

Pupil premium strategy statement – Wilnecote Junior

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 **Pupil premium strategy statement – Wilnecote Junior**

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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	310
Proportion (%) of pupil premium eligible pupils	24.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	Academic year 2021/2022-2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Kelly Williams
Pupil premium lead	Rebecca Harris
Governor / Trustee lead	Anja Hartveld

academic year and the outcomes for disadvantaged pupils last academic year.

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,125
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5,265
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£124,390

Part A: Pupil premium strategy plan

Statement of intent

At Wilnecote Junior Academy we want all our children, regardless of their background or circumstances, to enjoy their time at our school, make good progress and achieve in all subjects. This is the focus of our Pupil Premium Strategy – to support disadvantaged children in achieving this goal, including children who are high attaining.

We will consider the challenges faced by vulnerable pupils, including those that are open to agencies. We aim to support their needs, regardless of whether they are disadvantaged or not.

Our belief is for every child to have the opportunity to experience a rich, holistic curriculum, gaining a well-rounded education that is enhanced by enrichment opportunities and memorable moments that excite and encourage lifelong learning. High quality teaching is at the heart of our approach, (with a focus on areas in which disadvantaged pupils require most support, particularly social and emotional health). This approach aims to close the attainment gap for PP children and has the added advantage of benefitting every child in our school.

Our ethos is excellence for all, this is underpinned with a focus on developing positive emotional health and well-being for all our children – equipping children with the emotional skills for them to access the curriculum.

- High quality professional development for all staff is identified and implemented to ensure that quality first teaching is available to all children.
- Rigorous procedures are in place to ensure that progress is carefully tracked and therefore support can be implemented effectively.
- Our approach will be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.
- We want all staff to take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve, ensuring they are challenged in their work.

Targeted support is provided for our most vulnerable disadvantaged pupils through the national tutoring program. We are focusing on one to one support in mathematics as the outcomes from this are the strongest.

Our approach will be responsive to common challenges and individual needs.

Challenges

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

Challenge number	Detail of challenge																		
1	<p>Historically Internal and external assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Data in the table below is from end of KS2 assessments 2023. The gap has been narrowing and this needs to continue and embed.</p> <table border="1" data-bbox="363 613 1161 869"> <thead> <tr> <th></th> <th colspan="2">Percentage of children achieving ARE</th> </tr> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>63% (12/19)</td> <td>75% (42/56)</td> </tr> <tr> <td>Writing</td> <td>79% (15/19)</td> <td>79% (44/56)</td> </tr> <tr> <td>Maths</td> <td>79% (15/19)</td> <td>82% (46/56)</td> </tr> <tr> <td>GPS (SPAG)</td> <td>79% (15/19)</td> <td>77% (43/56)</td> </tr> </tbody> </table> <p>We feel that all barriers to learning for disadvantaged pupils can be overcome and should not be viewed as a reason for attainment or lack of progress. Identified barriers have been identified as:</p> <ul style="list-style-type: none"> • Family circumstances/expectations negatively impact on attitudes towards learning. • Low confidence and self-esteem due to social and emotional issues. • Poor attendance. • Low parental engagement may impact on learning. • Parenting skills may impact on belief and confidence with learning. • Safeguarding/welfare issues (leading to Social Services involvement), trauma or other mental health issues could result in children not being 'ready' to learn. <p>Academic concerns resulting from identified barriers:</p> <ul style="list-style-type: none"> • Reading outcomes. • Vocabulary and oracy. • Curriculum coverage due to attendance concerns. • Recall of multiplication facts. • Core competencies in writing - lack of life experience means limited bank of resources to draw on in their writing. • Physical stamina with writing and concentration skills. • Lack of academic aspiration. 		Percentage of children achieving ARE			PP	Non-PP	Reading	63% (12/19)	75% (42/56)	Writing	79% (15/19)	79% (44/56)	Maths	79% (15/19)	82% (46/56)	GPS (SPAG)	79% (15/19)	77% (43/56)
	Percentage of children achieving ARE																		
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GPS (SPAG)	79% (15/19)	77% (43/56)																	
2	<p>Not all disadvantaged children have positive life experiences out of school. Financial difficulties may be encountered by some families, resulting in limited access to some learning activities. Resulting in limited access to wider life experiences e.g. theatre, city visits.</p>																		

