



Orchard Meadow Primary School

The best in everyone

Part of United Learning

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 | N1 – Y6: 209 R – Y6: 191 |
| Proportion (%) of pupil premium eligible pupils | 42% |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Heather Richards |
| Pupil premium lead | Heather Richards |
| Governor / Trustee lead | Laura Dennis |

Funding overview

| Detail | Amount |
|--------|--------|
|--------|--------|

| | |
|---|----------|
| Pupil premium funding allocation this academic year | £139,680 |
| Recovery premium funding allocation this academic year | 0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | 0 |
| 40% paid towards school led tutoring | 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> | £139,680 |

Part A: Pupil premium strategy plan

Statement of intent

At Orchard Meadow Primary School we firmly believe that it is our responsibility to find ‘the best in everyone’. We understand that some of our pupils face additional challenges and we look to use the Pupil Premium Funding to remove the barriers that stand in their way to ensure there is equity in what all of our pupils can and do achieve.

We know that the term ‘disadvantaged’ encompasses groups of pupils beyond those who are eligible for Free School Meals and we apply our working practices accordingly.

High quality teaching is at the heart of what we do. We know that this is proven to be the best way to tackle the disadvantaged deficit and improve the learning of all pupils. We have a clear understanding of how we believe lessons should be taught and we provide a focussed, researched based CPD offer for all staff to ensure this is achieved. We use diagnostic data analysis to identify where pupils require support and we use research, best practice and our experience to provide this in a targeted manner.

We believe staff and pupil relationships are key to pupil wellbeing, attendance and academic performance. We therefore use research-based approaches to promote positive, restorative, trauma informed, predictable interactions between staff and pupils. We also have a range of nurture, welfare and inclusion resources available to our most vulnerable pupils and families.

Overall we:

- Adopt a whole school approach, where staff/pupils' relationships are at the core of what we do.
- We act early to address pupils educational and social disadvantage at the earliest opportunity.
- We use research and rigorous diagnostic assessment, not assumptions, to identify our pupils' challenges and carefully select a narrow range of activities to address these.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Early language: 2023 GLD data clearly demonstrated that Communication and Language was a barrier to a higher proportion of our disadvantaged pupils achieving GLD by the end of EYFS as Communication and Language elements thread throughout all areas of learning and development. Out of the 4pupils who did not achieve GLD, none achieved Early-Learning Goals in Speaking, with all not achieving an Early-Learning goal in Listening and Attention. In September 2023 Baseline WellComm assessments in Nursery and Reception 23/24 cohorts underlined this, with only 11% at age- related expectation within the Nursery cohort, and 22% at age-related expectation at the start of their Reception year with us. |
| 2 | Reading: Reading (KS2 SATs 2024) highlights the gap between outcomes of 56% EXS+ Pupil Premium vs 86% EXS+ Non-Pupil Premium. Pupil Survey outcomes also highlighted the low uptake in reading at home for pleasure. Internal data shows a gap between PP and non-PP. |
| 3 | Attendance: our overall attendance in 2023/24 had fallen to 94.6% from, above the national average, but below the national target of 95% and the schools' own target of 96%. Our Pupil Premium attendance in 2023/24 was 93.16% a gap of 1.6% compared to non-PP at 94.76%. PA 23.94% (PP) vs 10.17% (non-PP). Our school target is 10%. |
| 4 | Engagement: to discover the best in everyone we must ensure all pupils are fully engaged in their learning, with lessons adapted to the needs of individuals and/or groups and no learning disrupted by low level behaviour. We must also ensure that our disadvantaged pupils do not suffer an educational deficit by not having the pre-requisite knowledge, skills or experiences to access a lesson or topic. Stakeholder voice and monitoring of learning indicates that a proportion of pupils are not fully engaged in their learning, and this can have an impact on outcomes or behaviour. |
| 5 | Personal development: we must provide equity in our curriculum and extra-curricular offer to ensure all pupils have the same opportunities, responsibilities and experiences and leave our school with the same cultural capital as their peers. In order to identify impact, we must first create a baseline of PP vs non-PP participation and demonstrate a closing of this gap through a targeted approach using our Pupil Charter as a framework. |

