

# Madeley School

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Madeley School
Number of pupils in school	729
Proportion (%) of pupil premium eligible pupils	15% (108 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	L Nixon, Headteacher
Pupil premium lead	T Ostrowski, E Boustead, Assistant Principal
Governor / Trustee lead	Mark Brown

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83358
School led tutoring funding	£5872
Recovery premium funding allocation this academic year	£23460
<b>Total budget for this academic year</b>	<b>£112690</b>



# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make outstanding progress, and achieve very high attainment across the curriculum. Furthermore, we seek to instil our Core Values and develop their; Confidence, Resilience, Aspiration, Positivity, Enjoyment, Politeness, Pride & Respect, and Confidence.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve those goals, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils. 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 professional development are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, such as numeracy and literacy. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We have a National Tutoring Programme that takes place after school and have a morning intervention programme to further support pupils. Our ICT strategy supports disadvantaged pupils by purchasing iPads to ensure they have access to revision materials and classwork.

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

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><i>Issues relating to <u>attendance</u> (SH)</i></b></p> <p>From our experience, we have found that the most disadvantaged pupils are more likely to have low attendance and higher persistence absence levels in KS3 and KS4. This has a negative impact on their GCSE results.</p>
2	<p><b><i>Low <u>numeracy</u> levels on beginning KS3 (RM/WW)</i></b></p> <p>The attainment of disadvantaged pupils as they join Madeley School is generally lower than that of their peers, and teacher diagnostic assessments suggest a lack of key numeracy skills.</p>
3	<p><b><i>Low <u>reading comprehension</u> levels on beginning KS3 (SN/LF/EB)</i></b></p> <p>We have found that disadvantaged pupils have lower levels of <b>reading comprehension</b> than their peers when they join Madeley School. This is evidenced through standardised scores, age-related reading scores, assessments, and observations with pupils. This impacts their progress in all subjects.</p> <p>Disadvantaged students are also less likely to be exposed to (or have access to) a range of challenging reading materials and therefore their vocabulary can be limited. This can also be connected to a <b>cultural capital</b> deficit between the disadvantaged students and their peers.</p>
4	<p><b><i>Low <u>literacy</u> attainment on beginning KS3 (SN)</i></b></p> <p>This is particularly pertinent with specific cohorts of students who have missed significant episodes of teaching in Years 5 and 6, meaning the usual targeted support and teaching and learning leading to National SATs examinations has been affected. Baseline tests suggest that a large proportion of disadvantaged pupils have noticeably weaker technical accuracy skills in their writing compared to previous cohorts.</p> <p>We assess reading ages and then we undertake further diagnostic testing to ascertain which literacy skill is creating a barrier to their learning and provide targeted and relevant intervention to close this attainment gap. We review their progress on a termly basis and assess the impact of intervention.</p>
5	<p><b><i><u>Homework completion</u> (AS/SN)</i></b></p>

	Our pupils from disadvantaged backgrounds often find it harder to complete their homework, due to less consistent home environments or a lack of engagement in school from their family.
6	<p><b><u>Raising aspirations (LR/TO/RM)</u></b></p> <p>Our disadvantaged pupils are more likely to come from families who have had little experience of higher education. Consequently, going on to university-level study can be seen as an unrealistic goal. Pupils from disadvantaged backgrounds often need extra support to make them aware of their options as part of our CEIAG programme.</p>
7	<p><b><u>Attendance at extra-curricular clubs and enrichment activities (LR)</u></b></p> <p>Attendance at extra-curricular clubs and enrichments activities can be inconsistent for disadvantaged pupils and they need structured and financial support to ensure they access this cultural capital.</p>
8	<p><b><u>Emotional and pastoral support strategies (SH/EB)</u></b></p> <p>Our observations, discussions with pupils and families and teacher referrals for support have identified <b>social and emotional issues</b> for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by; long term effects of lockdowns, concern about catching up lost learning and prospects, and the <b>lack of enrichment opportunities</b> due to the pandemic.</p>
9	<p><b><u>Access to revision and classwork opportunities and materials through funded iPADS for disadvantaged pupils (AS/MH)</u></b></p> <p>Previous pupil voice indicated a number of pupils did not take part in revision activities out of school and found barriers when catching up any classwork missed.</p>