3	Since the pandemic attendance and home learning engagement has reduced, especially for pupils from a disadvantaged background.
4	Our attendance data for 2022-23 indicates that attendance from disadvantaged children is 5.3% lower than non-disadvantaged pupils. (88.8%: 94.1%). 34 children were Persistently Absent. 22 of these were Pupil Premium. 22/34 = 65% of the persistent absentees were Pupil Premium.
5	Our attendance data for 2022-23 indicates that disadvantaged children was 4.9% lower than non-disadvantaged (90.6%:95.5%). During the academic year 2022-23, 13.7% of pupils were persistent absentees. Of these children, 60% were disadvantaged. Internal assessments and observations demonstrate that absenteeism is negatively impacting upon disadvantaged pupils' progress.

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
<u>Challenge 1</u> Accelerated progress leading to improvement in maths, reading and writing in disadvantaged pupils.	Ensure that all pupils achieve quality first teaching: <ul style="list-style-type: none"> • Continual Professional Development on school priorities. • Incremental Coaching programme – including Early Career Teacher teachers and middle leaders. • There is a focus on providing equity for all. • All teachers are supported with analysing class data. • All teachers know the disadvantaged children, their attainment and progress within the context of the class and the cohort. • Teachers are made aware that some disadvantaged children need to make accelerated progress to keep in line with peers. • Vulnerable groups and their needs/ outcomes are a priority during Pupil progress meetings.

	<ul style="list-style-type: none"> • Leaders encourage an excellence for all so no child is left behind. • Staff demonstrate the same high expectations for all. • Children are identified, including PP children who will benefit from attending interventions. • All adults linked to the child's learning are fully aware of their needs, targets, and the planning for the following week. • Interventions are planned with realistic and achievable goals, therefore promoting progress. <p>All teachers are aware of barriers to learning for disadvantaged pupils and will put systems in place to support these children in order for all children to have the best opportunity in accessing learning through reduced barriers and emotional and educational support.</p>
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that the percentage gap between disadvantaged pupils meeting the expected standard and non-disadvantaged pupils is less than 10%.
Improved reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that the percentage gap between disadvantaged pupils meeting the expected standard and non-disadvantaged pupils is less than 10%.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 (current year four cohort) show that the percentage gap between disadvantaged pupils meeting the expected standard and non-disadvantaged pupils is less than 5%.
<p><u>Challenge 2</u> All children are able to access the full curriculum – including learning experiences such as educational visits and residential stays.</p>	<ul style="list-style-type: none"> • Our curriculum is fully inclusive, with all children accessing all curriculum experiences. • All disadvantaged pupils are offered music lessons at a significantly reduced rate. • Priority places at extra-curricular clubs and sports team opportunities are offered to disadvantaged pupils.

	<p>The school provides funding towards visitors and educational experiences/ visits.</p>
<p><u>Challenge 3</u> To improve parental interaction with the school and their child's life at school (learning and development).</p>	<ul style="list-style-type: none"> • Regular positive contact with parents. • Use of social media platforms to celebrate children's learning and to highlight experiences available to the children on a daily basis. • Ensuring parents of Pupil Premium children can attend parents' evening (physical/virtual). • Ensuring parents of Pupil Premium children are targeted for any parent workshops that are put on at school. • Sharing good behaviour and successes with parents through 'Marvelous Me'. • Effective staff communication throughout the year. • Fortnightly coffee morning with SENco and Family liaison worker supports families emotional wellbeing and signposts.
<p><u>Challenge 4</u> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by: The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 4%.</p> <p>The percentage of all pupils who are persistently absent being below 8% or better than national (whichever is lower) and the figure among disadvantaged pupils being no less than 5% below their peers.</p>

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: £ £85291.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff professional development on improving pedagogy and the impact of emotional wellbeing this will Support staff to develop breadth and depth of vocabulary in reading and writing</p>	<p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1</p>
<p>Staff know and understand their pupils and what motivates them. Where children are not making sufficient progress from their starting points, they are swiftly identified and addressed through appropriate and targeted intervention. Vulnerable groups and their needs/ outcomes are a focus during performance management meeting (all teachers are supported in how to analyse data and to prioritise intervention). Whole school training on use of</p>	<p>Knowing your children well will have a positive impact on classroom behaviour and outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>1, 3</p>

