# Waseley Hills High School: Pupil Premium Strategy Statement

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | Waseley Hills High School |
| Number of pupils in school | 782 |
| Proportion (%) of pupil premium eligible pupils | 23% (177) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022  to 2024/2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Mr D Belshaw, Principal |
| Pupil premium lead | Miss S Oakes, Assistant  Principal |
| Governor / Trustee lead |  |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £162,465 |
| Recovery premium funding allocation this academic year | £41,760 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £204,225 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| **CRST Waseley Hills High School Disadvantaged and Vulnerable Strategy: *Making the difference for disadvantaged pupils***  At Central Regions School Trust our vision is to develop confident and creative young people who thrive in a changing world. All leaders in each Academy, including the Governors, are committed to ensuring the Pupil Premium funding is targeted to provide the best possible outcomes to pupils that may be at a disadvantage.  At Waseley Hills High School we have prioritised creating a broad and ambitious curriculum for all, with an emphasis on targeted support, where needed, to stop a pupil’s circumstances affecting their academic progress and therefore life chances. We recognise the importance of our students experiencing a curriculum which enriches our student's knowledge, attributes, skills, and experiences. We are committed to social justice for our learners, explicitly planning our curriculum to provide opportunities to enrich our learners’ cultural capital and to empower students to become independent, critical thinkers.  Our priority is to implement our vision through highly effective classroom teaching supplemented by interventions to support vulnerable learners. In planning our Pupil Premium Strategy, we have drawn on a range of experience, evidence-based research and best practice from across the Trust and the Education Endowment Foundation’s Teaching and Learning Toolkit, which found that the most important factor in improving narrowing the disadvantage gap is effective teaching, day after day. High quality Teaching and Learning is therefore the most effective strategy in narrowing this gap but our school’s plan also details a range of out of lesson interventions to support pupils further. The causes and consequences of disadvantage affect all pupils differently and as such our interventions are bespoke and targeted depending on the pupils needs.  Waseley Hills High School use the EEF tiered approach. [EEF’s pupil premium guide](https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/):   1. High Quality Teaching 2. Targeted Academic Support 3. Wider Strategies relating to significant non-academic barriers including attendance, behaviour and Social and Emotional Learning/support.   The tiered approach is outlined within this plan, with clear strategies for our school in each area; underpinning the tiered approach all teachers at Waseley Hills High School must know all of their Pupil Premium pupils and ensure thoughtful seating arrangements are in place to support those pupils.  As part of our whole school approach, we prioritise assessment rather than assumption to diagnose what factors are impacting our pupil premium students so that we are able to provide bespoke support to best narrow the disadvantage gap. As part of our drive, all assessment data is always broken down to include sub-groups of Pupil Premium to identify patterns of underachievement or concerns and to intervene promptly. We are driven by a moral imperative to improve outcomes and experiences for learners from disadvantaged backgrounds and have a detailed plan to ensure that staff understand the tiered approach and agreed focus areas within each tier.  We prioritise high-quality teaching with a focus on oracy, reading and disciplinary literacy 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.  We recognise that our pupils’ emotional wellbeing has been impacted by the pandemic, along with changes in school and we have accounted for this within our approach. At Waseley Hills High School we have invested in GL PASS assessments to support profiling so we can disrupt emerging patterns which cause concern. We then utilise this quantitative and qualitative data to plan group and individual based interventions as part of our Tier 3 wider areas. Attendance is also integral to our wider Tier 3 strategies as we recognise that without good attendance pupils cannot access the curriculum. For some pupils, attendance to school has become a real concern, we recognise the need for emotional well-being support and attendance improvement within our Tier 3 approaches and have acted swiftly on this, employing an Education Welfare Officer.  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 provide targeted one to one tuition for our most at risk students along with group tuition.  As a Trust we are committed to improving our expertise as leaders and teachers working with the disadvantaged and most vulnerable learners and are working closely with the EEF, the guidance documents and the Big Picture teaching and Learning Toolkit EEF Big Picture |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | 26% of our disadvantaged students receive SEND support and 3 students have an EHCP. Our assessments, observations, pupil voice and an external review of our special educational needs provision indicate there is inconsistency with Quality First Teaching (QFT) across subject areas. This has a particular impact upon disadvantaged pupils who also have special educational needs. |
