

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

| Detail  | Data   |
|---|--|
| School name   | William Perkin C of E High School              |
| Number of pupils in school  | 1403 (1042 in Yr 7-11)                         |
| Proportion (%) of pupil premium eligible pupils                   | 25.5%  |
| Academic year that our current pupil premium strategy plan covers | 2021/2022 to 2024/2025                         |
| Date this statement was published                                 | September 2024                                 |
| Date on which it will be reviewed                                 | September 2025                                 |
| Statement authorised by   | Amy Newman (Associate Headteacher)             |
| Pupil premium lead  | Emily Waspe & Stacie Long, Deputy Headteachers |
| Governor / Trustee lead   | L George and S Khan (safeguarding governors)   |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £228,900 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £228 900 |

# 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 good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

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. 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 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.

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.

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
- 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>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>GCSE results 2024 have shown that 64% of PP students secured a grade 4+ in maths, compared to 89% of non-PP students.</p>  |
| 2 | <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. Many disadvantaged pupils also struggle with extended writing tasks and structuring their language effectively to express their ideas. This impacts their progress in all subjects.</p> <p>GCSE results 2024 have shown that 79% of PP students secured a grade 4+ in English, compared to 95% of non-PP students.</p>  |
| 3 | <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. Internal monitoring systems during lockdown showed a correlation between disadvantage and lack of engagement with remote learning. This was exacerbated by lack of study facilities at home.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths and science.</p>   |
| 4 | <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.</p> <p>This is exacerbated by lack of study facilities and sometimes lack of an effective academic support network at home.</p>  |
| 5 | <p>Our assessments (including the annual student 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 is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support for disadvantaged pupils increased. A significant number of pupils currently require additional support with social and emotional needs and are currently receiving individual or small group interventions.</p> |
| 6 | <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been on average 2% lower than for non-disadvantaged pupils.</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   |
|---|--|
| Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects. | <p>By the end of our current plan in 2024/25, the % of disadvantaged pupils entering the English Baccalaureate (EBacc) will be in line with that for non-disadvantaged students. (In 2023/4 this figure was 72% for disadvantaged students and 87% for non-PP students.)</p> <p>We aim for the 2024/25 KS4 outcomes to demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• % achieving En &amp; Maths is in top FFT 5% for PP students</li> <li>• an average Attainment 8 score in line with non-disadvantaged pupils</li> <li>• Attainment 8 score is in the top FFT 5% for PP students</li> <li>• EBacc average point score in line with non-disadvantaged pupils</li> <li>• % of disadvantaged students entering EBAC is in line with whole school</li> </ul> |
| Improved reading comprehension among disadvantaged pupils across KS3.   | Internal December and end-of-year assessments in reading comprehension demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.   |
| Improved writing among disadvantaged pupils across KS3.   | Internal December and end-of-year assessments in writing demonstrate improved skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.   |
| Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.                       | Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by prep and homework completion rates across all classes and subjects as well as students' participation in and understanding of the Retention & Recall (metacognitive) strategies taught and practised through the pastoral self-review programme.  |
| To achieve and sustain improved wellbeing for all pupils, including   | <p>Achieve and sustain high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>   |

|   |  |
|---|--|
| those who are disadvantaged.  | <ul style="list-style-type: none"> <li>• an increase in participation in extra-curricular activities, particularly among disadvantaged pupils.</li> </ul>  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Achieve and sustain high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall 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 be negligible. (In 2024, the absence rate was 7% for non-PP students and 10% for PP students)</li> <li>• the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</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: **£100, 000**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Refresh of standardised diagnostic assessments (NGRT).<br/>Training will be provided for key staff to ensure assessments are interpreted correctly.</p>   | <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:<br/><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>  | 1 2                           |
| <p>Developing metacognitive and self-regulation skills in all pupils.<br/>This will involve ongoing teacher training and support.</p>  | <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:<br/><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 4                             |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.<br/>We will fund additional maths groups, including intervention support groups where necessary.</p> | <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:<br/><a href="#">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> | 1 3                           |

