

Pupil premium strategy statement – Westways 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	615
Proportion (%) of pupil premium eligible pupils	12.17%
Academic years that our current pupil premium strategy plan covers	2022-23 to 2024-25
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Charles Hollamby
Pupil premium lead	Teri Drayton
Governor / Trustee lead	Paul Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,016
Pupil premium plus	£15,180
Recovery premium funding allocation this academic year	£14,789
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£156,985

Part A: Pupil premium strategy plan

Statement of intent

At Westways Primary School, we enjoy, therefore we achieve. We are a warm and welcoming community where enjoyment is at the heart of the learning that takes place. Our intention is that all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve well 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 attainers.

Common barriers to learning for disadvantaged pupils 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 pupils from flourishing. The challenges are varied and there is no 'one size fits all'. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and learning opportunities are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We have committed ourselves to research and training to develop our understanding of the high-quality teaching approaches that are inclusive. 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 our intended outcomes, 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 which continues following the COVID-19 pandemic, notably in its targeted funding for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils. We have a clear understanding of year groups that require additional support.

Our approach will be responsive to common challenges and individual needs. 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
1	Underdeveloped communication skills, including oral language and vocabulary gaps. This is evident from Reception through to Key Stage 2 and in general, is more prevalent among our disadvantaged pupils than their peers. When entering reception, of the 9 disadvantaged children in the 2022-23 cohort, only 44% were on track with speaking compared to 65% of other children. Observations and internal moderations across KS1 and KS2 have highlighted more prevalent under-developed oral language skills amongst our disadvantaged pupils.
2	Disadvantaged pupils generally have greater difficulties with phonics, which negatively impacts their development as readers. This is illustrated in our 2022-23 data (see Part B).
3	Attainment among disadvantaged pupils in reading, writing and maths (including the multiplication tables check) is often below that of non-disadvantaged pupils (see Part B). When many of our disadvantaged pupils join the school (which is not always in the Early Years Foundation Stage), they are below age-related expectations compared to their peers.
4	Increased social and emotional needs of pupils, including more frequent behaviour issues in school. The education and wellbeing of many of our disadvantaged pupils (and their families) continue to be affected by the impact of the pandemic (as per the findings of national studies). Teacher referrals for support remain relatively high and there is an increase in the number of disadvantaged pupils with multiple needs (e.g. 5% of all pupils are disadvantaged and SEND; 5% of all pupils are disadvantaged and EAL).
5	Attendance and punctuality among disadvantaged pupils is lower than for non-disadvantaged pupils. The average figure for attendance amongst disadvantaged children was 89% for 2022-23. There is a higher number of disadvantaged pupils who are 'persistently absent' compared to their peers. Absenteeism is negatively impacting the progress of disadvantaged pupils.

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 communication skills, including oral language and vocabulary, among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
An increased number of disadvantaged pupils will meet age related expectations or greater depth by the end of each key stage.	Disadvantaged pupils... <ul style="list-style-type: none"> ● in the Early Years Foundation Stage will achieve a good level of development in line with their peers (or the gap between them reduces). ● in Key Stage 1 will pass the phonics screening check in line with their peers (or the gap between them reduces). ● at the end of Key Stage 1 will meet the expected standard for reading, writing and maths in line with their peers (or the gap between them will reduce). ● in the Year 4 multiplication tables check will perform in line with their peers (or the gap between them reduces). ● at the end of Key Stage 2 will meet the expected standard for reading, writing, maths and spelling, punctuation and grammar in line with their peers (or the gap between them continues to reduce).
All pupils, particularly our disadvantaged pupils, achieve and sustain improved wellbeing as well as having a positive academic experience at our school.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> ● Data from pupil voice, parent/carer surveys and teacher observations. ● Monitoring the wellbeing of disadvantaged pupils against their peers. ● Carefully planned for pastoral care. ● A reduction in behaviour incidents. ● Signposting to relevant external agencies to any pupil/family who may benefit.