| 2 | The Maths attainment and progress of disadvantaged pupils is lower than that of their peers. Upon exit at KS4, overtime data has shown disadvantaged pupils progress 8 figure to be behind that of non-disadvantaged pupils. |
| 3 | Low levels of numeracy. CAT Data and KS2 Maths SATS data indicate that 26% of our disadvantaged cohort join the school below expected standard in Maths. Low levels of numeracy contribute to the attainment and progress gap, which widens during students time at the school. |
| 4 | Assessments indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects and ability to access and understand the curriculum.  23% of our disadvantaged pupils arrive below age-related for reading compared to their peers. Our recent NGRT data indicates that 16% of disadvantaged pupils are below national reading standard. |
| 5 | Observations, and discussion with KS3 and KS4 pupils indicates that disadvantaged pupils generally have less oral comprehension than their peers. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. |
| 6 | Our assessments (including PASS Survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This has impacted students’ attitude towards school with a number of disadvantaged pupils scoring low on their PASS survey. |
| 7 | Our attendance data over 21/22 academic year indicates that attendance among disadvantaged pupils was 2.37% lower than the whole school attendance average (90.67%), 2.99% lower than non-disadvantaged pupils.  Based on current academic 22/23 figures YTD, attendance among the disadvantaged pupils is currently sat at 80.43% , 7.06% lower than their non-disadvantaged pupils. Out of the deemed to be ‘persistently absent’ (10% absence), 95 students are 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 attainment in Maths among all students but particularly disadvantaged pupils at the end of KS4 | * A clear, sequenced curriculum which builds upon prior knowledge to help students ‘connect’ their learning * Quality assurance: lesson observations, book scrutinises and pupil books * Analysis of key assessment point data and public examination results. |
| Improve Quality First Teaching throughout all areas of school by embedding the Trust Teaching Cycle, developing detailed, knowledge rich curriculums which are sequenced to support learners to ‘know’ and ‘remember’ more and embedding the “Big 5” (Identification of barriers, feedback, targeting, questioning and seating plans to support talk). | * Robust CPD cycle for both Teaching & Learning and Culture / Behaviour * Clear curriculum plans which are built to review prior learning and preview new learning, supporting learners to ‘know’ and ‘remember’ more * Quality assurance: Learning walks, lesson observations, book scrutiny and key assessment points. * Student voice: pupil questionnaire including PASS Survey and feedback. |
| Improved reading, vocabulary, writing and oracy comprehension among disadvantaged pupils across KS3 and 4. | * A clear whole school reading, writing and  oracy strategy will be shared and embedded across the school * Reading comprehension tests will benchmark progress and progress within Accelerated Reader and NGRT Data. * Data to be used by class teachers to support learners with accessing the curriculum * Embedded opportunities for reading within Culture time at school * Tier 2 & 3 Vocabulary embedded within lessons * Deliberate opportunities within lessons to practise the ‘Waseley Habits of Discussion’ to develop oracy |
| Develop and embed PSHCE/RSE curriculum to support social and emotional learning, targeting specific skills such as resilience and empathy (KASE: knowledge, attributes, skills and experience) | * A robust and detailed PSHCE Curriculum map with a clear focus on resilience and emotional wellbeing. All staff will understand the rationale and deliver this with confidence. * Scheduled pastoral team meetings to share common concerns amongst pupils to ensure that the PSHCE/RSE Curriculum is adapted accordingly. * Visits to lessons(PSHCE/RSE and Curricular areas) will show the values embedded across the school * Student voice: Improvements will be seen in Attitude to Learning (AtL) data (PASS Survey) * Opportunity to develop KASE (knowledge, attributes, skills and experience) throughout the curriculum. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained and improved high attendance demonstrated by:   * the overall absence rate for all pupils being no more than 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2 – 4% * the percentage of all pupils who are persistently absent being below 10% |

