

St Oswald's CE Primary Pupil Premium Strategy Statement 2021-2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	St Oswald's CE Primary
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	10.9%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2025
Statement authorised by	Jemma Dunne, Headteacher
Pupil premium lead	James Barker
Governor / Trustee lead	Katya Krieger-Redwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	24/25 - £69,480 23/24 - £55,605 22/23 - £69,480
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2024-25) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£69,480

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 from individual starting points and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining.

We will consider the challenges faced by all vulnerable pupils, including those who have a social worker and those who are a young carer. The activity we have outlined in this statement is intended to support the needs of all disadvantaged and vulnerable pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention, including the School Led Tutoring initiative, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged 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 raise 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	Related outcome
1	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.	1
2	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Low numbers of PP children and high mobility in school can make it difficult to track cohort progress, but generally Pupil Premium pupils begin their time at our school working below the expected level in writing and the gap is not closing by the time they reach the end of KS2.	1
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils, particularly disadvantaged girls, is significantly below that of non-disadvantaged pupils. High mobility in school presents challenges in tracking the progress of groups of pupils. Pupil Premium pupils generally begin their time at our school working below the expected level in maths and although the gap is closing slightly by the time they reach the end of KS2, they are still working below their peers.	1
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by Covid-related school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in reading, writing and maths.	2
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, including the impact of parental mental health for some pupils, and a lack of wider enrichment opportunities during school closure. These	2, 3

	<p>challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>The number of pupils identified for emotional support have markedly increased during the pandemic. 27 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs, and they are receiving individual or small group interventions.</p>	
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.8% - 3.4% lower than for non-disadvantaged pupils.</p> <p>As an average over the last 3 years, 20% of disadvantaged pupils have been 'persistently absent' compared to 8% of their peers during the same period. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' progress.</p>	3

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 reading, writing and maths attainment among disadvantaged pupils.	<p>KS2 combined reading, writing and maths outcomes are greater than national for disadvantaged pupils meeting the expected standard.</p> <p>NB. At point of this statement being created: Nationally, 59.9% achieved this standard in 2023. School figure 0% (0/3 pupils).</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● a reduction in the number of pupils, including those who are disadvantaged, requiring wellbeing intervention
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 4.2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. ● the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 11%.

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

Budgeted cost: 2024/25 - £28,034

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Update Pupil Premium Passports, to include diagnostic assessment.</p> <p>Purchase of standardised diagnostic assessments.</p> <p><i>Updated for 2024/25:</i></p> <p><i>Pupil premium overview documentation to be used to identify barriers in making progress.</i></p> <p><i>Provision Map in place to support those making less than good progress.</i></p> <p><i>Targets will be reviewed termly and allow focus children to be identified as and when needed.</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>2021 link: Review of Attainment Measure</p> <p><i>Updated for 2024/25:</i></p> <p><i>EEF Guide to Implementation recommends using implementation data to actively tailor and improve approaches whilst sustaining implementation through ensuring data remains fits for purpose.</i></p> <p>EEF Guide to Implementation</p> <p><i>Further EEF research explains the impact of these assessments if they are used as a resource and as formative:</i></p> <p><i>‘These assessments may be formative if, for example, we use them to identify individuals or groups who are not making the progress we would hope for, and intervene to address that’</i></p> <p>EEF Blog regarding Assessment</p>	<p>1, 2, 3, 4</p>

<p>Purchase of Catch-Up resources for Little Wandle, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, supported by professional development and training for staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>
<p>Enhancement of our teaching of core English and Maths skills and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths and English Hub resources and CPD.</p> <p><i>Updated for 2024/25: Use of an advisor to support with the development of school throughout the academic year, including a writing review.</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: 2021 link: Improving Mathematics in Key Stages 2 and 3 (no longer accessible)</p> <p>The Reading Framework, published in July 2021 provides a clear framework and expectations for the teaching of reading/ early literacy in our school. The Reading Framework:teaching the foundations of literacy – all sections and appendices</p> <p>The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1, 2, 3, 4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches, including zones of regulation, will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Member of staff allocated to champion the progress of pupil premium progress in school.</p> <p>Additional staff will be allocated to support the wellbeing of vulnerable pupils.</p> <p><i>Updated for 2024/25: Key members of staff trained in de-escalation and PACE to support children to reflect and regulate feelings.</i></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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	5, 6

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

Budgeted cost: 2024/25 - £24,649

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use Wellcom to screen and address speaking and listening skills for all pupils, including disadvantaged, who have relatively low spoken language skills.</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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through our whole school Little Wandle Phonics programme.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p><i>Updated for 2024/25:</i></p> <p><i>Little Wandle Letters and Sounds Revised also draws on the latest research in how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.</i></p> <p>Little Wandle Evidence</p>	<p>1, 4</p>
<p>Engaging with the School Led Tutoring Programme to provide a</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>