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 |
|------------------|------------------|
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| Improved oral and language skills and vocabulary among disadvantaged pupils | Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading and writing attainment for disadvantaged pupils at the end of KS2. | KS2 reading and writing outcomes in 2026/7 show at least 80% of disadvantaged pupils met the expected standard, with an attainment gap of <5% between PP/Non-PP |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard. attainment gap of <5% between PP/Non-PP |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged | Sustained high attendance from 2026/27 demonstrated by: <ul style="list-style-type: none"> - The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. - The percentage of all pupils who are persistently absent reaching our target of 10% and the figure among disadvantaged pupils being no lower than their peers. |
| Build cultural capital by ensuring all pupils are engaged in their learning and a variety of extra-curricular opportunities. | Sustained high levels of positive learning behaviours, wellbeing and cultural capital. Demonstrated by: <ul style="list-style-type: none"> - Qualitative data from student voice, student and parent surveys and teacher observations – 100% engagement in learning and no lessons disrupted by low-level behaviour. - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils – 100% of disadvantaged pupils attend an extra-curricular activity, school trip and sporting event in the academic year |

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: £ 42,450

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>We will partially fund a HLTA role in EYFS to work across all rooms with a focus on Communication & Language, working alongside staff to develop their interactions with pupils.</p> <p>Purchase of WellComm speech and language toolkit to assess, track and support early language development. We will provide staff time and CPD so the toolkit can be implemented.</p> <p>CPD and funded peer support to embed high quality adult/child interactions in the early years and to enhance our language rich learning environments.</p> <p>Share best practice from other settings through United Learning network, United Learning EYFS lead visits and local BPS network (funded by schools) and leads training/visit.</p> <p>Continue to partially fund EYFS leader's non-contact time so they can provide modelling/ coaching/collaborative planning with teachers</p> | <p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Communication and Language (educationendowmentfoundation.org.uk)</p> <p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Internal data shows a clear link between low C&L/Literacy outcomes in EYFS and low Reading data in KS1 and KS2</p> | <p>1</p> |

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| <p>Reading – whole school approach introduced in September 2024 with a clear framework for teaching Reading through KS1 & 2. This includes staff CPD, class resources and timetabled time for class books being read to pupils at the end of each day.</p> <p>Fluency explicitly taught then assessed and tracked termly. Data used to identify progress of pupils and provide support where required.</p> <p>Fluency homework provided, with parent training, for children who are below expected standard.</p> <p>Partially fund Teacher to lead Reading and Phonics, providing whole school CPD, support, monitoring and data analysis.</p> <p>Partially fund RWI development days used to support leads, provide training, monitor standards and track data.</p> <p>Targeted interventions for bottom 20% of readers and phonics.</p> | <p>Tim Oates CBE (Cambridge University Assessment Research & Development), Making the most of Pupil Premium webinar 07/12/2023, highlighted that tracking reading speed/fluency (based on evidence from Iceland) highlights children falling behind and identifies supports required. Information can also be shared with parents to implement practise at home.</p> <p>“Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.” EEF https://educationendowmentfoundation.org.uk/reading-house/fluency</p> <p>Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future. Professor Timothy Rasinski of Kent State University USA, in EEF blog https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>By the end of year 6, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. Gov.uk: The Reading Framework</p> | <p>2</p> |
| <p>Ensure we recruit and retain the best teachers to teach our pupils. More pay, more time, more support (United Learning).</p> | <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> | <p>4</p> |

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| <p>Training on adapted teaching, part of our T&L handbook and building on our United Learning curriculum, will meet pupils' needs and interests and further engage them in their learning.</p> <p>Ring fenced CPD and leadership time will be given to instructional coaching and line manager meetings to aid teacher development.</p> <p>Whole school approach and staff CPD on Conscious Discipline will support staff developing positive relationships with pupils.</p> | <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>More pay, more time and more support for teachers to increase retention and recruitment. United Learning</p> <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Increasing the availability of high-quality CPD has also been shown to improve retention problems, particularly for early-career teachers. Education Policy Institute https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>https://www.walkthrus.co.uk</p> <p>DfE figures suggest that FSM children are more likely to be excluded due to persistent disruption. Self-regulation and Social and Emotional Learning improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £68,250