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: £102,112

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Support Trust Teaching & Learning cycle delivery model with sustained CPD, to develop Quality First Teaching,  developing detailed, knowledge rich curriculums which are sequenced to support learners to ‘know’ and ‘remember’ more and embed the “Big 5” (Identification of barriers, feedback, targeting, questioning and seating plans to support talk). | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them: [EEF High Quality Teaching](https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching)  EEF Toolkit (2021) claims that significant improvement in learning e.g: interleaving and questioning 7+, Assessment for learning / feedback 6+ | 1, 2, 3, 4, 5, 6 |
| Developing formative assessment strategies to check for understanding and provide instant feedback to students.  Embed the ‘Waseley Top 10 Checking for Understanding’ Strategies | EEF toolkit indicates that “feedback” strategies can generate +6 months.   “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” EEF | 1 ,2, 3, 4, 5, 6 |
| Improve disciplinary literacy across the curriculum, particularly in KS3. | Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach pupils how to read, write and communicate effectively in their subjects: [Improving Literacy in Secondary Schools](https://rsaacademy-my.sharepoint.com/personal/edodds_waseleyhills_worcs_sch_uk/Documents/Documents/Pupil%20Premium/2021%20Data/Disciplinary%20literacy%20is%20an%20approach%20to%20improving%20literacy%20across%20the%20curriculum.%20It%20recognises%20that%20literacy%20skills%20are%20both%20general%20and%20subject%20specific,%20emphasising%20the%20value%20of%20supporting%20teachers%20in%20every%20subject%20to%20teach%20students%20how%20to%20read,%20write%20and%20communicate%20effectively%20in%20their%20subjects.) | 1, 4, 5 |
| Enhancement of our Maths curriculum planning and teaching in line with DfE KS3 and EEF guidance.  The ‘TOLD’ acronym – EEF | 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:  [Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3)  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: [KS2\_KS3\_Maths\_Guidance\_2017.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)  ‘Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught’ - EEF  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 | 1, 2, 3 |
| Focus on oral comprehension and reading, embed throughout school (providing opportunities for structured purposeful talk: EEF Literacy guidance reports)   * Reading fluency (*Accuracy, Automacity and Prosody)* * Directed reading time in lessons and Culture | Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  [word-gap.pdf (oup.com.cn)](https://www.oup.com.cn/test/word-gap.pdf)  There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language: [EEF Oral Language Interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1, 5 |

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

Budgeted cost: **£51,045**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Adopting the use of Lexia to improve reading skills at KS3. Teachers can use it to target struggling readers, as a whole class or whole school intervention, or as a home use supplement to teaching.  We will be using this to support DA and our bottom 20% of readers | Research has identified remedial, and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils’ individual abilities and needs given the potential for such programmes to adapt and focus on the child’s learning needs. 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:  [Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/)  [Lexia Core Reading Five: EEF](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_source=/projects-and-evaluation/projects/lexia&utm_medium=search&utm_campaign=site_search&search_term=reading) | 3 |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and 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 across all year groups. | 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:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  EEF toolkit indicates that “one-to-one” tuition can generate +5 months  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 2, 3, 4 |
| Numeracy interventions including directed time for numeracy within tutor time. Numeracy intervention targeting those who are joining us as below expected. | EEF toolkit indicates that “one-to-one” tuition can generate +5 months  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 3 |
| Maximise the use of TA’s in lessons and within targeted interventions. Investment in growing the SEND team. | Given that SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM), TAs work with our most vulnerable pupils. Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. [Making Best Use of Teaching Assistants](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=English) | 1, 2, 3, 4, 5, 6, 7 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost**: £51,056**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Develop and embed PSHCE/RSE curriculum to support social and emotional learning, targeting specific skills such as resilience and empathy through KASE (knowledge, attributes, skills and experience); explicitly integrating them into everyday classroom practice | Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social, emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment: [Social and Emotional Learning EEF](https://rsaacademy-my.sharepoint.com/personal/edodds_waseleyhills_worcs_sch_uk/Documents/Documents/Pupil%20Premium/2021%20Data/Evidence%20suggests%20that%20children%20from%20disadvantaged%20backgrounds%20have,%20on%20average,%20weaker%20SEL%20skills%20at%20all%20ages%20than%20their%20more%20affluent%20peers.%20These%20skills%20are%20likely%20to%20influence%20a%20range%20of%20outcomes%20for%20pupils:%20lower%20SEL%20skills%20are%20linked%20with%20poorer%20mental%20health%20and%20lower%20academic%20attainment.) | 6 |
| Engagement with external specialist family support to work with more vulnerable children and disadvantaged families to support their social, emotional wellbeing and developing a positive engagement in learning. | Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social, emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment: [Social and Emotional Learning EEF](https://rsaacademy-my.sharepoint.com/personal/edodds_waseleyhills_worcs_sch_uk/Documents/Documents/Pupil%20Premium/2021%20Data/Evidence%20suggests%20that%20children%20from%20disadvantaged%20backgrounds%20have,%20on%20average,%20weaker%20SEL%20skills%20at%20all%20ages%20than%20their%20more%20affluent%20peers.%20These%20skills%20are%20likely%20to%20influence%20a%20range%20of%20outcomes%20for%20pupils:%20lower%20SEL%20skills%20are%20linked%20with%20poorer%20mental%20health%20and%20lower%20academic%20attainment.) | 6,7 |
| Investment in and use of PASS survey to identify barriers to learning and:   * Track emotional wellbeing of students * Understand attitudes towards school and learning and intervene immediately * Identify and address attitudes towards attendance * Provide a data approach so that pastoral leads, teachers and support staff can intervene with the most vulnerable learners | Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social, emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment: [Social and Emotional Learning EEF](https://rsaacademy-my.sharepoint.com/personal/edodds_waseleyhills_worcs_sch_uk/Documents/Documents/Pupil%20Premium/2021%20Data/Evidence%20suggests%20that%20children%20from%20disadvantaged%20backgrounds%20have,%20on%20average,%20weaker%20SEL%20skills%20at%20all%20ages%20than%20their%20more%20affluent%20peers.%20These%20skills%20are%20likely%20to%20influence%20a%20range%20of%20outcomes%20for%20pupils:%20lower%20SEL%20skills%20are%20linked%20with%20poorer%20mental%20health%20and%20lower%20academic%20attainment.) | 6, 7 |
| Embedding principles of good practice set out in DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  Engagement with a school-based Education Welfare Officer. | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels: [Rapid Evidence Assessment on Attendance and Interventions for School-Aged Pupils](https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf) | 7 |
| 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 |