<p>blend of tuition and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p><i>Updated for 2024/25: This is no longer appropriate for 2024/25</i></p>	<p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p><i>Support will be provided regularly for the most disadvantaged group through the use of focus groups and well planned interventions.</i></p> <p><i>CPD will be provided for to upskill staff with cover being provided where necessary.</i></p>	<p><i>The EEF recognise the importance of effective CPD. It is stated that when tailored to support the needs of the school, the impact on the disadvantaged groups can be significant. EEF state: Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i></p> <p>EEF: Effective Professional Development</p> <p><i>Research on TAs delivering targeted interventions in oneto-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</i></p> <p>EEF: TA Recommendations</p>	<p>1, 3</p>

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

Budgeted cost: 2024/25 - £16,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A member of SLT to attend NPQ training on developing behavior and culture in school.</p> <p>Whole staff training on behaviour management to further embed our ethos and improve behaviour across school.</p> <p><i>Updated for 2024/5:</i> Team-Teach used to support dysregulation and PACE training for those struggling to manage emotions. Embed the recent review of the behaviour policy to support children.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p><i>Updated for 2024/25:</i> Advice regarding the improving social and emotional learning in primary schools details how to integrate and model skills to support SEL learning. It recommends using schoolwide norms, expectations and routines to support development and align behaviour and anti-bullying policies alongside this support.</p> <p>EEF - Improving Social and Emotional Learning</p>	5
<p><i>Updated for 2024/5:</i> Development of provision for wellbeing and nurture programmes.</p> <p><i>Due to developing need, staff will review, develop and produce new learning spaces to support calm working, ELSA support and other wellbeing interventions.</i></p>	<p><i>Updated for 2024/25</i> The EEF stated in the report regarding SEND child accessing mainstream that: ‘Pupils’ needs will change as they move through different environments and life experiences. ‘Environment’ does not just mean the physical environment in the school; it refers to the activities that pupils take part in and the interactions they have with staff and other pupils. Environmental factors can play an important role in creating barriers that compromise a pupil’s experience at school.’</p> <p>EEF SEND in mainstream</p>	5
<p>Embedding principles of good practice set out</p>	<p>The DfE guidance has been informed by engagement with</p>	6

<p>in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p><i>Updated for 2024/25: Headteacher and allocated member of the office team will support in the monitoring and assistance in raising attendance through communication with parents, daily meetings and consistent procedures.</i></p>	<p>schools that have significantly reduced levels of absence and persistent absence</p> <p>Improving School Attendance</p> <p><i>Updated for 2024/25: The guidance from the 'Working together to improve school attendance' lists that procedures should ensure an approach of 'expect, monitor, understand, support, enforce' which is already part of practice at St Oswalds.</i></p> <p>Working Together to Improve School Attendance</p>	
<p><i>Children who have not been provided a breakfast or who are not ready to learn will be given a soft start to the day with breakfast provided and staffing used to promote routines and start of the day skills</i></p>	<p>EEF Trial Research - Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today.</p>	<p>5, 6</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £69,533

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 since the creation of the Pupil Premium Statement in 2021/2022

Pupil Premium Review 2023-24

*The strategy outcomes detailed above are in relation to a **second** year of the plan. This review documents the progress made towards these targets at the first year of the plan being implemented.*

In relation to Outcome 1: Improved reading, writing and maths attainment among disadvantaged pupils.

KS2 SATs	Combined	Reading	Writing	Maths
St. Oswald's Disadvantaged	EXS+ - 22% GD - 0%	EXS+ - 33% GD - 11%	EXS+ - 44% GD - 0%	EXS+ - 22% GD - 11%
National Disadvantaged	EXS+ - 45.6% GD - 3.1%	EXS+ - 62.6% GD - 18.1%	EXS+ - 58.7% GD - 6.4%	EXS+ - 59.2% GD - 12.9%

Within our KS2 cohort of children, there are 9 children who are considered disadvantaged. Since the last academic year, we have seen a growth in children meeting the national expected level however this is still minimal and not in line with national. This suggests further targeted support as we enter the next academic year for the next cohort of children. However, a highlight of our data is our Greater Depth in Reading and Maths is broadly in line with our local area disadvantaged.

In relation to the rest of school, due to a growing number of disadvantaged who have additional barriers than just those meeting the pupil premium criteria, the %s of children meeting the expected band is not as high as anticipated. However, when looking at the progress the pupil premium children are making, the majority of children are making expected progress and therefore not 'falling behind' from the previous year. As a school, strategies for children to make accelerated progress and therefore meet national expectations will be looked at next year.

As mentioned above, the school has seen a growing percentage of children who are within the disadvantaged and have an additional barrier, such as an additional need. The attainment of children who are purely within the pupil premium and have no further additional barriers shows an increase in attainment with the majority of year groups

exceeding 60%. Focus on those not year groups not meeting the expectation (current Y1s and Y6s) will be a focus within the next academic year. A lower starting point may be a suggested obstacle for those in Year 1 who find the transition between EYFS provision areas to more structured lessons a challenge. A review of provision in Key Stage One may be appropriate for the following year.

In relation to phonics results, those who are eligible for pupil premium and have no additional need did not pass the phonics mark by 5 or less marks, except for one pupil premium child who did pass.