<p>FFT to analyse data and set targets. All teachers know the disadvantaged children in their class and their attainment and progress within the context of the class and the year group. All teachers understand the importance of progress in the context of disadvantaged pupils. All adults linked to the child's learning are fully aware of their needs, targets, and planning for the following week.</p> <p>Interventions are planned with realistic and achievable goals, therefore promoting progress.</p>	<p>Participating in the RADI programme. (Raising attainment for disadvantaged Youngsters)</p> <p>Vulnerable groups circles of pupils have been highlighted to staff</p>	
<p>Transition activities are carefully planned to ensure that historic information is shared with future class teacher/support staff.</p> <p>Leadership have developed an environment where expectations promote an excellence for all.</p>	<p>Positive culture permeates the setting in all areas.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership</p>	1, 2, 3, 4
<p>Purchase of additional resources/equipment to support teaching and learning.</p>	<p>Resources that are fit for purpose benefit access to learning for all children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1, 2, 4

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

Budgeted cost: £ £5,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscription to Third Space Maths tuition for 30 pupils during academic year- pupils during the academic year. Focus on closing gap on attainment and closing the gaps in Years 4,5,6.</p> <p>Children receive online 1:1 tuition with a maths tutor for 1 hour session each week for 12 weeks.</p>	<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

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

Budgeted cost: £33,833.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.</p> <p>Continued subscription of 'Marvellous Me' software</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and Self Regulated learning (EEF)</p>	<p>3</p>

<p>to support staff and parental engagement with pupils' behaviour and learning.</p>		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training on (EBSA) Emotional Based School Avoidance) with the Education Welfare team, training, and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Strict adherence to attendance policy and support for vulnerable families through invitation to EHA.</p> <p>Children with poor attendance (including disadvantaged/PP children) are clearly identified through the Attendance Policy. Families are contacted, offered support, families with persistent absenteeism are offered early help assessment and within due course are referred to the EWO for fines.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/news/new-measures-to-reduce-pupil-absence</p>	4
<p>Deprivation fund - eg. match-funding towards music lessons, funding of educational visits, support towards purchase of school uniform.</p>	<p>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 additional needs. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</p>	1,2,3,4
<p>Part time Home School Link Worker to support vulnerable families with attendance and acute needs.</p>	<p>Children have access to support to enable them to positively develop their health and wellbeing. In times of need there is always someone to talk to regarding the child and their emotional wellbeing. This support is also available to parents and struggling families.</p>	2,3,4

Established qualified Mental Health Lead.	https://dera.ioe.ac.uk/12136/1/download%3Fid=156367&filename=how-to-involve-hard-to-reach-parents-full-report.pdf	
Trained emotion coaches.		
Organising parent support workshops e.g cooking on a budget, budgeting for families and supporting children with their learning	<p>Parents have access to parental support sessions (this is viewed as a whole school approach to developing good relationships – with the improvement of children’s learning as a clear and consistent goal.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	2,3,4

Total budgeted cost: £124,390

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The priorities for Pupil Premium (Targeted academic support) 2022/2023 were:

Challenge 1 - Improved progress and attainment in maths, reading and writing in disadvantaged pupils.

Challenge 2 - All children can access the full curriculum – including learning experiences such as educational visits and residential stays.

Challenge 3 - To improve parental interaction with the school and their child's life at school (learning and development).

Challenge 4 - To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Impact Review

KS2 Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 2 performance data and our own internal assessments.

			Actual Results			Pupil Progress		
		Pupils	Average Scaled Score (Re, Ma)	% Expected standard+ (Re,Wr,Ma) DFE	% Higher standard (Re,Wr,Ma) DFE	Average Scaled Score (Re, Ma)	% Expected standard+ (Re,Wr,Ma)	% Higher standard (Re,Wr,Ma)
Pupil Premium	FSM (In last 6 years)	19	102.9	53%	0%	-2.6	-13%	-6%
	Not FSM (In last 6 years)	56	104.6	63%	7%	-1.3	-6%	-5%

Outcomes for 2022-23 data, show that there was a 1.7 scaled score point gap between FSM and non-FSM for reading and maths combined.

Percentage of children who met the Expected Standard for reading, writing and maths was 53% for Pupil Premium and 64% for non-pupil premium – therefore a gap of 10%.

Percentage of children who met the Higher Standard for reading, writing and maths was 0% for Pupil Premium and 7% for non-pupil premium – therefore a gap of 7%.

