

Pupil premium strategy statement – Springfield Primary School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	459
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Alison Bhardwaj
Pupil premium lead	Claire Seddon
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,880
Recovery premium funding allocation this academic year	£21,170
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£240,050

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 all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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 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	School situated in deprived area – oral communication and poor level of vocabulary/ literacy skills. (above National average – IDACI index) Live in an area of deprivation with increasing cost of living crisis. Many of our children suffer from varying amounts of trauma including those affected by the covid pandemic. Assessments, observations, and

discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. EYFS GLD data demonstrates that our children are well below the national picture and there has been a decline in last year's performance specifically for our disadvantaged pupils.

	Cohort ¹	12	13 -	11 -2			
Springfield Primary School	Good Level of Development ²	40.6%	53.8% -	27.3% -26.5%			
	Average no. of ELGs at expected level per child	12.8	13.8 -	11.7 -2.1			
	All Goals: At expected	40.6%	53.8% -	27.3% -26.5%			
	Prime: At expected	53.5%	61.5% -	45.5% -16.0%			

2

Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and maths than their peers.

KS1 disadvantaged data

Springfield Primary School	Reading ≥ EXS	24	50.9%	46.7% +11.0% pts	47.6% +0.9% pts	58.3% +10.7% pts		+11.7% pts	+10.1% pts	+5.4% pts
	Writing ≥ EXS	24	40.7%	26.7% +5.3% pts	28.6% +1.9% pts	66.7% +38.1% pts		+5.4% pts	+15.2% pts	+30.9% pts
	Maths ≥ EXS	24	63.2%	53.3% +10.4% pts	57.1% +3.8% pts	79.2% +22.1% pts		+8.8% pts	+15.1% pts	+14.3% pts
	RWM ≥ EXS	24	30.7%	26.7% +5.3% pts	23.8% -2.9% pts	41.7% +17.9% pts		+4.6% pts	+10.3% pts	+11.7% pts

KS1 Non – disadvantaged data

Springfield Primary School	Reading ≥ EXS	36	58.3%	68.9% +11.8% pts	39.4% -29.5% pts	66.7% +27.3% pts		+11.3% pts	-20.7% pts	+25.4% pts
	Writing ≥ EXS	36	55.1%	62.2% +26.5% pts	36.4% -25.8% pts	66.7% +30.3% pts		+27.1% pts	-13.1% pts	+27.7% pts
	Maths ≥ EXS	36	58.1%	53.3% -6.2% pts	51.5% -1.8% pts	69.4% +17.9% pts		-6.7% pts	+6.9% pts	+15.8% pts
	RWM ≥ EXS	36	44.4%	53.3% +22.3% pts	24.2% -29.1% pts	55.6% +31.4% pts		+21.6% pts	-15.6% pts	+28.6% pts

KS2 disadvantaged data

Reading ≥ Exp. Std.	21	55.6%	50.0% +30.0% pts	50.0% 0.0% pts	66.7% +16.7% pts		+32.6% pts	-3.8% pts	+18.3% pts
Writing TA ≥ EXS	21	63.8%	75.0% +55.0% pts	54.5% -20.5% pts	61.9% +7.4% pts		+54.1% pts	-9.6% pts	+4.5% pts
Maths ≥ Exp. Std.	21	58.2%	58.3% +48.3% pts	59.1% +0.8% pts	57.1% -2.0% pts		+41.2% pts	+10.8% pts	-8.2% pts
RWM ≥ Exp. Std.	21	45.2%	33.3% +23.3% pts	50.0% +16.7% pts	52.4% +2.4% pts		+22.7% pts	+22.7% pts	-0.7% pts