	<ul style="list-style-type: none"> ● An increase in participation in enrichment activities, particularly among disadvantaged pupils. ● The wider curriculum and extra curricular provision, including enrichment activities, affords equal opportunities to all pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> ● The overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%. ● The percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: £91,426

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enabling all staff through a continuous high quality CPD programme to ensure that all pupils have access to a broad and balanced curriculum.</p> <p>CPD opportunities will include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Explicitly extending pupils' written and spoken vocabulary (e.g. Let's Crack Spelling with Teresa Heathcote); ● Use of structured questioning; ● Task design and sequencing with Power of Reading; ● A curriculum that is text-led (e.g. Power of Reading) where dialogue and interactions are purposeful and curriculum-focused; ● Working with experts (David Weatherly - geography and history; Naomi Hiscock - science; SY Maths Hubs - maths; Fiona McNally - Ofsted consultant & Debbie Watson - handwriting and art; 	<p>Teaching a broad and balanced curriculum for education recovery</p> <p>Effective Professional Development</p> <p>Walking the talk</p> <p>Measuring the impact of support for spoken language</p> <p>Oral language interventions</p> <p>Reading Reconsidered Curriculum</p> <p>EEF: Improving Literacy in Key Stage 2</p> <p>Morphological Awareness (Let's crack spelling)</p>	<p>1, 2, 3, 4</p>

<p>NATRE - RE) to help us enhance and reimagine our curriculum.</p> <p>This ongoing CPD will involve purchasing resources and funding ongoing teacher training and release time.</p>		
<p>A high quality induction programme for Early Career Teachers – this includes support through quality mentoring opportunities.</p>	<p>EEF: Putting Evidence to Work – A School’s Guide to Implementation</p>	<p>3</p>
<p>Use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Our school uses Read Write Inc. and we continue to invest substantially in resources and CPD for staff. The CPD has included external trainers coming to school twice to up-skill staff as well as online access to courses.</p>	<p>EEF: Phonics</p> <p>Ruth Miskin</p>	<p>2, 3, 4</p>
<p>An effective induction programme for all pupils entering the Early Years Foundation Stage, including successful liaison with feeder nurseries, effectively sharing welcome information and school readiness activities.</p> <p>In order to identify children eligible for pupil premium as they join us in EYFS, parents/carers are given an application form to apply for Free School Meals. This process is communicated during the induction evening and there is access to forms on the school website for further applications throughout the school year.</p>	<p>EEF: Early Years</p> <p>EEF: Preparing for Literacy</p> <p>EEF: Supporting pupils through transitions – a trio of challenges</p>	<p>2, 3, 4. 5</p>

<p>Families who are new to the school (beyond EYFS) are signposted to information regarding Free School Meals during the admission process. Also, staff know how to raise queries with regards to identifying children at any point of time - this is then recorded on CPOMS and communicated with office staff and parents.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning, which includes promoting our school's core values.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>SEMH support is offered for individuals who require additional planned well-being and emotional literacy interventions and this is communicated and agreed upon with parents.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF: Improving Social and Emotional Learning in Primary Schools</p>	<p>4</p>

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

Budgeted cost: £45,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnosis and assessment of speech and language needs and early intervention by specialists.	Measuring the impact of support for spoken language	1, 2, 3, 4
Speech and language interventions (e.g. LEAP, VIP, NIP) and professional assessments to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions 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: EEF: Oral language interventions	
Additional phonics tutoring sessions, targeted at disadvantaged pupils who require further phonics support. This will be delivered by teaching support staff in collaboration with our Read Write Inc. CPD programme.	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: EEF: Phonics	2, 3
Provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: EEF - One to one tuition And in small groups: EEF – Small group tuition	3, 4