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|  | <a href="https://www.educationendowmentfoundation.org.uk/education-2017/ks2-ks3-maths-guidance">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a>   |     |
| <p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and a school-wide instructional coaching focussed on each teacher's subject area.</p> <p>We will also fund additional literacy classes, in the timetable, for students with a reading age below 10 (with an additional programme for students with a reading age below 6) on entry. We will fund staff training and resources to renew and refine literacy programmes to include phonics instruction for the lowest ability.</p> <p>We will fund activities to encourage students to read for pleasure, such as book clubs for each key stage, Carnegie book club, and BookBuzz and Form libraries, as well as a termly Love Literacy week with events for students to partake in.</p> <p>We will fund the annual 'Speak Out ' competition to improve students' fluency and confidence in oracy.</p> | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:<br/><a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>'Reading at the transition'<br/><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Publications_EvidenceBrief_ReadingAtTheTransition.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Publications_EvidenceBrief_ReadingAtTheTransition.pdf</a></p> <p>Reading programmes for secondary schools<br/><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Reading_Programmes_for_Secondary_Students_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Reading_Programmes_for_Secondary_Students_Evidence_Review.pdf</a></p> | 2 3 |
| <p>We will fund the provision of study support, including staffing, (study club) as an after school provision for students less able to access technology or support at home. This is staffed by a</p>   | <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>   | 3 4 |

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| teacher and gives students access to laptops and school resources.  | <i>“Programmes that extend school time have a positive impact on average (but are expensive and may not be cost-effective for schools to implement.)”</i>   |         |
| We will fund prep, intervention and support booklets for all subjects (produced by teachers to ensure direct correlation with lessons), enabling students to undertake additional study outside of lessons to consolidate their learning. | Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.:<br><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1 2 3 4 |
| Funding time and training for focus group of curriculum staff to develop a lower/core curriculum and assessment strategy to better cater to the needs of SEN, SEN K and least able students   |   | 1 2 3 4 |

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

Budgeted cost: **£50, 000**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. | 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:<br><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a> | 2 3                           |
| Funding for teachers at the school to provide after-school or lunchtime intervention classes for students not on course to meet their GCSE / A-level targets                   | 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:<br><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:   | 3 4 5                         |



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|  | <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  |       |
| Funding for the Literacy Raising Achievement Cohort groups, following each internal assessment point. RAC cohort are provided with additional support to meet targets based on behaviour, attendance and progress. Reward trips, monitoring cards and support through small group reading activities. Y7-9 | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:<br><a href="#">Improving Literacy in Secondary Schools</a> | 2 3 5 |

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

Budgeted cost: **£78,000**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Part funding of salary for the Head of Intervention and Inclusion (running our Intervention and Inclusion base which is in operation daily and caters for all vulnerable students, including PP, PLAC and LAC students) and also the Inclusion officer, supporting all aspects of the running of the Inclusion centre | <a href="https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018_-_print.pdf">https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018_-_print.pdf</a><br>“Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.”<br><br>“Essential life skills (or ‘character’) are important in determining life chances and can be measured in a robust and comparable way” | all                           |
| Funding the salary of a learning mentor with responsibility for vulnerable students, including PP and LAC students.<br><br>The mentor provides a range of interventions for   | Mentoring methods research advocating a consistent point of contact for mentoring provision and social skills training<br><a href="https://youthendowmentfund.org.uk/toolkit">https://youthendowmentfund.org.uk/toolkit</a><br><br><a href="https://youthendowmentfund.org.uk/toolkit/mentoring/">https://youthendowmentfund.org.uk/toolkit/mentoring/</a>   | all                           |

|   |   |       |
|---|---|-------|
| wellbeing, mental health and academic progress, particularly in literacy.   |   |       |
| Part funding of TLR for CIAG coordinator who provides a pathways guidance programme for disadvantaged students not planning to continue on to A-level.  | <a href="https://youthendowmentfund.org.uk/wp-content/uploads/2021/03/YEF-IN-SIGHTS-BRIEF-Final.pdf">https://youthendowmentfund.org.uk/wp-content/uploads/2021/03/YEF-IN-SIGHTS-BRIEF-Final.pdf</a><br><br><a href="https://youthendowmentfund.org.uk/toolkit/social-skills-training/">https://youthendowmentfund.org.uk/toolkit/social-skills-training/</a>  | 4 5 6 |
| <p>Part funding of TLR for AHOY 11 to provide mentoring programme for students requiring help with organisational skills, behaviour, self-regulation, CIAG and any subject-specific support required.</p> <p>Funding courses on emotion coaching, and working 1:1 with vulnerable children.</p> <p>Funding courses on PACE model for SLT, disseminated to teachers, and</p> | <p>Mentoring methods research advocating a consistent point of contact for mentoring provision and social skills training</p> <p><a href="https://youthendowmentfund.org.uk/toolkit">https://youthendowmentfund.org.uk/toolkit</a></p> <p><a href="https://youthendowmentfund.org.uk/toolkit/mentoring/">https://youthendowmentfund.org.uk/toolkit/mentoring/</a></p> <p><a href="https://youthendowmentfund.org.uk/toolkit/social-skills-training/">https://youthendowmentfund.org.uk/toolkit/social-skills-training/</a></p> <p><a href="https://youthendowmentfund.org.uk/wp-content/uploads/2021/03/YEF-IN-SIGHTS-BRIEF-Final.pdf">https://youthendowmentfund.org.uk/wp-content/uploads/2021/03/YEF-IN-SIGHTS-BRIEF-Final.pdf</a></p> | 4 5 6 |
| 2 counsellors are employed, one day a week each, and are particularly targeted towards those students who qualify for Pupil Premium and especially those who are looked after children.   | <p>Key findings from CCMH reports show that <b>counselling services are effective in reducing mental health distress</b>; depression and anxiety are the most common student concerns; and there has been an increasing trend in student uptake of counselling (CCMH, 2019)</p> <p><a href="https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/">https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</a></p>  | 3 5   |
| Funding to allocate a period per week for 4 senior members of staff   |   | 3 6   |

