ul style="list-style-type: none"> • Integrate Uniform Expectations into the Curriculum: Use lessons and assemblies to discuss the importance of school uniform in promoting equality and community spirit. This can be linked to the school's values of Respect and Determination. • Model Positive Behaviour: Staff should consistently monitor the school uniform to 	<ul style="list-style-type: none"> • Uniform Support Programme: Identify pupils who struggle with uniform adherence and provide support through a uniform bank or vouchers for families in need, ensuring that all pupils can meet uniform expectations. Use the clothes recycling scheme to buy uniform items and House hoodies to sell back to families at cut price. 	<ul style="list-style-type: none"> • Engage Parents and Guardians: Host workshops to educate parents on the importance of school uniform and how it contributes to a positive school ethos. This aligns with the school's commitment to collaboration with families. • Community Partnerships: Collaborate with local businesses to provide

	<p>reinforce its importance and celebrate pride in the school community, nominating role models for “Smart as a Carrot” awards.</p> <ul style="list-style-type: none"> • Create a Positive School Culture: Encourage discussions about the role of uniform in fostering a positive learning environment during assemblies and class, aligning with the school’s vision of ambition and respect. 	<ul style="list-style-type: none"> • Mentorship Scheme: Pair disadvantaged pupils with mentors who can provide guidance on the importance of uniform adherence and help them develop a sense of pride in their appearance. • Incentivise Uniform Adherence: Implement a reward system for classes or pupils who consistently adhere to uniform policies, fostering a sense of achievement and community (Smart as a Carrot Award for correct uniform or PE kit). 	<p>affordable uniform options or sponsorship for families in need, ensuring that financial barriers do not prevent adherence.</p> <ul style="list-style-type: none"> • Regular Communication: Maintain open lines of communication with families regarding uniform policies and the importance of adherence, using newsletters and parent meetings to reinforce these messages.
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