

Pupil premium strategy statement – St Cleopas CE Primary School

This statement details our school's use of pupil premium (and recovery 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	283
Proportion (%) of pupil premium eligible pupils	155 pupils (55%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	February 2025
Date on which it will be reviewed	September 2027
Statement authorised by	L. Gannon
Pupil premium lead	L. Humphreys
Governor / Trustee lead	L. Reid

Funding overview

Detail	Amount
Predicted pupil premium funding allocation this academic year based on last years funding. (Financial year is April to April)	£211,640 (based on £1,480 per child).
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£211,640+

Part A: Pupil premium strategy plan

Statement of intent

St Cleopas is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff. Our senior leadership team is very well established and experienced. Our school is popular and well supported by parents. At the time of publishing this document, we have 155 children eligible for Pupil premium. 70 of those children are SEND and 3 have an EHCP. We also have 7 children classified as Children Looked After and have a growing population within school with 44 children having English as an additional language.

When making decisions about using Pupil Premium funding at St Cleopas it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF, suggest that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At St Cleopas, we will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school during progress meetings and we take steps to support this through interventions as a result of the data.

At St Cleopas, our intention is to ensure that any barriers to learning for all pupils are removed so that all pupils can reach their full potential in all areas of the curriculum.

We aim to ensure that all pupils have the opportunity to thrive academically through a rich curriculum and to grow as a person. That we will provide guidance and support in order for pupils to be confident, resilient, independent, motivated learners and to offer an active and positive contribution to school life, the diverse community they live in and beyond.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and those looked after by others. We have outlined in this statement our intention to support their needs, regardless of whether they are disadvantaged or not.

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 and high attainers will continue to progress well.

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're set throughout the curriculum, act in a timely manner to intervene at the point need is identified, adopt a whole school approach: staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We endeavour to incorporate our Christian values of; friendship, respect, joy, compassion, forgiveness and courage into our everyday teaching and learning.

Challenges

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

Challenge number	Barriers to Learning
1	Socio-economic challenges: Many of our children will experience several challenges which potentially impact on their learning, wider school life and their experiences beyond the school gate. Post pandemic, the effects are still evident and children are impacted in terms of; fitness, health and wellbeing and confidence in being around their peers and engaging in school life. Assessments, observations and discussions that have taken place with pupils, parents and teachers suggest the lack of positive experience over this period is still hampering their engagement, progress and achievement in school.
2	Attendance and punctuality: The pupils who experience these challenges may be at greater risk of poor attendance because of the impact of socio-economic (and other) disadvantages on their own lives over time. There is a noticeable trend of higher absenteeism and lateness among Pupil Premium pupils, which impacts their learning continuity and academic progress. Because of the support and approach that we take for Pupil Premium pupils around attendance, the gap is minimal. But we acknowledge there is a 0.8% difference between Pupil Premium (PP) and non Pupil Premium. The percentage gap between PP and non PP is 0.9% for persistent absenteeism. We will continue to monitor and work hard to narrow those gaps.
3	Emotional and social well-being: A significant number of Pupil Premium pupils face emotional and social challenges, including low self-esteem, anxiety, and difficulties in forming positive relationships with peers. Pupils and their families have a range of needs and challenges to be supported including: social and emotional difficulties and medical and mental health issues. These can impact

	on or cause adverse childhood experiences for our pupils. These challenges affect disadvantaged pupils in a range of ways, including their attainment and aspirations.
4	Parental engagement: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, vocabulary gaps and writing ability among many disadvantaged pupils. These are evident on entry into Nursery/ Reception and often carried through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. We believe that with continued support from parents and carers at home in tandem with our support will enhance their child's educational experience. School has opened up a range of opportunities to allow parents to engage in and support their children's education such as stay and play, massage and literacy and numeracy courses, cookery courses and parent phonic workshops
5	Literacy and numeracy skills: Assessments, observations and discussions with pupils have identified that many of our educationally disadvantaged pupils experience several challenges which potentially impact on their learning. This is why we work to provide opportunities for all of our children with high quality, expert practitioners daily. They are at risk underachievement because of the impact of socio-economic (and other) disadvantages on their lives over time and our job is to focus on the most important thing – ensuring high quality effective early intervention and high-quality classroom practise for all – so that every child can experience success in the classroom. Statistically many Pupil Premium pupils start school with below-average attainment in literacy and numeracy, which can hinder their progress across the curriculum. School context shows that the percentage of disadvantaged children is well above national average. There is an attainment gap between PP and non/PP pupils. *

Intended outcomes

Planned Expenditure

To address these barriers, we have allocated our Pupil Premium funding as follows:

Intended outcome	Success criteria
Quality of teaching for all through: Professional Development Investing in continuous professional development for teachers to enhance their pedagogical skills, particularly in differentiation and inclusive practices. This includes training on evidence-based strategies to support disadvantaged pupils and improve their outcomes.	Professional Development Targeted CPD participation, improved staff knowledge, measured impact on pupil outcomes, sustainable implementation and monitoring and evaluation.