## 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
<p><b>Attendance (SH)</b> To raise the levels of attendance and punctuality for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>Attendance statistics and comparisons (weekly and termly)</li> <li>Comparison of disadvantaged pupils' attendance and punctuality</li> <li>New procedures set up and parent version to go out</li> </ul>
<p><b>Progress (TO)</b> To ensure disadvantaged pupils make comparable progress to our other</p>	<ul style="list-style-type: none"> <li>Positive progress 8 score in line with their non-disadvantaged peers in all elements (Maths, English, EBacc and Open).</li> <li>Percentage passing English and Maths GCSEs</li> </ul>
<p><b>Reading / Literacy (SN/EB)</b> Improved reading comprehension levels for our disadvantaged pupils across KS3.</p>	<ul style="list-style-type: none"> <li>Tracking through online programmes will be able to track the reading and spelling ages of students.</li> <li>Improved reading, literacy skills and spelling ability of the disadvantaged students and a 'closing of the gap' between them and their non-disadvantaged peers.</li> <li>Engagement in lessons and book scrutiny will subsequently improve.</li> </ul>
<p><b>Homework (AS/SN)</b> To close the gap in homework completion between disadvantaged and non-disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>Reported homework quality and completion from class teachers</li> <li>Class Charts analysis shows high numbers of disadvantaged pupils completing homework on time to a good standard.</li> </ul>
<p><b>Extra-curricular &amp; enrichment activities (LR)</b> To improve attendance at extra-curricular and enrichment activities</p>	<ul style="list-style-type: none"> <li>a significant increase in participation in extracurricular and enrichment activities, particularly among disadvantaged pupils.</li> <li>All our disadvantaged pupils have the necessary financial support and encouragement to access any clubs, enrichment activities, uniform, or equipment</li> </ul>
<p><b>Raising aspirations (LR/RM)</b> All our pupils, including our disadvantaged pupils have high aspirations</p>	<ul style="list-style-type: none"> <li>Our disadvantaged pupils experience a high quality CEIAG programme and have first access to Careers advice and support</li> <li>School culture focuses on Core Values which raise aspirations</li> </ul>

	<ul style="list-style-type: none"> <li>• Our disadvantaged pupils continue with employment, education, or training post 16</li> </ul>
<p><b>Emotional, pastoral, and financial support (SH/JC/TO/EB)</b></p> <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations. 90+% of stakeholders are saying they have high levels of wellbeing.</li> <li>• In line with the positive behaviour target of 97%</li> <li>• Develop the pastoral support workers role</li> </ul>
<p><b>ICT / iPad Strategy (AS/RM)</b></p>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils in Year 7,8 &amp;9 have iPADS so that they have access to high quality revision and class-work materials.</li> </ul>

## 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: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality-first teaching and professional development</b> (AS/RM/SN)</p>	<ul style="list-style-type: none"> <li>• Using the revised Inspiring Excellence: The Madeley Way approach to T&amp;L</li> <li>• Focused feedback and use of the marking and feedback policy for support and guidance.</li> <li>• Programme of sharing best practice including at development sessions and through the Lesson Visit Enquiry Project.</li> <li>• High quality, research and evidence based CPD materials to improve central pedagogical approaches</li> <li>• Calendared time for sharing of best practice and improving teaching quality</li> </ul> <p>EEF Toolkit Feedback: Very high impact for very low cost based on extensive evidence.</p> <p>EEF: Teacher Feedback to Improve Pupil Learning</p>	<p>1,2,3,4,5,6,7, 8, 9</p>
<p>Introduction of the <b>digital strategy</b> (MH/KB/AS)</p>	<ul style="list-style-type: none"> <li>• iPADS purchased for all disadvantaged pupils</li> <li>• Technology to support home learning and completion of homework.</li> <li>• Access to high quality revision and classwork materials</li> <li>• Improved engagement in class</li> </ul>	<p>1,2,3,4,5, 9</p>



	EEF: The Impact of Digital Technology on Learning: A summary for the Education Endowment Foundation	
<b>Phonics training</b> and resources (EB)	<ul style="list-style-type: none"> <li>The EEF toolkit has found that phonics has “high impact for very low cost based on very extensive evidence.” The estimated impact of phonics is +5 months.</li> </ul>	3,4,9
<b>Mastery approach to Maths</b> teaching. (RM/WW)	<ul style="list-style-type: none"> <li>Assess pupils’ prior understanding using high quality formative and summative assessment.</li> <li>Recap and retrieval practices consistently.</li> <li>Non secondary ready pp students placed in smaller nurture groups in the Maths Hub.</li> <li>Staff strategically placed to teach key students.</li> </ul> <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://www.gov.uk/guidance/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models.</p>	2
<b>Whole school literacy strategy</b> (SN/LF)	<ul style="list-style-type: none"> <li>Improving literacy in all subject areas in line with the whole school literacy strategy</li> <li>Reading focus in KS3 to accelerate progress and increase engagement:</li> <li>Whole School Reading Strategy – Use of Tier 1 strategies to maximise reading skills across all subjects of PP students identified as having a below chronological age reading age</li> </ul>	3,4,5,9