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

Budgeted cost: £19,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the a DFE's Working together to improve school attendance advice. This will involve training and release time for staff to develop and implement procedures to improve attendance (e.g. senior learning mentor, attendance champion and pupil premium lead meet regularly to monitor the attendance of disadvantaged pupils).</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Pupil attendance in schools</p> <p>Reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils: School absences and pupil achievement</p> <p>Achieving successful outcomes through Alternative Education Provision</p>	<p>4, 5</p>
<p>Learning mentor support (including first day calling) for all pupils whose attendance is a concern.</p>		
<p>Additional support (e.g. Alternative Education Provision; Psychological support services; MAST; Primary Inclusion) to improve attendance, particularly for disadvantaged pupils.</p>		
<p>CPD for staff from specialists on behaviour management and anti-bullying approaches with the aim of further developing and embedding our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: EEF: Behaviour interventions</p>	<p>4</p>
<p>Disadvantaged pupils have access to funded music lessons, educational visits and experiences, uniform costs and extra curricular sporting opportunities facilitated by the school's PE and Sport Specialist.</p>	<p>Extra curricular activities are important to young people and result in a range of positive outcomes and contribute to increased social mobility and cultural capital.</p> <p>An Unequal Playing Field</p>	<p>5, 6</p>

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £156,985

Part B: Review of the previous 22-23 academic academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022-23 academic year using EYFS, KS1 and KS2 performance data, outcomes for phonics and the MTC, lesson observations and our own internal assessments of the wider curriculum.

As a school, we have facilitated support through the recovery funding in order to address the disruption caused by the pandemic as the long-term effects continue to factor into our children's attainment.

In 2022-23, we continued to strive to ensure that sports clubs were inclusive and open to all children. In order to encourage disadvantaged children to participate, eligible children were monitored each half term to determine their engagement with clubs. In the summer term, any pupil premium children who had not accessed or signed up for a club were invited to the 'Chance 2 Shine' club. The club focused on discussing the children's feelings and the benefits that sport and activity has on wellbeing - this club was just as much about mental health as it was about physical exercise. Furthermore, in order to make all wider opportunities as accessible as possible, pupil premium children are not required to pay for clubs such as cross country. In addition to this, we also invited pupil premium children to represent the school in various events such as:

- Mosborough Primary Partnership events;
- S10 family of school events;
- Events hosted by Arches SSP.

When offering residential opportunities, trips or visitors, we ensured that discounted prices were applied relative to the cost of the trip, making it accessible to all. We have also evaluated that our opportunities for disadvantaged children in the wider curriculum have met our expectations and goals for 2022-23.

Reviewing our data has helped us gauge the performance of our disadvantaged pupils. Information on progress and attainment from across school for disadvantaged pupils in 2022-23 can be found in the following tables. In these, we have compared our results to those for disadvantaged and non-disadvantaged pupils at a national level (this can be found in brackets after the data from our school).

EYFS outcomes 2022-23 <small>*10% of Reception cohort disadvantaged</small>		
% gld	Disadvantaged	38% (2022 national 49%)

Data for our disadvantaged pupils in EYFS for the 2022-23 academic year was below the national figure from the previous year (the current figure was not published when writing this statement.) This data correlates with the starting points for these 9

disadvantaged children in the cohort. What we know is that as the children move through school to the end of KS2, attainment for our disadvantaged children improves to above national; this is illustrated in the data below. This improvement comes as a result of the strong curriculum we offer and the impact quality first teaching has on these pupils; it takes time for us to reach national figures due to the low starting points these children have.

Phonics outcomes 2022-23 <small>*28% of Year 1 cohort disadvantaged (22% national)</small>		Year 1	Year 2
% working at	Disadvantaged	64% (67%)	50% (81%)
	Other	73% (83%)	92% (91%)
Gap for % working at		9% (16%)	42% (10%)

End of KS1 outcomes 2022-23 <small>*7% of Year 2 cohort disadvantaged (24% national)</small>		Reading	Writing	Maths
% exs	Disadvantaged	33% (54%)	33% (44%)	50% (56%)
	Other	71% (73%)	71% (65%)	80% (75%)
Gap for % exs		38% (19%)	38% (21%)	30% (19%)
% gds	Disadvantaged	0% (9%)	0% (3%)	0% (8%)
	Other	19% (22%)	5% (10%)	17% (19%)
Gap for % gds		19% (13%)	5% (7%)	17% (11%)