Curriculum Enrichment Developing a rich and engaging curriculum that includes diverse texts, real-world problem-solving activities, and opportunities for critical thinking.	• Curriculum Enrichment: Increased participation, reduce barriers to engagement, enhanced cultural capital, positive impact on learning and wellbeing, sustained and inclusive provision.
Diminishing Gaps To diminish the gap between our Pupil Premium children and national Pupil Premium children when working at the expected and higher standard at the end of KS2. This will be done by: • Quality first teaching • The use of ongoing formative assessments throughout the year to inform planning • Attainment will be measured in reception by baseline assessment (RBA) Y1, Y2, Y3, Y4, Y5 by teacher assessments, Year 6 standardised assessments • Establishing effective monitoring practices across school Deployment of robust interventions	• Intervention Programs: Assessments inform: the implementing and delivering of targeted intervention programs in literacy and numeracy, such as small group tuition, phonics catch-up sessions, and math booster classes. Individual support for pupils who require additional support in specific areas. This personalized approach helps to address individual learning needs and accelerate progress. • Specialist Support: Children accessing specialist staff, such as speech and language therapists, educational psychologists, and HLTAs, to work with pupils who have specific barriers to learning. This ensures that pupils receive the tailored support they need to succeed. • The percentage of Pupil Premium children achieving the higher standard at the end of KS2 to continue to be in-line with or above national. • At the end of KS2 the gaps in attainment between PP and NPP children have narrowed.
Improve Attendance and Punctuality To diminish the gap in attendance rates between pupils eligible for Pupil Premium and non Pupil Premium pupils.	Attendance Initiatives implemented: • Introducing initiatives to improve attendance and punctuality, including reward systems, attendance focus days/weeks, displays/days breakfast clubs, and parental engagement programs. • School works closely with the Education Welfare Officer to address persistent

	absenteeism. The Attendance action plan targets PP children. The attendance rates of pupils eligible for Pupil Premium in line with none Pupil Premium pupils.
To offer a range of experiences, emotional and social support. Life experiences for Pupil Premium pupils widened due to increased cultural, sporting and social experiences. This will be done by; Offering a range of emotional and social support frameworks, including access to extracurricular and experiential visits to enhance wellbeing and emotional resilience of Pupil Premium children.	Emotional and Social Support: - School has engaged with support services to promote pupils' emotional and social well-being. This includes counselling services, social skills workshops, and mentoring programs. - A whole-school approach to mental health and well-being supports this further. Extracurricular Activities: - Extracurricular activities, such as sports clubs, music lessons, and educational trips, are booked in half termly to ensure all pupils have access to a broad and balanced curriculum. These activities also help to develop pupils' talents, interests, and social skills. - Pupil Premium children have a range of experiences that ensure increased cultural, sporting and social experiences and have emotional support.
Monitoring and Evaluation Staff professional development and teaching and learning is regularly monitored and evaluated to ensure it leads to improved teaching practises that meet the needs of disadvantaged pupils. Evaluation processes including lesson observations, learning walks and pupil progress reviews demonstrate that CPD is having a measureable impact on outcomes for pupil premium pupils.	Effective Monitoring Framework Clear and systematic approach to tracking of PP progress and attainment. Regular and Timely Interventions Monitoring activities (data analysis, learning walks, pupil voice) are carried out throughout the year. Evidence of Improved Outcome Evaluation shows that strategies are contributing to improved progress, attainment and engagement of PP pupils. Accountability & Reporting Senior leaders and governors receive regular data informed updates on PP impact and hold staff to account. Strategy Adaption Findings from monitoring lead to timely refinements in provision to better meet the needs of disadvantaged pupils.

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: £ 134,356

Activity	Evidence that supports this approach	Challenge number(s)
Funding for breakfast club. Provide staff, healthy food and resources to ensure that pupils have a positive start to the day and are ready to learn. Extra food prepared for morning breaks to ensure the hunger gap is filled before lunch. Free entrance to Breakfast club for those in receipt of FSM.	Breakfast consumption in children has been found to: Improve cognitive function, particularly memory, attention, and executive function. Improve academic performance, including school grades and achievement test scores Increase on-task behaviour in the class https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/ Funding used to support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges, for example school breakfast clubs is recommended by the government. https://www.gov.uk/government/publications/pupil-premium/pupil-premium	2
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across the school. Impact of each event to be recorded and monitored. We have invested into the NFER assessment scheme for reading and maths which enables teaching staff to accurately assess children and see progress throughout the year.	A major review of professional development by Ofsted when developing the Education Inspection Framework (EIF) highlighted that the quality and quantity of professional development are directly related to a school or colleges effectiveness and improvement. https://thenationalcollege.co.uk/news/how-do-ofsted-inspect-cpd	4

Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2. We have invested in ‘Read to write’ for English and ‘White rose’ for maths programs to support the teaching and learning and to improve outcomes.		
Purchase of a DfE validated Systematic Synthetic Phonics programme (Monster Phonics) to secure stronger phonics teaching for all pupils. We have bought into the Monster phonics home reading scheme to support the teaching of synthetic teaching and to improve the early reading of the PP children and beyond.	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	4, 5
Funding for full time TA to support pupils in KS1. TA will support all pupils to develop language and communication skills and self-help skills so that they are ready for the next stage of their academic career. TA will provide teachers with opportunities to deliver intervention to those pupils who are eligible for FSM. Teachers will use assessment data to inform their interventions to ensure that pupils make progress quickly.	Use of TAs to add value to what teachers do, not replace them. Use TAs to help pupils develop independent learning skills and manage their own learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	4
Language and Communication training and resources for EYFS staff. Ensuring that pupils provided with support to quickly develop their communication skills.	EYFS sets the standards for learning, growth, development and care of children from birth to five years old. Proper development of these areas are essential for healthy growth and to have a better future learning. The changes to the EYFS statutory framework (Sept 21) have been made to:	5

	improve outcomes at age 5, particularly in early language and literacy. https://www.gov.uk/government/publications/changes-to-the-early-years-foundation-stage-eyfs-framework/changes-to-the-early-years-foundation-stage-eyfs-framework	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, Consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time e.g. in LA vocabulary Project and Subject Lead briefings to support vocabulary enhancement in all curriculum subjects.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4,5
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by Professional development and training for staff.	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): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,4,5
Pupils provided with the opportunity to have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum.	Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges, for example helping with the cost of educational trips or visits, is recommended by the government. https://www.gov.uk/government/publications/pupil-premium/pupil-premium	2,4,5
Funding to obtain subject quality marks including writing and PE.	Quality marks have been awarded to support all pupils. Encourages writing for purpose in different settings not just in the classroom-writing areas, lunchtime clubs, competitions to involve both PP and non PP children. PE quality mark provided all children with opportunities to be involved in a range of sports and then PP children can use this to take up new sports outside of school.	4,5

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

Budgeted cost: £45,108

Activity	Evidence that supports this approach	Challenge number(s)
HLTA utilised to release class teachers for interventions. Class teachers will provide their own intervention in reading, writing and maths basic skills.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4,5
Teachers will use data analysis and teacher assessment to target and focus intervention and use relevant strategies in order to close gaps. Resources will be purchased for use by teachers to close attainment and progress gaps. Teachers will record intervention strategies and their impact on attainment and progress for all pupils. Boosters/After school clubs offered to 'close the gaps' and to help to prepare the children for the Year 6 SATs tests.	We know that small group interventions can prove useful in providing extra support. We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective. We want to combine this additional provision with some further interventions delivered by HLTAs. Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	4.5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	4,5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Funding to support Forest School development. Forest School teacher is trained and resources purchased.	https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf	All
Forest School teacher support Pupil Premium children during Forest School sessions. Forest School teacher to train further staff so that additional children are supported.	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	All
Teaching assistants will provide further intervention with a focus on Pupil Premium children. Resources and training will be provided to ensure that high-quality intervention reduces gaps in progress.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants	4,5

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

Budgeted cost: £32,176

Activity	Evidence that supports this approach	Challenge number(s)
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. Support offered in four strands through our provision map; from universal to higher level support through e.g. social services. We offer stay and play sessions for most areas in the curriculum throughout the school to support parents who then in turn can support their children.	Adverse Childhood Experiences (ACEs) are stressful events occurring in childhood including domestic violence. Parental abandonment through separation or divorce, a parent with a mental health condition, being the victim of abuse (physical, sexual and/or emotional). Research has shown that early intervention is key to reducing the impact ACES can have on later life. https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-and-attachment/	1,2
Higher Level Teaching Assistants provide mental health and well-being strategies.	There is extensive evidence associating childhood social and emotional skills with	2