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Fully engage with P80+ Disadvantaged project and upcoming actions, re-sources and CPD</p> <p>Explore the introduction of Voice 21 . Targeted academic support for pupils with below age-related S&L</p> <p>Explore how this can be assessed and tracked</p> <p>Continue HLTA speech and language support of pupils and staff in EYFS Ensure every child has a public speaking opportunity at some point in the school year.</p> | <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The Oracy Skills Framework provides a useful tool for schools wishing to review and develop their approach to oracy. The associated Oracy Assessment Toolkit provides teachers with a tool that can be used diagnostically and to track students' progress in developing oracy skills.</p> <p>Voice 21: Oracy Curriculum, Culture and Assessment Toolkit EEF (educationendowmentfoundation.org.uk)</p> | <p>1</p> |
| <p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>Reading leader and RWI coordinator provide weekly coaching and training for staff at all levels</p> <p>Phonics approaches have a strong evidence base indicating a positive</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | <p>2</p> |

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| <p>impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Regular External Training led by experienced RWI consultant at least 3 x a year for staff across the school</p> <p>Additional reading sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> | <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | |
| <p>Identify the skills, knowledge or experiences that a pupil will need at the start of a unit of work. Provide these in advance where required through trips, visitors or interventions.</p> <p>Staff training on lesson structure (through T&L handbook and instructional coaching) with recap or pre-teaching at the start of a lesson or unit.</p> <p>Character curriculum will provide pupils with exposure to new skills and experiences.</p> | <p>Some pupils will have a very limited background knowledge on the topic, making learning considerably more difficult. A consequence of this is that those better informed pupils will dominate the discourse in the lesson.</p> <p>https://researchschool.org.uk/unity/news/levelling-the-playing-field</p> <p>Pre-teaching can boost confidence and minimise experiences of failure in lessons. Secure success, Motivated Teaching, Peps Mccrea</p> <p>Secure success Give pupils a high success rate to look back on; frame what success means and help them attribute it accurately; pre-empt failure</p> | 4, 5 |

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

Budgeted cost: £27,960

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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| <p>Attendance Lead provides daily, weekly and monthly attendance reports on pupil and pupil premium attendance</p> <p>Participation in United Learning's Attendance project – action: involve teachers in contract meetings</p> <p>Attendance lead to track and analyse pupil premium attendance (including daily tracking with HT) to identify patterns and barriers in attendance</p> <p>Attendance lead to run contract meetings with parents of pupils who are persistently late or absent</p> | <p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Persistent lateness adds up to a large amount of missed learning. 5 minutes a day for 190 days is almost 16 hours in missed schooling.</p> | <p>3</p> |
| <p>Embed routines into the school day, with timetabled CPD and practise, so staff and pupil have shared high expectations</p> | <p>Running routines allows disadvantaged or vulnerable pupils feel safe, trust their environment and focus on what they are doing not how they are doing it. Peps Mccrea, Motivated Teaching</p> <p>Run routines Make the <i>process</i> of learning easy, whilst keeping the <i>content</i> of learning challenging; script chains and cues; stick with it</p> <p>Conscious Discipline: MAPs</p> <p>https://consciousdiscipline.com/scaffolding-in-parenting-teaching-your-children-how-to-follow-your-directions-with-success/</p> | <p>4</p> |

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| <p>Ensure equity in disadvantaged pupils' access to the school's wide extra-curricular provision.</p> <p>Funding for disadvantaged pupils to access trips and visits, and access clubs and enrichment opportunities beyond the school.</p> <p>School nurture hub (Hive) to support SEMH needs</p> <p>Breakfast club provided for key children. Supporting children emotionally with a quiet place to go, reflect and feel supported.</p> <p>Part Funding Attendance and Engagement Lead role</p> | <p>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.</p> <p>https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</p> <p>There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances.</p> <p>Maslow's Hierarchy of Needs acknowledges that people need their basic needs met before they are able to thrive. Parents are signposted and supported with accessing foodbanks, food vouchers and other basic needs.</p> | 5 |
| <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> | All |

Total budgeted cost: £

Part B: Review of the previous academic year (2023/24)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