End of KS2 outcomes 2022-23 <small>*24% of cohort disadvantaged (27% national)</small>		Reading	Writing	Maths	Combined (RWM)	SPaG
% exs	Disadvantaged	68% (60%)	64% (58%)	73% (59%)	64% (44%)	68% (59%)
	Other	90% (78%)	90% (77%)	93% (79%)	88% (66%)	90% (78%)
Gap for % exs		22% (18%)	26% (19%)	20% (20%)	24% (22%)	22% (19%)
% gds	Disadvantaged	23% (17%)	0% (7%)	23% (13%)	0% (3%)	27% (18%)
	Other	62% (34%)	30% (16%)	64% (29%)	30% (10%)	67% (35%)
Gap for % gds		39% (17%)	30% (9%)	41% (16%)	30% (7%)	40% (17%)
Scaled score	Disadvantaged	104 (102)		106 (101)		106 (102)
	Other	112 (106)		112 (105)		113 (106)
Progress	Disadvantaged	0.99	-0.50	3.19		
	Other	4.54	2.03	4.44		

Based on the KS2 data above, the performance of our disadvantaged pupils indicates that the attainment is above national with the exception of gds for writing and combined. The gap between disadvantaged pupils and their peers is broadly in line with national for % at exs; the gap however for % at gds is bigger and above national in all areas.

We have evaluated that in the case of some individuals, this gap was also reflective of additional factors including SEND, EAL, pupil mobility or attendance. We note that writing should continue to be a focus for us, particularly with regards to transcription and the varied use of assisted technology. In order to address this, we are developing the way we use technology to assist pupils with transcription and spelling.

As part of our analysis of KS2 data, we tracked those pupils receiving regular maths intervention from our school tutor in order to meet or surpass the expected standard. The results are illustrated in the table below (names have been removed from the data and pink indicates those disadvantaged children).

	Below EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS
Students	Autumn 1 Standardised	Autumn 2 Standardised	Raw Points difference	Spring 1 Standardised	Spring 2 Standardised	Raw Points Difference (+)	SATs 2023	Standard	Points difference (+)	
1	94	99	(+) 21	101	104	39	82	106	45	
2	-	-	-	-	-					
3	94	Abs	Abs	99	109	18	69	103	33	
4	97	103	(+) 29	105	100	47	93	109	46	
5	94	98	(+) 20	98	102	28	78	105	44	
6	92	95	(+) 15	99	94	41	76	104	48	
7	89	94	(+) 18	96	102	13	68	102	46	
8	97	99	(+) 15	101	94	25	84	106	39	
9	91	103	(+) 47	104	102	58	96	110	69	
10	100	101	(+) 8	106	106	22	84	106	24	
11	94	102	(+) 33	104	105	54	92	109	55	
12	94	99	(+) 24	98	108	37	72	103	38	
13	92	93	(+) 6	94	102	13	57	100	29	
14	92	94	(+) 10	108	96	70	59	100	31	
15	99	99	(+) 6		111	17	75	104	21	
16	97	101	(+) 17	103	102	34	82	106	34	
17	96	101	(+) 24	101	105	35	85	107	41	
18	99	98	(+) 2	104	104	37	103	114	50	
19	95	96	(+) 7	100	107	56	90	108	52	
20	96	98	(+) 12	101	109	48	100	112	73	
21	91	94	(+) 10	98	108	64	92	109	65	
22	95	100	(+) 22	106	107	49	95	110	56	
23	94	94	(+) 33	99	102	33	80	105	46	
24	88	86	(-) 4	90	96	20	49	98	30	

81% of disadvantaged reached exs compared to 100% of non-disadvantaged. 9% of disadvantaged reached gds compared to 23% non-disadvantaged. This data demonstrates the significant impact that tutoring as well as targeted in-class support has had on end of key stage results.