	improved outcomes at school and in later life (e.g. improved academic performance, sense of self, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Vulnerable children are identified and supported through a variety of therapy strategies. Staff are trained in delivering sessions and resources purchased for: RISE Thrive Lego Seedlings Think yourself great PHSE (Jigsaw program)	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2
SENDCo, Family Support Worker, Inclusion and Safeguarding Teams identify and support families and children and work to alleviate barriers.	Families with identified social, emotional or health needs are proven to need more support and time in a school setting. Pupils are supported by school staff so that the needs are removed or alleviated – families are also supported.	2
Headteacher and Attendance Lead to ensure that all parents are aware of expectations in regards to good attendance. Parents receive 3 reports per year including information on their child's attendance. School liaise with the Education Welfare Officer (EWO) to ensure attendance expectations remain high. Strategies to encourage high attendance are funded.	We can't improve attainment for PP children if they aren't attending as much as NPP children. Missing school for just a few days a year can damage pupils' chances of achieving well. Published by the Department for Education today (24 March 2016). Attendance officer follow escalation procedures to ensure better attendance and punctuality to improve outcomes. https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances	3
Provide an engaging, stimulating outdoor learning environment which encourages children to be active. Playframe installed on the junior playground.	Most education professionals recognise the value of learning outside the classroom in broadening the horizons of young people, raising self esteem and making learning more memorable. More and more schools are making regular use of their school grounds, local community and opportunities	1.2

	further afield to enrich the curriculum and provide pupils with more hands on learning experiences and we aim to do the same.	
Additional extra-curricular clubs are funded by school so that all pupils are provided with the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. Chess Club is offered to PP children first then offered to rest of school population. £2000 grant was given to our school because we were above the threshold of PP pupils. The rest of the funding comes from our PP budget. We offer additional music lessons to all children in the school which in enriching to our PP children who may not otherwise have the opportunities outside of school. We work with a company called Reson8 who provide the opportunity to play musical instruments.	Extra-curricular activity is so important for young people, and can be especially advantageous in helping to improve the life-chances of those from disadvantaged backgrounds. Report about huge disparities in participation of extra curricular activities depending on children's social background. https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility	1,2
School trips are partly funded to ensure that all pupils have access to Curriculum enrichment which will enhance their learning experiences and allow their knowledge to develop. We subsidise school trips, by paying for transport and paying entry fees for many PP children whose parents are unable to pay. We also offer a discount for the Year 6 residential trip for PP children.	Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges, for example helping with the cost of educational trips or visits, is recommended by the government. https://www.gov.uk/government/publications/pupil-premium/pupil-premium	1
Improve outdoor learning areas to encourage physical exercise and increase motivation and concentration. Invest in a new covered areas, safe flooring and play resources.	Pupil premium children given regular opportunities to access a range of equipment and physical activities to enhance their mental health and well being and many other benefits. All pupils leave physically literate and with key skills and motivation necessary to equip them for a healthy, active lifestyle	All

	and lifelong participation in physical activity and sport. https://www.afpe.org.uk/physical-education/physical_activity_within_physical_education/	
Daily Fruit and Milk is offered to PP children which supports their diet and ensures that they receive additional nutrients that they may not otherwise receive.	Primary school pupils can benefit much from eating fruits. They assist digestive health, supply vital nutrients, encourage energy and focus, and improve overall wellbeing.	
Bikeability for children and Balanceability (offered to EYFS children). Offering key skills that PP children may not access at home	Bikeability cycle training equips children with vital life skills. Pupils not only learn to cycle, they gain independence, social skills and a sense of wellbeing. After Bikeability, children are better at responding to risk and report increased confidence. Balanceability - Balance allows children to have better control over their bodies. Once balance is mastered it occurs naturally; allowing children to move their attention and focus onto other things.	
Edina Trust (for Science) - £800 fund was allocated to our school to help buy science resources and equipment to support EYFS, KS1 and KS2. The fund was allocated as our school is above the threshold for PP %.	Science teaches children how to think critically and question the world around them. It helps them to understand the natural world and the universe we live in.	
Providing science opportunities for PP children and the wider school population – Baby chicks and ducks are brought into school as eggs and the children are fortunate enough to observe the life cycle of the baby birds.	Educational Benefits A chick hatching program is a powerful educational tool, particularly for young learners. It provides emotional and social development hatching and raising chicks from eggs fosters important emotional and social skills for students of all ages, as well as adult participants. It also provides; environmental awareness, therapeutic benefits and community engagement.	
Technology – We have invested in additional Ipads and funding has also been spent on updating our current laptops.	By keeping technology age-appropriate, planning ahead, incorporating interactive activities, monitoring usage, and providing training, teachers can effectively use technology to engage students and promote learning.	

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Total budgeted cost: £211,640

Next Steps

This details proposed steps that we are taking to improve the outcomes for our PP children.

- Inclusion working party established, including; PP, SEN, EAL, CLA.
- Inclusion meetings (PP diminishing the gaps will be on the agenda).
- Inclusion framework established, staff aware of inclusive practise in relation to PP and school as a whole.
- Inclusion quality mark.
- Regular attendance analysis for PP children.

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 vocabulary, comprehension and knowledge retention. Evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Training of staff and engagement in the Local Authority Vocabulary Project.
- utilising a funds to train staff in mental health support in line with and to enhance our wider school provision map for SEMH. The training we have selected will focus on how to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

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 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 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 an 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.