KS2 Non – disadvantaged data

	<table border="1"> <tbody> <tr> <td>Reading ≥ Exp. Std.</td> <td>35</td> <td>72.9%</td> <td>72.2% +9.3% pts</td> <td>72.2% 0.0% pts</td> <td>74.3% +2.1% pts</td> <td></td> <td>+10.5% pts</td> <td>-0.2% pts</td> <td>+3.6% pts</td> </tr> <tr> <td>Writing TA ≥ EXS</td> <td>35</td> <td>71.0%</td> <td>77.8% +17.8% pts</td> <td>63.9% -13.9% pts</td> <td>71.4% +7.5% pts</td> <td></td> <td>+19.0% pts</td> <td>-4.8% pts</td> <td>+6.8% pts</td> </tr> <tr> <td>Maths ≥ Exp. Std.</td> <td>35</td> <td>80.4%</td> <td>77.8% +32.1% pts</td> <td>77.8% 0.0% pts</td> <td>85.7% +7.9% pts</td> <td></td> <td>+29.0% pts</td> <td>+10.2% pts</td> <td>+5.2% pts</td> </tr> <tr> <td>RWM ≥ Exp. Std.</td> <td>35</td> <td>62.7%</td> <td>66.7% +23.8% pts</td> <td>55.6% -11.1% pts</td> <td>65.7% +10.1% pts</td> <td></td> <td>+22.5% pts</td> <td>-3.4% pts</td> <td>+9.2% pts</td> </tr> </tbody> </table>	Reading ≥ Exp. Std.	35	72.9%	72.2% +9.3% pts	72.2% 0.0% pts	74.3% +2.1% pts		+10.5% pts	-0.2% pts	+3.6% pts	Writing TA ≥ EXS	35	71.0%	77.8% +17.8% pts	63.9% -13.9% pts	71.4% +7.5% pts		+19.0% pts	-4.8% pts	+6.8% pts	Maths ≥ Exp. Std.	35	80.4%	77.8% +32.1% pts	77.8% 0.0% pts	85.7% +7.9% pts		+29.0% pts	+10.2% pts	+5.2% pts	RWM ≥ Exp. Std.	35	62.7%	66.7% +23.8% pts	55.6% -11.1% pts	65.7% +10.1% pts		+22.5% pts	-3.4% pts	+9.2% pts
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3	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>																																								
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p>																																								
5	<p>Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <div style="border: 1px solid red; padding: 10px; margin-bottom: 10px;"> <p>UNAUTHORISED ABSENCE</p> <p>Gap-to-National +1.8%</p> </div> <p>Disadvantaged pupils have been ‘persistently absent’ compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p> <div style="border: 1px solid red; padding: 10px;"> <p>UNAUTHORISED ABSENCE</p> <p>Gap-to-National +2.2%</p> <p>PERSISTENT ABSENCE</p> <p>Gap-to-National +20.2%</p> </div>																																								

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 1.9%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 15% lower than their peers

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£26,482**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop EYFS continuous provision (resources, CPD)	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning	1 2

<p>To continue with the advice from DFE experts and mentors programme</p> <p>https://www.gov.uk/guidance/early-years-experts-and-mentors-programme</p>	<p>Research shows that children best learn when the continuous provision enhances the learning. Staff will follow the principles set out in the CPD provided by Alistair Bryce Clegg to ensure that the continuous provision provides language rich opportunities. This will ensure that our GLD outcomes improve and that our reception children are more ready for year 1.</p>	
<p>To re-stock and pay subscription costs for out validated phonics scheme Little Wandle. DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1 2
<p>To develop high Quality Teaching, assessment and a curriculum which meets the needs of the pupils and to improve Professional development on evidence-based approaches</p>	<p>The school will provide CPD (cover) to enable staff to attend CPD for their curriculum area or NPQs to enable staff to further develop their practice and have opportunities to access the latest educational research. The funding will be used to provide high quality CPD or fund the pupil premium lead to plan and deliver quality whole School CPD using the Great Teaching Toolkit from EEF guidance. Spending will be used to provide CPD cover for staff for instructional coaching, tutorials and practice sessions and Pupil premium lead support</p> <p>Great Teaching Toolkit</p>	1 2
<p>To provide mentoring and coaching</p>	<p>Quality first teaching is proven to still be one of the most important aspects when improving outcomes for all pupils including those with disadvantaged backgrounds.</p> <p>Therefore, we intend to provide mentoring and coaching opportunities for staff including the introduction of instructional coaching. Spending will be used for SLL intensive support Days, cover for staff for CPD, pupil premium lead support</p> <p>https://www.ambition.org.uk/blog/what-instructional-coaching/</p>	1 2