The Year 4 MTC results for 2022-2023 for disadvantaged pupils can be seen in the table below; national figures are found in brackets (where available) after the data from our school.

MTC Outcomes 2022-23 *30% (17/57) of Year 4 cohort disadvantaged		
Average	Disadvantaged	17 (18)
	Other	20 (21)
scoring <15	Disadvantaged	18% (3/17)
	Other	23% (9/40)
scoring 15>	Disadvantaged	76% (13/17)
	Other	73% (29/40)
scoring 25	Disadvantaged	24% (4/17)
	Other	23% (9/40)

When analysing figures on an individual basis, we have evaluated that the disadvantaged children scoring less than 15 were receiving weekly additional support from our school tutor as well as in-class support on a daily basis. Factors impacting this score can be attributed to wider factors such as various SEND needs.

When comparing these figures with national, disadvantaged pupils and pupils with English as first language performed less well in the multiplication check than other pupils, and the gap has remained broadly similar for both groups. There was a difference of 1% between our average figure (17%) to the national disadvantaged average score (18%). We have reviewed that our figure is slightly below average as one pupil was absent during the window of administration; therefore, lowering the overall average. The data suggests that disadvantaged pupils met our expectations.

Overall attendance for the school in the 2022/23 academic year was 93.54%. Absence among disadvantaged pupils was 88.69%, making it 4.85% higher than non disadvantaged peers. Of these absences, 7.39% were authorised whilst 3.92% were unauthorised. We recognise there continues to be a gap which is why raising the attendance of our disadvantaged pupils continues to be a key focus in our current plan.

Our assessments and observations demonstrate that strategies to improve pupil behaviour, wellbeing and mental health are effective; however, this continues to be a challenge and cases remain significantly higher than before the pandemic. In some cases, the impact on disadvantaged pupils has been particularly acute. We continue to build on our approaches where funding is used to provide wellbeing support and targeted interventions for all pupils, particularly those who are disadvantaged.

Overall, these results mean that we are on course to achieve the outcomes that we set out to achieve by 2024/25 in all areas, as stated in the Intended outcomes section above. We have reviewed our strategy plan and made changes to how we intend to

use some of our budget this academic year, as set out in the [Activity in this academic year](#) section.

Externally provided programmes

Programme	Provider
Alternative provision for younger children providing short term nurture and social emotional support.	Bumble Bees
	Hugi Hub Den
A team of specialised emotional and behavioural psychologists and practitioners who provide bespoke support for children, young people, families and professionals.	Unravel Support Ltd
Behaviour and Resilience Mentoring provision which aims to tackle disengagement by providing a structured social and emotional learning curriculum.	Think for the Future
Behaviour and relational development	Positive Regard (Luke Mitchell)
Power of Reading	CLPE
Let's Crack Spelling	Teresa Heathcote Education
White Rose Maths	White Rose hub
Read Write Inc.	Ruth Miskin Training
Handwriting & Art curriculum development	ISHA Handwriting (Debbie Watson)
History & Geography curriculum development	David Weatherly Education
Science curriculum development	Primary STEM education consultancy
RE curriculum development	National Association of Teachers of Religious Education

Further information

- Data demonstrates that the number of disadvantaged pupils in Early Years Foundation Stage and Key Stage 1 are lower than those in Key Stage 2 – this is perhaps affected by Universal Free School Meals. We will continue to ensure that parents/carers who are eligible, take up the offer of Free School Meals (FSM).
- Pupil premium lead will be released to attend a sample of pupil progress meetings (each class will be attended at some point over the academic year) so that they are confident that disadvantaged pupils are on track and where they are not, ensure that they are clear about the support in place (which is then monitored for impact). This enables the lead, alongside the senior leadership team, to hold the school to account for the progress of disadvantaged pupils.

Planning, implementation, and evaluation

In planning our 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 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 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.