	<ul style="list-style-type: none"> <li>Development of the literacy hub</li> </ul> <p><a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	
<p>Purchase of standardised <b>diagnostic assessments</b>. (TO/SL/WW/RM/SN)</p>	<ul style="list-style-type: none"> <li>Cognitive ability tests carried out in Y7</li> <li>Sparx Reader, Sparx Maths</li> </ul> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2,3,4
<p>Accountability cycle (<b>intervention weeks</b>) involving progress for all year groups (TO/AS)</p>	<ul style="list-style-type: none"> <li>Pupils to complete SWAN assessments (strength, weaknesses, and next steps)</li> <li>In class interventions and adaptive teaching used to close gaps daily and following assessments.</li> </ul> <p><a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,4

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

Budgeted cost: **£21000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Tutoring</b> programme in place (TO)</p>	<ul style="list-style-type: none"> <li>Comprehensive tutoring programme in place for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</li> </ul> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <ul style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	<p>2,3,4,5,6,7</p>
<p>Targeted <b>peer reading programme</b> (SN/LF/EB)</p>	<ul style="list-style-type: none"> <li>Peer reading programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</li> </ul> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <ul style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies/">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	<p>3,4</p>
<p>Online education platforms (such as Sparx Maths and Sparx Reader). (RM/WW/LF/SN/EB)</p>	<ul style="list-style-type: none"> <li>We have found that online platforms are an accessible way for our pupils to access resources easily at home.</li> <li>TT rockstars shows a high percentage of disadvantaged pupils accessing and improving.</li> </ul>	<p>2,3,4</p>

	<ul style="list-style-type: none"> <li>• Sparx Maths engagement is positive for all students including disadvantaged students.</li> </ul>	
Buzz words. (SN)	<ul style="list-style-type: none"> <li>• Focus on key words during form time every week that are used around school.</li> </ul>	3,4
Sparx Reader (SN)	<ul style="list-style-type: none"> <li>• Structured reading programme.</li> <li>• Students read stage-appropriate texts and answer comprehension questions.</li> <li>• Reading ages and Comprehension skills tracked</li> </ul>	3,4
Online Literacy tools. (SN)	<ul style="list-style-type: none"> <li>• Online tool to assess literacy skills so that interventions can be put into place.</li> </ul>	3,4
Year 11 intervention during and after school (TO)	<ul style="list-style-type: none"> <li>• A morning intervention programme for Y11 pupils (RAPP)</li> <li>• After school revision programme in place</li> <li>• Supports pupils to close their learning gaps in a few subjects.</li> <li>• Focus on retrieval and recap</li> </ul>	3,4,5
Support for LAC pupils / PP+ interventions (EB)	<p>PP+ funding for LAC pupils is currently used to provide 1:1 maths tuition, emotion coaching and revision materials. PEPs are used to inform how funding is spent and the impact is reviewed termly.</p> <p>PP pupils are currently receiving the following interventions:</p> <ul style="list-style-type: none"> <li>• Form time Sparx mastery to support numeracy and homework engagement</li> <li>• Read, Write Inc Fresh Start</li> <li>• EPATT</li> <li>• Guided reading</li> <li>• Precision teaching Maths</li> <li>• Pre-teaching in Science</li> <li>• IXL literacy</li> <li>• IXL numeracy</li> <li>• Emotion coaching</li> <li>• 1:1 SALT programme</li> <li>• 1:1 physio</li> <li>• Small group social skills</li> <li>• Small group literacy hub</li> <li>• Small group numeracy hub</li> </ul>	1-9

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

Budgeted cost: **£22,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Restorative Practice Programme (SH)</b>	<p>Identify a restorative practice champion</p> <p>Restorative practice programme for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff.</p> <p>EEF: Improving Behaviour in Schools</p>	6,8
<b>Mental health strategy (SH)</b>	<p>Identify mental health champion for the school</p> <p>Communicate mental health support to staff, pupils and community</p> <p>To have a positive mental health culture within school</p>	1,3,6,8
<b>Attendance</b> monitoring office member of staff and attendance interventions based on weekly data (SH)	<ul style="list-style-type: none"> <li>• Target pupil's attendance and punctuality through weekly analysis.</li> <li>• To identify pupils at risk of PA and instigate attendance clinics and parental support.</li> <li>• Raise the profile of attendance through use of TVs, form tutors, assemblies, competitions, reward assemblies</li> <li>• greater use of VIP education through targeted actions and pupils</li> <li>• Quicker use of statutory action</li> <li>• Further CPD for staff involved in attendance and how to improve it</li> </ul>	1