PP data analysis Sept 2024:

| | No. pupils in cohort | No. of PP | % Gap (PP) |
|---------------------|----------------------|-----------|--------------------|
| <i>EYFS GLD</i> | 24 | 10 | -39% (pupil gap 4) |
| <i>Yr1 Phonics</i> | 23 | 11 | -1% (no gap) |
| <i>MTC (yr4)</i> | 22 | 9 | +8% (<1 pupil gap) |
| <i>Yr6 Reading</i> | 40 | 18 | -26% (pupil gap 5) |
| <i>Yr6 Writing</i> | 40 | 18 | -29% (pupil gap 6) |
| <i>Yr6 Maths</i> | 40 | 18 | -6%(pupil gap 1) |
| <i>Yr6 Combined</i> | 40 | 18 | -20%(pupil gap 4) |

There is a gap between PP and non-PP in every year group, except Yr1(Phonics), MTC(yr4) and Yr6 Maths. In 2024/25 this will be tracked closely to establish if the gap is closing or closed.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that PP attendance (93.19%) is below that of non-PP but is above the national average for Pupil Premium pupils (91.3%) Behaviour data, internal and external, shows that there is a marginal gap between PP and non-PP. The number of PP pupils under CP/CinN/TAF is significantly higher than the number of non-PP.

Based on all the information above, the performance of our disadvantaged pupils *did not meet* expectations in our last strategy plan, but we are at present *on course* to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year is here:

Using previous challenges:

Challenge 1- Teaching and Learning

Are PP children accessing high quality teaching every day?

| | Attendance | PP Attendance | Non-PP Attendance | PP Persistent Absence | Non-PP Persistent Absence |
|-----------|------------|-----------------|-------------------|-----------------------|---------------------------|
| July 2023 | 94.94% | 93.28% (-2.63%) | 95.91% | 23.4% (-14.31%) | 9.09% |
| July 2024 | 94.36% | 93.16% (-1.6%) | 94.76% | 23.94% (-13.77%) | 10.17% |
| Change | -0.6% | -0.06% | -1.15% | +0.54% | +1.06% |

Quality of teaching and Learning across all classes shows consistency of approach. This is reflected in pupil voice in maths, and in reading. Pupil surveys identify a need to continue to support reading at home, particularly in the older classes. Pupil survey reflects a positive culture for learning which is also reflected in the staff survey (Nov 2023)

Attendance is a priority focus in our current strategy.

Challenge 2- Reading and Phonics

Have all PP pupils met the standard expected in Y1 screening?

Phonics Screening Yr1 – 9/11 PP pupils met expected standard. 82%. 10/12 non-PP pupils met expected standard. 83% . This is above National.

Reading - Have PP children made accelerated progress and closed the gap with peers?

| Year Group | PP %EXS July 2023 | Non PP % EXS July 2023 | PP %EXS July 2024 | Non PP % EXS July 2024 |
|-------------------|--------------------------|-------------------------------|--------------------------|-------------------------------|
| Yr1 toYr2 | 64% | 71% | 63% | 89% |
| Yr2 to Yr3 | 56% | 73% | 53% | 77% |
| Yr3 to Yr4 | 45% | 73% | 42% | 30% |
| Yr4 to Yr5 | 71% | 70% | 38% | 71% |
| Yr5 toYr6 | 71% | 90% | 56% | 82% |

Gap between PP and their peers has not been closed. Some of this can be attributed to changes in assessment processes from 2023-2024 however in Yr5 and Yr6 this gap is increasing, resulting in a tight focus on reading in the new strategy plan.

Challenge 3

Has the provision had an impact on the Social & Emotional needs identified?

July 2023 – 22.35% of children on SEND Register have SEMH Anxiety 1.01% (1 pupil)

July 2024 – 24.68% of children on SEND Register have SEMH as a need, 5.19% anxiety (4 pupils)

Use of Conscious Discipline as a strategy to support pupils and staff with self-regulation and using class based 'Safe spaces' consistently has enabled pupils with SEMH needs to be better supported, with reduction in dysregulation and behaviour incidents compared with previous academic years. SEMH intervention and support now needs to be developed beyond the classroom using trauma informed approaches, and nurture groups.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|---|--|
| <ul style="list-style-type: none">1. Times Table Rock Stars2. Wellcomm3. LBQ4. CPOMs5. Class Dojo | <ul style="list-style-type: none">1. Maths Circle Ltd2. GL Assessment3. LBQ4. Raptor Technologies |

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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 on feedback](#) 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. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several 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.