**Total budgeted cost: £204,202**

# 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 2021 to 2022 academic year.

|  |
| --- |
| KS4 outcomes (detailed below) show that we have made strides towards reducing progress and attainment gaps between disadvantaged and non-disadvantaged students, particularly in English. The appointment of expert teachers in this area made a noticeable difference to student outcomes with the average grade for students raising from a 4 to a 5. However, closing the gap between disadvantaged and non-disadvantaged pupils remain school a priority, particularly within mathematics.   * Average Key Stage 4 P8 for PP students -0.46 compared to -0.20 for all students * SEN support P8 is -1.33, with EHCP -1.21 * FSM Progress is -0.64 (national -0.53) * Maths Progress 8 PP is -0.73 compared to -0.31 for NPP * English Progress 8 PP is -0.26 compared to 0.02 for NPP   The appointment of a new leadership team within the school has ensured that there is a long-term strategy for raising attainment and progress of all students. From January 2022, the leadership team has focused on prioritising culture within school along with a focus on high quality teaching and learning. The behaviour and attitudes of students has improved significantly with external visitors commenting on the calm behaviour of students. A centralised CPD approach has been effective in supporting teachers to plan lessons rooted in knowledge, to help students ‘know’ and ‘remember’ more. The structured lesson approach has helped to ensure consistency across the school and has also supported the development of calm learning classrooms.  During the spring term, we prioritised embedding opportunities for reading within the school day, ensuring that all learners had an opportunity to read for 20 minutes per day. The reading books were each selected to focus on developing our culture capital of learners, with a specific priority of empathy and resilience to start to support students with their emotional wellbeing and supporting each other. Staff were provided with reading CPD to support with checking for understanding. This has helped to raise the profile of reading within the school and is now an embedded part of the school daily routine. Whilst reading programmes such as Accelerated Reader were in place, these had not been used effectively due to staffing issues. This has now been reinstated with the introduction of weekly library lessons for KS3 pupils, highlighting our investment in raising literacy levels of all students but particularly our disadvantaged.  During the second year of our three-year plan, we are committed to assessing students to identify needs and emerging patterns so that we can intervene appropriately. We are keen to evaluate the strategies that we have put in place so far this academic year and continue to work with all stake holders to develop accountability to ensure social justice for all. |

## Externally provided programmes

|  |  |
| --- | --- |
| Programme | Provider |
| National Tuition Programme | MyTutor |
| GL Assessment suite (NGRT, CAT4) | GL Assessment suite (NGRT, CAT4) |
| Accelerated Reader | Renaissance Learning |
| Family Support Worker | Malachi |

# Further information

|  |
| --- |
| **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. The majority of suggested interventions were paused to focus on ensuring students were receiving high quality teaching and learning within the classroom. This meant that Teacher Development with quality first teaching was at the heart of all CPD decisions.  We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with, pupils and teachers in order to identify the challenges faced by disadvantaged pupils along with methods of assessments.  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](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) 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. |