<b>Hardship fund (EB/TO, all staff)</b>	<ul style="list-style-type: none"> <li>Funding to support with the purchase of equipment, payment of extracurricular opportunities or other costs that will support our disadvantaged pupils.</li> </ul>	1,2,3,4,5,6,7,8
Comprehensive <b>extracurricular and enrichment</b> programme (LR/CL)	<ul style="list-style-type: none"> <li>Staff track and encourage disadvantaged pupils to attend extracurricular and enrichment activities to develop their cultural capital.</li> <li>Arts participation, including participation in music has been found by the EEF to have a strong positive impact at relatively low cost.</li> <li>Changing Education give impartial career related advice to pupils.</li> <li>Financial support provided to ensure PP pupils can attend residential and non-residential visits.</li> </ul> <p>EEF Toolkit Arts participation</p>	6, 7, 8
<b>Pastoral</b> Support Worker (LH/JC)	Develop the pastoral support worker's role	1,2,3,4,5,6,7,8
CEIAG and external speakers programme (LR/RM)	<ul style="list-style-type: none"> <li>A number of our disadvantaged pupils have had a lack of knowledge regarding careers and post 16 next steps.</li> <li>Madeley School has organized several external speakers to explain about different careers paths as part of the revamped CEIAG programme.</li> <li>PP pupils targeted to ensure they have opportunities to visit Further Education providers.</li> <li>PP pupils have additional Careers meetings.</li> <li>PP pupils are interviewed and supported to gain aspirational Work Experience placements.</li> </ul>	6, 7, 8

**Total budgeted cost: £113,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Purchase	Total cost	Impact measure	PP Pupils	Non-PP Pupils
Mathswatch	<b>£600</b>	Maths progress 8 2023	PP 0.13	Total P8 0.59
Online Maths Resource – TT Rockstars	<b>£95</b>	Maths progress 8 2023	PP 0.13	Total P8 0.59
Literacy assessment online LF	<b>£910</b>	% On/above track in English July 2023	74%	77%
Ixl real time diagnostic	<b>£275</b>	% On/above track in English July 2023	77%%	79%
Instrumental Music lessons AP	<b>£1000</b>	Pupil engagement and well-being questionnaires	86%	89%
Support staff and additional teaching staff	<b>£35000</b>	% on/above in all subjects July 2023	86%	89%
Careers programme (Changing Education / Careers interviews) LR	<b>£11000</b>	% of pupils attending careers interviews	95%	96%
		% of pupils accessing work experience placements	93%	95%
National Tutoring Programme TO	<b>£10,000</b>	% on/above in all subjects July 2023	88%	92%
Hardship Fund (inc. extra-	<b>£8,000</b>	% on/above in all subjects July 2023	86%	89%

curricular & enrichment) TO				
Digital Strategy (T&L and h/w focus) AS	<b>£15,000</b>	% on/above in all subjects July 2023	86%	89%

### Closing the gaps: Disadvantaged pupils

A significant amount of work from all departments was geared towards disadvantaged pupils for the Class of 2023 and over the last five years. In 2023 the cohort numbers for Disadvantaged pupils were very small [8 pupils]. This has meant that the impact of specific outlier individuals can have a skewed statistical effect on the overall outcomes of disadvantaged pupils (P8 of -0.44). When we factor in Service Premium (and include Service pupils) then the P8 for Pupil Premium in 2023 was -0.08 which represents strong improvement from previous years. The Pupil Premium P8 for 2023 (if the two lowest scoring pupils were removed) is 0.43. The biggest positive impact was seen in Maths, which had a PP P8 score of 0.13 for Pupil Premium pupils. The Pupil Premium P8 for EBacc was 0.18 and 0.05 in English which also represents strong improvement.

The school completed a very successful Pupil Premium Review on Sep 19<sup>th</sup> and 20<sup>th</sup> 2019, the results of which are shown on the school website. The school continues to build on the findings of this report, many of which are in our PP strategy.

## Externally provided programmes

Programme	Provider/Evidence
External counsellors	Targeted counselling due to home/ family and social issues <ul style="list-style-type: none"> <li>We have external counsellors who work with several our disadvantaged pupils who are struggling with coping with various difficulties such as family disruption, low mood etc.</li> </ul>
Phonics Training	Phonics training for support staff, members of the English team and parents. Ruth Miskin, Read Write Inc. Fresh Start
Emotion Coaching	There is emotion coaching for the support team.



	A parent session, targeted at parents/carers of LAC and PLAC pupils. All staff trained in emotional coaching VIP education provide 4 hours per week of emotional coaching for pupils
EWO Attendance	VIP Education Attendance and Pastoral support

## Service pupil premium funding (8 pupils currently on roll)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have a range of after school clubs & enrichment activities and encourage all disadvantaged pupils including service children to attend. For example, the school pays for all music lessons for disadvantaged pupils, and support attendance such as Stanton Bowers residential trips. This supports friendships with service pupils.  Emotional Coaches support pupils as and when they are needed, particularly during any Service deployment.
What was the impact of that spending on service pupil premium eligible pupils?	Our small cohort of Service pupils have excellent attendance in school, and staff report that they are happy and thriving.

## 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:

- An Agile approach to continual improvement
- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., We have a highlight successful Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported financially 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 to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies 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 several studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our 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.