Attainment & progress

	Pupils	Attainment						Progress			
		FSM6	Not FSM6	Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)				
				FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap		
Summary	All Pupils	19	56	102.9	↑	104.6	↑	-1.7	-2.6	-1.3	-1.3
Gender	Male	6	32	105.9		105.8		0.1	-1.1	-0.6	-0.5
	Female	13	24	101.7		103		-1.3	-3.2	-2.2	-1
DFE Prior Attainment	Higher attainers	6	24	108		109.1		-1.1	-1.9	-2	0.1
	Middle attainers	11	25	100.9		102.4		-1.5	-3	-1.5	-1.5
	Lower attainers	2	7	93.5		96.9		-3.4	-2.8	2.1	-4.9
SEN Group	SEN Support	2	2	102.3		97.5		4.8	-1.8	4.4	-6.2
	EHC Plan	2	-	103.5		-		-	0.4	-	-
	No SEN	15	54	102.9		104.9		-2	-2.9	-1.5	-1.4
Ethnic Group	White	16	51	103.2		105		-1.8	-2.5	-1.5	-1
	Not White	3	5	101.2		101		0.2	-3.2	0.8	-4

Attainment:

All pupils: FSM pupils 102.0 average scaled score points vs non-FSM 104.6. Gap of 1.7

Male and Female – Gap for both genders: + 0.1 for boys and -1.3 for girls.

Prior Middle Attainers – Gap between FSM and non-FSM -1.5 scaled score points

SEN – No SEN – 15 FSM pupils = 102.9 and 54 non-FSM pupils= 104.9, therefore a gap of -2

Specific Subjects

Reading

		Actual Results				Pupil Progress		
		Pupils	Average Scaled Score	% Expected standard+ Reading	% Higher standard Reading	Scaled Score Reading (DFE)	% Expected standard+ Reading	% Higher standard Reading
Pupil Premium	FSM (In last 6 years)	19	102.2	63%	16	-3.7	-17%	-15%

	Not FSM (In last 6 years)	56	104.4	75%	18	-1.9	-6%	-20%
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Maths

		Actual Results				Pupil Progress		
		Pupils	Average Scaled Score	% Expected standard+ Maths	% Higher standard Maths	Scaled Score Maths (DFE)	% Expected standard+ Maths	% Higher standard Maths
Pupil Premium	FSM (In last 6 years)	19	103.6	79%	5	-1.5	-1%	-17%
	Not FSM (In last 6 years)	56	104.8	82%	20	-0.6	+1%	-12%

Writing

		Actual Results				Pupil Progress		
		Pupils	Average Scaled Score	% Expected standard+ Writing	% Higher standard Writing	Scaled Score Writing	% Expected standard+ Writing	% Higher standard Writing
Pupil Premium	FSM (In last 6 years)	19	101.6	79%	5	+0.1	-0%	-6%
	Not FSM (In last 6 years)	56	102.3	79%	21	+0.3	-0%	+3%

Grammar, punctuation & spelling analysis

		Actual Results				Pupil Progress		
		Pupils	Average Scaled Score	% Expected standard+ GPS	% Higher standard GPS	Scaled Score GPS	% Expected standard+ GPS	% Higher standard GPS
Pupil Premium	FSM (In last 6 years)	19	104.1	79%	11%	-1.4	-0%	-20%
	Not FSM (In last 6 years)	56	105.8	77%	30%	-0.4	-3%	-8%

Attendance 2022/23

FSM6			All	3	4	5	6
FSM6	79	School	90.6%	93.9%	91.7%	90.6%	86.2%
		FFT National	91.3%	91.7%	91.7%	91.6%	91.6%
		Difference	-0.6%	+2.2% ●	0.0%	-1.0%	-5.4% ●
Not FSM6			All	3	4	5	6
Not FSM6	226	School	95.5%	96.8%	95.0%	95.8%	94.9%
		FFT National	94.7%	95.2%	95.2%	95.1%	95.0%
		Difference	+0.8%	+1.5% ●	-0.2%	+0.6%	-0.1%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Third Space maths	Third Space learning

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Emotion support from Home School Link Worker.
The impact of that spending on service pupil premium eligible pupils
Whole family received emotional support throughout the year.

Further information

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:

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities 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

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 schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies, and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have 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