|   |  |     |
|---|--|-----|
| to hold a strategy meeting (Equality, Diversity, Achievement Group) focussed on disadvantaged students, in addition to weekly Vulnerable Group meetings with a regular item on PP students in the relevant year group.  |  |     |
| Funding for 1:1 music tuition, for students who would not have access to this service otherwise (internal peripatetic lessons) available to all PP students.  |  | 5   |
| Funding or part funding, or subsidised, for trips / residential trips available to all PP students.   |  | 5   |
| Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.<br>Staff will get training and release time to develop and implement new procedures.<br>Attendance/support officers will be appointed to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.   | 6   |
| 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: £320,000**

## 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.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum.

The outcomes we aimed to achieve were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and online lessons.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and to part fund the running of our Intervention and Inclusion centre, and targeted interventions where required. We are building on that approach in our new plan.

| Year 11 GCSE outcomes<br><b>Summer 2024</b> | <b>PP Students</b> | <b>Non-PP Students</b> | <b>All students</b> |
|---|--------------------|------------------------|---------------------|
| <b>Number of students</b>                   | 39                 | 157                    | 640                 |
| <b>% 4+ in English and Maths</b>            | 59%                | 88%                    | 82%                 |
| <b>% 5+ in English and Maths</b>            | 36%                | 72%                    | 65%                 |
| <b>% 4+ Maths</b>                           | 64%                | 89%                    | 84%                 |
| <b>% 5+ Maths</b>                           | 38%                | 73%                    | 66%                 |
| <b>% 4+ English Lang/Lit</b>                | 79%                | 95%                    | 92%                 |
| <b>% 5+ English Lang/Lit</b>                | 69%                | 89%                    | 85%                 |
| <b>EBacc Average Points Score</b>           | 4.6                | 5.9                    | 5.6                 |

|                                       |      |      |      |
|---------------------------------------|------|------|------|
| <b>% Entered EBacc</b>                | 72%  | 87%  | 84%  |
| <b>% Achieving EBacc (grades 9-5)</b> | 28%  | 53%  | 48%  |
| <b>Attainment 8</b>                   | 4.9  | 6.1  | 5.9  |
| <b>Progress 8 *</b>                   | +0.1 | +1.0 | +0.8 |
| <b>Progress 8 English *</b>           | +0.3 | +1.1 | +1.0 |
| <b>Progress 8 Maths *</b>             | -0.2 | +0.7 | +0.5 |

  

|               |                               |                                |
|---------------|-------------------------------|--------------------------------|
| <b>Cohort</b> | <b>% Attendance (Yr 7-11)</b> | <b>% Punctuality (Yr 7-11)</b> |
| Non-PP        | 92.9%                         | 97.3%                          |
| PP            | 89.6%                         | 95.7%                          |

  

|               |   |                             |
|---------------|---|-----------------------------|
|               | <b>Conduct Points (Average per student)</b> |                             |
| <b>Cohort</b> | <b>Achievement (Positive)</b>               | <b>Behaviour (Negative)</b> |
| Non-PP        | 825   | 42                          |
| PP            | 794   | 72                          |

## Externally provided programmes

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
|                  |                 |

## Service pupil premium funding (optional)

| <b>Measure</b> | <b>Details</b> |
|----------------|----------------|
|                |                |
|                |                |

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

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

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also 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 a number of 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 a number of 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.