<p>To provide resources and CPD in reading for pleasure initiatives. Epic tales reading bazarr – CPD for staff.</p> <p>To plan for reading for pleasure enrichment days.</p>	<p>Research tells us that those children who read for pleasure do better than their peers Children who read for pleasure are likely to do significantly better at school than their peers, according to new research from the Institute of Education (IOE).The IOE study, which is believed to be the first to examine the effect of reading for pleasure on cognitive development over time, found that children who read for pleasure made more progress in maths, vocabulary and spelling between the ages of 10 and 16 than those who rarely read.</p> <p>https://ukla.org/news/reading_for_pleasure_puts_children_ahead_in_the_classroom_study_finds/</p>	<p>1 2 3 4</p>
<p>To provide resources focused on high quality teaching and learning</p> <p>LOtC CPD and resources</p>	<p>We value the importance of LotC and we have recently taken part in a new initiative specifically aimed at schools in the West Midlands where we become members of the LotC and receive training in order to implement this initiative as a whole school. Evidence suggests that LotC: helps to improve social mobility, giving children new and exciting experiences that inspire them to reach their true potential. These real-world experiences raise aspirations, equipping young people with the skills they need to become active and responsible citizens and shape a fit and motivated workforce.</p> <p>addresses educational inequality, re-motivating children who do not thrive in the traditional classroom environment, such as those from disadvantaged backgrounds or with Special Educational Needs. Young people who experience learning outside the classroom as a regular part of their school life benefit from increased self-esteem, and become more engaged in their education both inside and outside the classroom walls.</p> <p>supports improved standards back INSIDE the classroom, raising attainment, reducing truancy and improving</p>	<p>1 2 3 4 5</p>

	discipline. Learning outside the classroom is known to contribute significantly to raising standards & improving pupils' personal, social & emotional development. Spending will be used for CPD, resources and LotC visits and additional staffing https://www.lotc.org.uk/what-where-why/why/	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1 2 3 4 5

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

Budgeted cost: **£152,398.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. To provided one to one tuition for our LAC children.	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 Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF We aim to provide small group tutoring using FFT lightning Squad and The Herts for learning fluency intervention project. This will provide intensive reading support for those children who risk falling significantly behind in reading. Decoding and fluency essential for improving reading outcomes. Spending will be used to pay the annual subscription to Lightning Squad and have additional TAs to deliver the tutoring programme for 30	1, 2, 3, 4

	minutes daily over a 6-week period. 50% of funding taken from PP grant https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1, 2
To provide targeted academic support through TA deployment and intervention.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. This along with continued feedback will close the attainment gap for PP children. TAs will be trained to provide live feedback to children, support and additional targeted interventions such as phonics extra daily practice, reading intervention and maths surgeries. Spending will be used to fund TAs across the school including LAC tutoring. .https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2

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

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p>	<p>1 2 3 4 5</p>
<p>To support pupils' social, emotional, and behaviour needs</p>	<p>School recognises the needs of our children including those that have experienced ACEs. Following our attachment and trauma training it is evident that our children require support with their emotional needs in order to ensure HASLOWs hierarchy of needs are met. Spending will be used to provide further CPD in attachment and trauma for all staff including TAs, office and lunchtime supervisors. It will also be used to fund interventions from our learning mentor and outside agencies such as relax kids etc... https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>1 2 3 4 5</p>
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1 2 3 4 5</p>
<p>Contingency fund for acute issues.</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 needs that have not yet been identified.</p>	

Total budgeted cost: £ 218,880

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

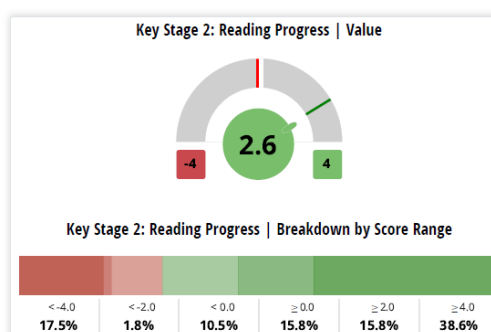
The data demonstrated that our KS1 and 2 outcomes improved significantly ast year.

KEY STAGE 2 | READING PROGRESS

Based on a cohort of **57 pupils** in your school at the end of Key Stage 2, you achieved a progress score of **+2.6** in Reading.

70.2% of your cohort achieved a progress score greater than or equal to 0, with **38.6%** having a score greater than or equal to 4.0.

29.8% of your cohort achieved a progress score below 0, with **17.5%** having a score less than or equal to -4.0.