In relation to the MTC in Y4, 50% of the disadvantaged cohort achieved a score of 22+. Out of those who are eligible for pupil premium and have no additional barrier, 75% of the disadvantaged cohort achieved a score of 22+.

Further actions:

- *Continue to closely monitor both the academic achievement and progress of those children in receipt of Pupil Premium*
- *Review, provide CPD and monitor the strategies in place to support those PP children not meeting national expectation*

In relation to Outcome 2: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

The wellbeing provision this year has become more rigorously utilised across school. ELSA support, check in and out strategies and updated provision areas have been provided throughout the year to support PP children. Although this is not assessed from a performance perspective, children have shared their enjoyment and what they achieve out of the sessions in place. Pupils have stated:

- 'relaxation club lets me talk about anything going through my mind so I can get it out' - Y2 child in relation to relaxation club
- 'I like moving on a morning because I have so much energy!' - Y3 child in relation to movement breaks.
- 'Wellbeing club lets me relax before I start busy lessons again' - Y1 child in relation to wellbeing club (an quieter alternative to outdoor play)

In this year's Ofsted inspection, the inspector noted the warmth and care for all at school. Stating 'Care, kindness, and warmth are on offer to all who attend St Oswald's. The staff, pupils and local school community work in harmony.'

A wellbeing culture continues to be a central part of St. Oswald's and children continue to receive the support they require. With ELSA support, in-class support and the recent development of an external wellbeing support, school supports disadvantaged children through a variety of avenues.

Although we were anticipating a reduction in the number of children needing wellbeing support, this has not been seen. In many year groups, the number of children with emerging SEMH needs has increased significantly. Next year, particularly further down school, there will be a review of what provision and further support can be provided to support our disadvantaged children and their wellbeing.

Further actions:

- *Continue to assess the success of SEMH interventions and plan strategically to support the most vulnerable children.*
- *Review the use of provision areas and locations to support those requiring intervention.*

In relation to Outcome 3: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance has been monitored and supported for PP children all academic year. The attendance lead (Mrs Dunne) offers support to families struggling to get children into school.

The attendance for all children is currently 95%, which is in line with last year's data and above national. Detailed attendance monitoring has taken place and families of children with less than 90% attendance have been alerted via letter about school's concerns. In several cases of persistent absence, including pupil premium children, SLT are working closely with other agencies to support families to improve this.

Last year, persistent absence among pupils considered disadvantaged was at 27.5%, compared to national data which was at 5%. This year, persistent absence has decreased to 15.5%, equalling 7 pupils. 1 of which is on a part-time timetable and another who has significant SEMH needs.

Further actions:

- *Continue to support families with raising attendance for children.*
- *Continue the systems in place to support our children eligible for pupil premium*

Pupil Premium Review 2022-23

*The strategy outcomes detailed above are in relation to a 3 year plan. This review documents the progress made towards these targets at the **first** year of the plan being implemented.*

Unlike last year, where disadvantage pupils outperformed non-disadvantaged pupils, in 2023 none of our 3 disadvantage pupils reached the expected standard at the end of KS2. Unfortunately, the 2 disadvantaged pupils achieved lower than their peers in statutory assessments in Y2, and in internal assessments in every other year group. Our internal assessments during 2022/23 suggested that the overall performance of disadvantaged pupils remained lower.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted pupils' progress in embedding basic skills, particularly in writing. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Although overall attendance in 2022/23 was higher than the national average, at 95.3%, persistent absence among disadvantaged pupils was lower than their peers, with 27.5% of disadvantaged pupils having persistent absence (compared to 5% of non-disadvantaged children). Persistent absence is still a concern for disadvantaged pupils, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been significantly impacted over recent years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle letters and Sounds	Wandle Learning Trust
Bug Club	Pearson

Service pupil premium funding

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p><i>2023-24 Details</i></p> <ul style="list-style-type: none"> ● Pupil Premium Champion and newly-appointed Deputy Head support in monitoring the whole package for services children. ● Pupil Premium Champion support, working with individuals and small groups throughout the school according to individual. ● Supporting service pupils at times of transition for children and deployment of parents. ● ELSA and wellbeing worker have become more involved with services where there is an additional need ● Resources to support the work of the Pupil Premium Champion <p><i>2022-23 Details</i></p> <ul style="list-style-type: none"> ● ‘Pupil Premium Champion’ support, working with individuals and small groups throughout school according to individual needs, and supporting service pupils at times of transition for children and deployment of parents ● Resources to support the work of the Pupil premium Champion
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p><i>2023-24 Details</i></p> <ul style="list-style-type: none"> ● Service pupils continue to make good progress although slightly below those who are non-service peers except in one year group. ● Progress, except for one year group, is positive when compared from key stage to key stage. ● There has been less armed forces mobility this year but funding has continued to be spent for impact with this group of children. <p><i>2022-23 Details</i></p> <ul style="list-style-type: none"> ● Service pupils attained higher than non-service peers in combined R/W/M at the end of EYFS, Y2, Y4 and Y6.

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| | <ul style="list-style-type: none">• Positive feedback from parents about the support offered to service pupils during parental deployment and pupil transition into and out of the school |
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Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

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

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.