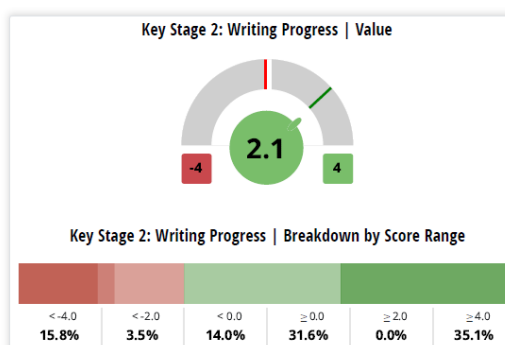


KEY STAGE 2 | WRITING PROGRESS

Based on a cohort of **57 pupils** in your school at the end of Key Stage 2, you achieved a progress score of **+2.1** in Writing.

66.7% of your cohort achieved a progress score greater than or equal to 0, with **35.1%** having a score greater than or equal to 4.0.

33.3% of your cohort achieved a progress score below 0, with **15.8%** having a score less than or equal to -4.0.

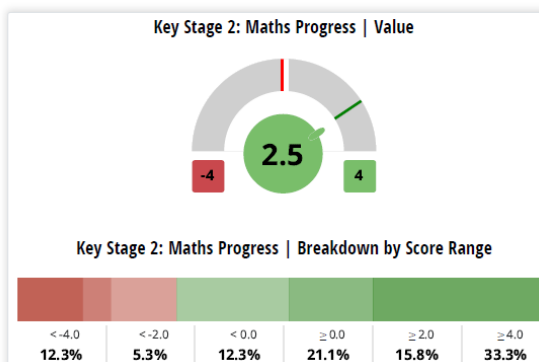


KEY STAGE 2 | MATHS PROGRESS

Based on a cohort of **57 pupils** in your school at the end of Key Stage 2, you achieved a progress score of **+2.5** in Maths.

70.2% of your cohort achieved a progress score greater than or equal to 0, with **33.3%** having a score greater than or equal to 4.0.

29.8% of your cohort achieved a progress score below 0, with **12.3%** having a score less than or equal to -4.0.



Disadvantaged analysis from perspective

STRENGTHS

READING PROGRESS

Gap-to-National

+2.7

MATHS PROGRESS

Year-on-Year Trend

+5.0

CHALLENGES

You have no significant indicators for the selected options.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated

STRENGTHS

OVERALL ABSENCE

Year-on-Year Trend

-2.2%

PERSISTENT ABSENCE

Year-on-Year Trend

-16.5%

SEVERE PERSISTENT ABSENCE

Year-on-Year Trend

-1.5%

UNAUTHORISED ABSENCE

Year-on-Year Trend

-2.4%

CHALLENGES

UNAUTHORISED ABSENCE

Gap-to-National

+1.8%

Overall Absence

Your school's Disadvantaged cohort of 139 enrolments have an **Overall Absence** of **8.4%**.

This is **2.9%** higher than the **national Non-Disadvantaged** cohort at **5.5%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 2.6%** from +5.5% in 2021/22, to +2.9% in 2022/23.

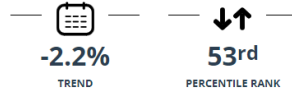
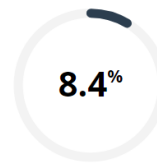
Your Disadvantaged cohort's **Overall Absence** has **decreased by 2.2%** from 10.6% in 2021/22, to 8.4% in 2022/23.

The Disadvantaged pupil(s) in your school are in **percentile 53** for **Overall Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+2.9%
National: Disadvantaged	-0.2%
School: Non-Disadvantaged	+3.3%

SCHOOL: VALUE



Persistent Absence

30.9% of your school's Disadvantaged cohort are **persistently absent**, **43 pupils** out of 139.

This is **13.6%** higher than the **national Non-Disadvantaged** cohort at **17.3%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 16.9%** from +30.5% in 2021/22, to +13.6% in 2022/23.

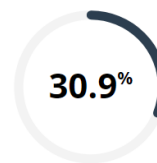
Your Disadvantaged cohort's **persistent absence** has **decreased by 16.5%** from 47.4% in 2021/22, to 30.9% in 2022/23.

The Disadvantaged pupil(s) in your school are in **percentile 51** for **persistent absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+13.6%
National: Disadvantaged	-0.6%
School: Non-Disadvantaged	+13.6%

SCHOOL: VALUE



Based on all the information above, the performance of our disadvantaged pupils partially met our expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that school would highlight aspects of their strategy that their analysis found to be particularly effective during the previous academic year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider

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 on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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

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 contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several 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.